SHORTFILE 18 Guardians of the wild

EXPLORE An ongoing legacy

TB → p. 162 (doc 1)

DIFFÉRENCIATION

Interviewing Kenyan activist Elizabeth Wathuti



How has the role of youth in conservation changed over the years?

Young people today are more vibrant than ever before, and a major shift is that youth are no longer waiting to be given a seat at the table. They are on the front line, stepping up action and pushing leaders to take more urgent action. Beyond using their voices for change, young people in communities across the world are taking up leadership roles in implementing nature-based solutions to address the climate crisis, the most challenging issue of our time. Most of my childhood memories are of time spent out in the forest, close to clean streams[1]. But this natural world that my friends and I knew as children is changing before our eyes. We are now experiencing ecological grief[2], seeing trees we planted as kids turning into logs[3] and stumps[4]. My fight as an environmentalist and a climate activist is personal because it embodies how I feel the pain of nature caused by environmental degradation. […]

What is the biggest lesson you have taken away from the life and work of Wangari Maathai?

I remember when I planted my first tree at the age of seven, the late Professor Wangari Maathai was the Member of Parliament of Nyeri, my home region. There were many instances of women planting trees and establishing tree nurseries, as well as tree planting activities at schools — these opportunities were a seed[5] planted in me and fueled my passion for conservation to date. It is also the driving force behind the campaigns I head at the Wangari Maathai Foundation, established to instill the late Professor Wangari Maathai's character traits into young people and keep her legacy alive.

How can visual storytelling and photography inspire youth to become conservationists?

Photography can inspire young people to take action because an image encapsulates a real story rather than a theory. For example, much of the information about nature destruction is theoretical; reading about it is different from seeing it actually happen. Photography, as a form of visual storytelling, can bridge the gap, allowing people that live in places that are not deforested to see the impact of forest loss.

Harleen Sehmi, *African Wildlife Foundation*, 2021.

1. small rivers 2. profound sadness 3. *bûches* 4. *souches* 5. *graine*

WAY 1

1. a. Look at the text layout and **spot** its specificities.

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b. Identify the document:

This text is: ❑ an interview ❑ a speech ❑ a newspaper article

2. Read the text and **take notes** on each person mentioned:

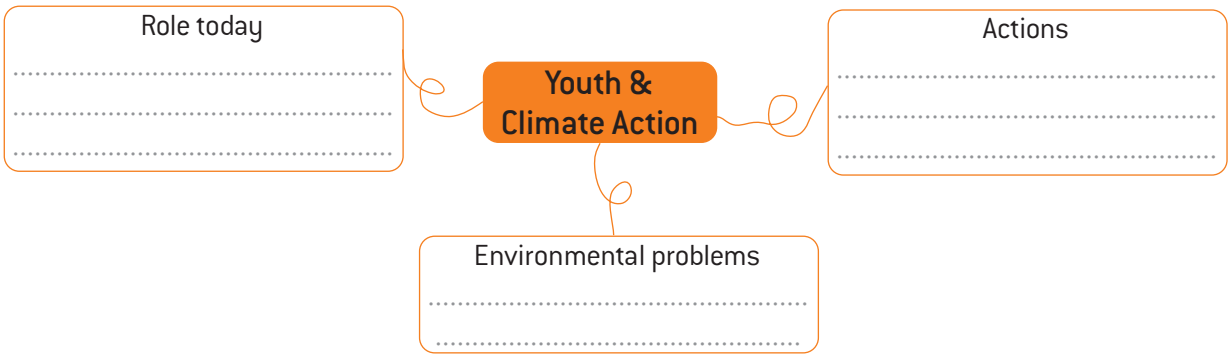
Person 1: Name: .....

Role: .....

Person 2: Name: .....

Role: .....

3. Fill in the mind map with information about youth and climate action.



4. Say what changes Elizabeth observes today in nature:

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5. Pick out the adjectives that best describe Elizabeth's feelings about the situation. **Justify** with a quote for each of them.

❑ hopeful ❑ saddened ❑ angry ❑ indifferent ❑ concerned

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6. a. Match each idea with the correct person:

	Elizabeth Wathuti	Wangari Maathai
Inspired young people to plant trees.	❑	❑
Founded campaigns and projects for youth.	❑	❑
Was a Member of Parliament in Nyeri.	❑	❑
Planted her first tree at the age of seven.	❑	❑

b. Explain in your own words how Wangari Maathai influenced Elizabeth Wathuti:

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7. Complete the sentences with information from the text:

- Photography can inspire young people because .....
- Seeing images is different from reading because .....
- Photography helps people understand .....

.....

8. Sum up the main ideas of the document. **Use** the following words/expressions.

youth • *climate action* • *nature* • *grief* • *Wangari Maathai* • *photography*

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WAY 2

1. **Look at** the text layout and **spot** its specificities. **Deduce** the nature of the document.

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2. **Read** the text and **identify** the two main figures mentioned. **Complete** the chart with information from the document.

PERSON	FUNCTION / ROLE	IMPORTANCE
.....	.....	.....
.....	.....	.....

3. **Take notes** on Elizabeth's ideas about youth:

a. Role of young people today: .....

.....

b. Types of actions they take: .....

.....

c. Emotional relationship to nature: .....

4. a. **Focus on** Elizabeth's relationship with nature and **pick out** elements from her childhood memories.

❑ forests ❑ clean streams ❑ planted trees ❑ polluted cities

b. **Explain** the contrast between the natural world of her childhood and today's situation.

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5. a. **Read** the passage about "ecological grief" and **choose** the best explanation.

It refers to:

❑ happiness caused by nature ❑ sadness linked to environmental destruction

❑ fear of wild animals ❑ anger against technology

b. **Justify** with a quote from the text:

.....

6. **Complete** the timeline with information from the text:

- Wangari Maathai was .....
- Elizabeth planted her first tree at the age of .....
- These experiences helped Elizabeth develop .....
- Today, she continues this legacy through .....

.....

7. **Explain** why photography is presented as an efficient tool for environmental awareness.
Use the following ideas: *real images* • *emotions* • *deforestation* • *understanding reality*.

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8. **Sum up** how Elizabeth Wathuti encourages young people to protect nature.

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