



Earth Scouts Facilitator's Handbook

K-2

Earth Scouts Handbook sponsored by Earth Charter US

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www.earthscouts.org

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Earth Scouts Facilitator's Handbook -- Level K-2
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Books needed for these lessons include: *Spinning Tales, Weaving Hope; Earthchild; 50 Simple Things Kids Can Do to Save the Earth, Environmental Education Activities Manual*, and, for facilitators, Steve la Matre's book, *Earth Education*. These books should be available at your public library or for purchase at abebooks.com, amazon.com or Barnes and Noble (bn.com). Rosie Emery's CDs and Activity Book for "We're All Interconnected," can be purchased from her website, www.interconnected.ca.

Facilitator's Note: Since this curriculum is a "work in progress," facilitators are encouraged to add to or substitute alternatives for the planned activities. If your own children are in this age group, you probably know of videos, games, and activities your children and others enjoy. When you use these activities, please take a few minutes to let us know of others that work well for you and in which lesson you used them. (See Facilitator's Response Form at the end of this curriculum "sampler" or just email me at scarter57@aol.com with your comments or suggestions.)

Earth Scouts Curriculum Getting Started

What is an Earth Scouts Group?

Earth Scouts is a youth group created for the United States to help children learn about and use the principles of the Earth Charter in three major -- environmental integrity, social justice, and democracy, nonviolence, and peace.

What is the Earth Scouts Curriculum?

The Earth Scouts curriculum includes activities for children at five different age levels -- Pre-K, K-2, 3-5, 6-8, and 9-12. Earth Scouts Trailblazers groups use the activities and add others of their own design, they are invited to let planners know which ones they found most enjoyable and most effective for teaching the principles. We have provided at least one lesson for each principle and sub-statement as well as some additional activities from which to choose.

What Children Learn in Earth Scouts:

Since groups' makeup and meetings -- location time, duration, age group -- vary widely, each facilitator will choose the lessons and/or activities that work for his or her group. The overall curriculum has been designed to focus on the following major goals at each level:

- Pre-K, K-2: Building an appreciation for the earth and all living things; understanding our interconnectedness and what it means to be connected; learning to work together, and becoming aware of ways the children as individuals can help solve problems related to the environment, sharing, and resolving conflicts peacefully;
- 3-5: Deepening children's appreciation for the earth and all living things; understanding and feeling their interconnectedness; increasing knowledge and skills for learning (gathering information, finding solutions to problems) becoming skilled at working together; and beginning to learn skills needed to present their ideas to others;
- 6-8: Continuing to learn and deepen their understanding of Earth Charter principles and how they can practice them; beginning to bring about change in their communities; and becoming ambassadors to their community and to their world.
- 9-12: Earth Scouts who have completed the program at all the previous levels will be ready to investigate serious problems, join with others in an effort to solve the problems, and become leaders in their communities, in their nation, and in the world. They will understand the need to respect the views of others and, when necessary, accept compromises, while maintaining their commitment to the goals of the Earth Charter.

A Work in Progress:

This curriculum is a work in progress. We can add an unlimited number of lessons for each principle and sub-statement. The purpose of the curriculum is to provide a rich supply of ideas in an organized way, not to limit those you may have. If you do create your own activities, we would welcome hearing about them, so we can share them with other facilitators. In this way, our program can benefit from insights and perspectives of all people in our community. As we receive your responses, we will work on making changes and additions to the curriculum.

Materials Needed:

At present, the curriculum and materials needed are available www.earthscouts.org. Additional curriculum resources are also available and may be useful. These materials include:

1. The Earth Scouts scope and sequence -- a brief look at the lessons for all levels with activities and materials shown in the appropriate sequence;
2. Rosie Emery's CDs and book, "We're All Interconnected Activities for Kids."
3. For the Earth CD

Starter Program:

Currently, the Facilitator's Handbook provides lessons for the preamble and the first four principles -- the four broad commitments. These four principles are the foundation for the Earth Charter and relate to all of the areas of the Earth Charter -- environmental sustainability, social justice, and democracy, non-violence and peace.

Obtaining Books and Music Resources:

At present, you'll need to obtain the books and music included in the curriculum through the internet. Most books can be purchased used from www.abebooks.com and are rather inexpensive. Children's literature can be obtained from your local library. If the library does not have a particular selection, your librarian should be able to recommend a suitable alternative.

Books You'll Need -- All Levels:

Spinning Tales, Weaving Hope, Holly Near; *Earthchild*, Sheehan and Waidner
Environmental Education Activities Manual, Stapp and Cox
50 Simple Things Kids Can Do to Save the Earth, & *Recycler's Handbook*, Earthworks Group
Earth Education, Steve Van Matre (for facilitators)

UNESCO curriculum on sustainability available on the internet, primarily for upper levels

Levels 6-8 and 9-12:

Our Ecological Footprint, Wackernagel and Rees
The Consumer's Guide to Effective Environmental Choices, Brower and Leon
What Can I Do to Make a Difference, Richard Zimmerman

The Earth Charter -- Youth Version

One human family -- One earth community

Introduction

We are living at a very important time in Earth's history. The choices we make today will determine the future of all life on Earth.

All people of the earth are in the same human family. We need to respect each others' diverse cultures and different spiritual beliefs.

People, plants, animals, soil, air, and water form one Earth community. We need to listen to and help one another and work together to protect our Earth community.

Earth, Our Home

Planet Earth is part of an amazing, vast universe. On this planet are many different kinds of environments, encompassing plants, animals, and people -- all linked to one another in a complex web of life. All forms of life depend on one another and on Earth's soil, air, and water. When one part of the web of life is weak or unhealthy, all other parts are affected, too.

Earth provides everything we need. Every man-made thing started from something in nature. Plants and animals provide food and clothing. People build shelters using soil, clay, rock, trees, plants, and animal skins. People depend on air to breathe and on water for drinking, cleaning, growing plants, and more.

Problems on Earth

People have been treating Earth badly, misusing and wasting a lot of what they take from nature -- plants, animals, water, and energy. Some of these precious natural resources nature can replace, but it often takes a long time. Others are irreplaceable. Examples of many environmental problems include deforestation, soil erosion loss of wildlife homes, pollution of the oceans, over-fishing, and global climate change. Many industries release pollutants into air, water, and soil. While some people have much more than they need, many, many others do not have enough food or clean water to stay healthy. Violence, such as war, destroys homes, health, and life.

What We Must Do

All people must join together to care for Earth and for one another. We have the scientific knowledge and means to clean up our air, water, and soil. We have the knowledge to protect and wisely manage our planet's natural resources. We need to have an Earth Ethic which takes care of everyone's basic needs. The principles of the Earth Charter show us what to do.

RESPECT AND CARE FOR THE COMMUNITY OF LIFE

1. Respect the Earth and all life.

- a. All forms of life need one another.
- b. All forms of life are valuable, including those that people think are useless.
- c. All people have the potential to think and learn, to create beauty and to live together respectfully and in peace.

2. Understand, love, and care for the community of life.

- a. When we use plants, trees, soil, water, and Earth's other resources, we have a responsibility to protect and preserve them and to use them carefully.

3. Find ways for people to live together peacefully and to work together for the good of all.

- a. All people deserve their dignity and respect.
- b. Everyone should have opportunities to care for Earth, other people, and the community of life.
- c. Help people discover what they love to do and learn how to do it well.

4. Make Earth healthy and beautiful for all children of the future.

- a. What we do today affects all life in the future.

ALL FORMS OF LIFE ARE INTERCONNECTED

5. Protect and restore the web of life.

- a. Protect and preserve Earth's diverse ecosystems.
- b. Protect plants, animals and all other living things from extinction.
- c. Respect equally people of all cultures.
- d. Protect the health of all natural habitats. Examples include forests, grasslands, mountains, coral reefs, oceans, and all wildlife homes.

6. Don't take chances if there is a possibility that Earth's environment may be harmed.

- a. Think about future consequences of what we do now.
- b. Require people who want to do something new to prove that it is safe before they begin.
- c. Don't pollute any part of the environment.

7. Live and promote sustainable communities in ways that are economically just and healthy for Earth and for people.

- a. Buy things you can reuse and recycle. Don't waste.
- b. Health is more valuable than money.

8. Share with others what you know about how to protect the earth.

- a. Cooperate with others in projects that restore damaged habitats.
- b. Recognize and preserve the traditional knowledge and spiritual wisdom in all cultures that contribute to environmental protection and human well-being.

EVERYONE DESERVES EQUAL OPPORTUNITY

9. Guarantee that everyone has enough to meet their basic needs.

- a. Everyone has a right to clean air, water, and soil.
- b. Everyone needs enough nutritious food to eat.
- c. Everyone deserves safe shelter.
- d. Everyone deserves quality health care and protection from disease.
- e. Everyone has a right to education.

- 10. Be sure that everyone gets a fair share of Earth's resources.**
 - a. Encourage those who have more than they need to share with those who do not have enough.
 - b. Help people in developing nations.
 - c. Businesses and banks should not be allowed to do anything that will harm people or the environment.
- 11. Secure equality for women and girls.**
 - a. End violence and discrimination against women and girls.
 - b. Encourage women to become leaders.
 - c. Make families loving and safe for all members.
- 12. Protect the rights of all people to live in dignity, health, and happiness.**
 - a. Ensure equal rights for all people regardless of their culture, ethnicity, skin color, language, religion, or sexual orientation.
 - b. Support sovereignty and self-determination for indigenous peoples in order to secure their rights to their traditional homelands and culture.
 - c. Honor and support young people. They are the future.
 - d. Protect and restore places of cultural and historical importance that have special meaning to each culture, including sacred sites.

PROTECT FREEDOMS AND CREATE PEACE

- 13. The purpose of government is to serve and protect all the people.**
 - a. Warn about and protect people from something that may endanger their health or the health of their community.
 - b. All people should have the right to say what they think, including the right to disagree with their government.
 - c. All people should be free to meet and to talk about all decisions that affect their lives.
 - d. All people should have informed consent regarding decisions that affect them.
- 14. Study and learn ways to protect and restore the web of life.**
 - a. Make sure education is available to all.
- 15. Treat all living beings with respect and consideration.**
 - a. Prevent cruelty to animals.
 - b. When hunting, trapping, or fishing, protect animals from unnecessary suffering.
 - c. Prevent the death or injury of wildlife through careless behavior.
- 16. Promote a culture of tolerance, nonviolence, and peace.**
 - a. Encourage people to use their words to resolve conflicts.
 - b. We need to listen to each other, say how we feel, and consider each other's feelings.
 - c. Instead of making weapons and waging war, we need to resolve conflicts peacefully.

THE WAY FORWARD

The survival of our precious planet Earth and all life depends upon creating a new Earth ethic. People of Earth must join hands together to develop a universal culture of peace. In this new millennium, more than ever before, we must all work for the eradication of poverty and world hunger, for the protection of the environment, and for social and economic justice.

Introduction to the Curriculum and Lessons

Lessons in the Earth Scouts curriculum follow a predictable sequence. The first lesson will introduce the children to the routines and lesson sequence they will be following in subsequent lessons. As mentioned in the "Getting Started" section, facilitators may change the lesson plans to fit their own tastes and preferences. The curriculum includes specific activities for each lesson. These activities include:

- Opening ceremony
- Activities for Inspiration
- Activities for Understanding
- Activities for Demonstrating
- Activities for Action
- Closing Circle

Facilitators can get an overview of the lessons planned for all grade levels from the scope and sequence. Facilitators working above the Pre-K level may wish to use some lessons from lower levels as well as those from their own level if children have just begun working with an Earth Scouts group. Facilitator's Notes following many lessons will offer suggestions for conducting the activities. The Notes will also contain information about the concepts in the "lesson focus," to give you background facts and information related to that lesson. In addition, activities related to the lesson focus, but not included in the lesson will be listed.

Although the activities for each age group are designed to be appropriate for that age and may not appeal to older children, beginners in the program may need help learning information or understanding ideas "covered" by lower age groups. Most often, children will be able to come in "in the middle" of the program without difficulty, but facilitators will want to consider providing additional preparation for children as needed.

The scope and sequence and lesson plans show the principle being taught, the lesson focus, facilitator's notes for information you may need, suggested activities, and resources needed for the lesson. Shown below is a description of each of these activities in the sequence used, and the reason for their inclusion:

Opening ceremony: This quiet time and ceremony have been selected to set the tone for the meeting, to invite the children to put away the hurry and bustle of the world outside the door, and to prepare for a peaceful and joyful time together. However you choose to begin, taking time at the beginning to set a tone of peace and stillness will communicate to the children that the time they spend together is a special time.

Activities for Inspiration: This activity follows the opening ceremony and is designed to introduce a topic or idea in a way that will inspire the children to feel and think about their connection to the earth, the contribution other living things make to the world and to their lives, or about other concepts of the Earth Charter. Songs, poems, quotations, and stories are most often used to reach the children's hearts as well as their minds.

Activities for Understanding: This activity usually involves using a "talking circle" to discuss the topic introduced in the inspirational activity. The "talking circle" provides a time and context for reflection, sharing ideas, and responding to the lesson theme.

As in the traditional "talking circle," children should sit quietly, keep their hands and feet to themselves, speak one at a time, and listen respectfully to the ideas of others. In the beginning, facilitators might invite the children to create these guidelines (or others) to be written and reviewed as needed. Facilitators may also want to encourage positive behaviors by commenting on how well the children (or specific children) are doing in following the guidelines.

Activities for Demonstrating: The primary purpose of this activity is to develop the lesson theme further and to prepare the children for the action to follow. If you choose a different activity from the one suggested, you'll want to ensure that the activity relates to the focus of the lesson. The children will need to be able to move around at this point and, as often as possible, actually create something with their hands, draw, or go outdoors.

Activities for Action: The action activity ensures that the children have an opportunity to put the principle into practice, if only in one small way. In some cases, the children will do the action step at home with their families, often with the guidance of an adult. Each facilitator will need to decide if this is practical given the home situations of the children in the group.

Closing Circle: The closing circle takes place at the end of the meeting. It is designed to reinforce the focus of the lesson, provide, again, an opportunity for all to reflect on what they have done together and learned, and to restore to the group a sense of community and peace. Suggestions for conducting this activity are included with the first lesson.

Evaluation

Learning and Practicing the Earth Charter Principles

Facilitator's Notes:

In Earth Scouts, children learn many concepts, attitudes, and behaviors. In evaluating the children's progress in learning these and in practicing the principles of the Earth Charter, you'll want to make your own list of objectives (including concepts, attitudes, and behaviors) children in your group will learn and begin doing. The Lesson Focus for each lesson and the "Kids Action Plan" provide ideas; you'll want to add your own based on your children's needs.

Evaluation tools and strategies:

You'll need to choose some evaluation objectives and strategies **before** beginning your program, since what you do will depend on the concepts, attitudes, and behaviors you want the children to learn. The old saying is:

"Design down from where you want to end up." (Ted Sizer)

If you know where you're going, you can select or create activities to get you there. The "lesson focus" shows the concepts, attitudes, and behaviors chosen for the lessons in this curriculum. You may choose several of these strategies to evaluate the children's progress:

On-going observation:

Children's talk and actions during lessons and at home show best what they've learned, and you'll see changes as you work with them. When you let them know what they're going to learn at the beginning and ask what they did learn in the closing circle, you're evaluating their progress. If they don't seem clear about what they've learned, you can just add another lesson and/or review the concepts as you proceed.

Performance Evaluation -- Projects:

Individual or group projects -- planting a garden, caring for an animal, working together to make a salad, -- teach Earth Charter principles and help children begin practicing them. Educators have found performance evaluations measure understanding and application of knowledge best because they combine a wide range of skills, attitudes, and behaviors in one "real-world" task. Group performance tasks, such as group projects, also provide repeated opportunities to practice skills that take lots of practice -- listening to instructions, working with others, doing your share of the work, etc. Before beginning your program, you might select several performance tasks you can use to evaluate the children's learning of the Earth Charter principles.

Skill Evaluation -- Single tasks:

When children do the action step in each lesson, you can see if they learned the skills required. Some actions, such as meter reading, can be used to encourage change and to see if children are practicing the principles at home.

Question/Answer:

Teachers use tests in school; the understanding and closing circles serve as an informal "test."

Performance or Single Task Evaluation Record (Example)

Performance evaluations might be done following the lessons for the preamble and each principle. Combined with a celebration and award ceremony, they can reinforce the concepts, attitudes, and behaviors taught in a joyful and memorable way. You'll want to make sure each child has successfully completed the project given before the celebration and award ceremony.

Task Given: My Earth Scrapbook

Description: Each child created a scrapbook containing samples from the natural world that remind them of their connection to the earth and living things. The children shared their scrapbooks with the group and talked briefly about the samples they had chosen and why they chose them.

Objectives:

Concept: We are one -- connecting with the earth.

Attitude: Love for the earth

Behaviors: Listening to instructions/ following directions

Taking responsibility for completing a task

Getting a task done on time

Comments on performance:

Each child successfully created his or her scrapbook and shared their samples with the group. In sharing their scrapbooks, the children showed their understanding of their connection to the earth and their love for the natural world. Two children had difficulty getting the task done on time, and several children need to practice following directions. These objectives will be reviewed in subsequent lessons.

Note: The facilitator might enhance this performance task and make it a pleasurable and significant experience by taking pictures of the children presenting their scrapbooks and making an audiotape of their presentations. If you have or can obtain a video camera, you could make a video of the presentations. The presentations could be followed by a celebration party and "badge" award ceremony at the end of each principle.

Other possible performance tasks:

1. Planting a small native garden
2. Adopting a soup kitchen or homeless shelter
3. Planting trees in a park
4. Adopting a stream or river

Action steps in the lessons include both project and single skills tasks you can use in evaluation. If you keep a "Facilitator's Log" with brief notes on the children's performance, you can also use on-going observation as a reliable evaluation tool. Your log will also guide you in planning concepts, attitudes, and behaviors to emphasize or review in subsequent lessons.

**Earth Charter Preamble
K-2 Lesson Plan Outline**

Preamble	Lesson Focus	Activities	Resources
Lesson 1: Interconnectedness		I: Friends of the Earth U: Talking Circle D: People and Plants A: Flower Planting	Rosie Emery CD Dolphins
Lesson 2: Cooperation		I: Cooperation U: Rules for Cooperating D: Cooperation Games A: Our World Group Mural	Rosie Emery CD, WAI Rosie Emery Activity book
Lesson 3: Home/habitat		I: Rainbow Land/story U: How can we enjoy earth? D: Mother Earth, May I A: Animal Treasure Hunt	Rosie Emery CD RL
Lesson 4: Water Pollution (plastic)		I: Dolphin Teach Us to Play U: Water's Journey/questions D: Help! I Can't Get It Off! A: Plastic Collection/Recycling	Rosie Emery CD RL E Schmid
Lesson 5: Precious Earth		I: Earth, My Body U: How is water precious? D: Whole Group Terrarium A: Individual Terrarium	Rosie Emery, WAI

Other Recommended Activities:

1. Connecting with the earth activities, *Earthchild*, pp. 35-45.
2. Learning to draw: see tips in this Handbook.
3. Origami lesson -- birds, animals, etc. Find book in library.
4. Water and Soil activities (see FH following lesson 4).

Resources for the preamble lessons (These materials will also be used in subsequent lessons):

1. Rosie Emery CDs: We're All Interconnected (WAI), Rainbow Road (RR), and Dolphins Teach Us to Play (D)
2. Rosie Emery *Activities for Kids* (activity book).
3. *Earth Education*, Steve Van Matre (and Earthkeepers program -- optional)
4. *Environmental Education Activities Manual*, Stapp and Cox
5. *Earthchild*, Sheehan and Waidner.
6. 50 Simple Things Kids Can Do to Save the Earth, Earthworks

Lesson Plans Earth Charter Preamble

The Earth Charter: One Human Family -- One Earth Community

Lesson Focus: The interconnectedness of all living things with the earth and all others.

Facilitator's Notes: In this lesson, the children will begin understanding key words and concepts of the Earth Charter. At all levels, key words will be *family* and *community*. (See attached explanation).

Opening ceremony activity -- (2-3 minutes): Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection. (Example: As we gather together today, let us listen to one another in peace and harmony.")

Activities for Inspiration: Rosie Emery song, "Friends with the Earth," from the CD, Dolphins Teach Us to Play. Read *The Flower: An Ecology Story Book*, Chris Baines. (EC, p. 129) Two children plant a flower and learn how it grows and thrives in harmony with the ladybugs, ants, bees, and other creatures. (ages 4-8).

Activities for Understanding: Talking Circle. Form a "talking circle" and introduce the concept of a "talking circle" first. (See explanation page). How do we enjoy plants? Why are plants important to us?

Activities for Demonstrating: People and Plants. Walk around the neighborhood and have the children look at all the different plants they can see. (Proper identification isn't necessary.) How do different plants help other living things by providing food, shelter, beauty, etc. Bring to the meeting a variety of plants we eat, flowers we grow. How are we connected to these plants? Why are they important to us? How are we important to them? Discuss the connection.

Activities for Action: Flower Lesson. Show the children a pictures of plants in different habitats -- desert, forest, prairie, mountains. Which habitats have lots of plants; which have only a few? Why? What do plants need to grow? Plant a flower with each child to show the children our connection to living things. If appropriate, allow each child to take his flower home and care for it. Why are flowers important to us? How do flowers make you feel? What other plants do we care about? How can we take care of the flowers we planted?

Closing Circle: (See attached explanation.) A possible question -- What have you learned about our connection to other living things and the earth?

Resources: The Earth Charter, Youth Version; Rosie Emery CD, "Dolphins Teach Us to Play," Chris Baines story or another suitable one, various plants to look at, flowers to plant, pots, soil, etc.

One Human Family -- One Earth Community

At each level, children will learn a variety of words they may use to communicate the idea of community and our interconnectedness with the earth and with other living things -- ecosystem, biosphere, ecological footprint, etc.

The word *community* for our purposes is not limited to a geographical area and the people who live there. Rather, *community* means not only people and other living things, but also the earth -- soil, air, water, natural resources -- and the interconnectedness all of us have with one another. The earth and other living things affect us; we affect the earth and all other living things, including other human beings.

Because this concept is central to understanding and practicing the principles of the Earth Charter, facilitators may wish to return to this concept again and again as the children learn more about the Earth Charter. The children will enjoy making visual aids and objects as they deepen their understanding of their interconnectedness with the earth and other living things. Some options might include:

1. Have the children each contribute a picture to a poster or mural showing their idea of their earth community: the earth and other living things. Each might choose one thing he or she particularly treasures. If the poster is displayed in a prominent place at each meeting, the children may talk about it or add new ideas as they learn.
2. Each child could make a diorama of her Earth Community, including objects and living things that are important to her.
3. If space is available and the project can be kept in place over a period of time, the children might work together on a papier mache reconstruction of the Earth Community, adding in miniature trees, plants, animals from clay, buildings, or other objects and living things they find around them. This project could offer endless possibilities for lessons relating to caring for the earth and other living things.

For example, children might be asked to imagine the following situations or events:

- a. What if a bulldozer came and flattened this hill, removing all trees and plants?
 - b. What if a new group of people came to your community and wanted to live there? Would there be room for them?
 - c. How does food come to your community? Do you grow your own? Do you bring it from somewhere else?
 - d. What else do the people in your community need? Where does it come from? How does it get to your community?
 - e. How much space does each family need? Is everyone taking only their fair share?
4. When the children go out into the surrounding area, you might ask them beforehand to look for evidence of interconnectedness between the earth and living things. Signs of one part helping another?

The "Talking Circle"

The "talking circle" ceremony is designed to honor the Native American tradition of listening to and respecting the views of all. Ceremony has been an important part of life in all cultures because ceremonies provide the context for communication, for sharing of ideas, and for making each individual a valued part of the group.

In Western culture, ceremonies such as weddings and funerals mark important events and set aside time from our busy lives to recognize the importance of these events and to participate in them fully. In the same way, the "talking circle," more formal than, but somewhat like, the family dinner, enables the group to gather together, to put away the busy-ness of the day, and to share their thoughts and feelings.

In Native American culture, the "talking feather" was passed around the circle as each person shared his or her thoughts and feelings about the issue to be discussed. In the same way, children might use a talking feather as a way of reminding them to wait their turn to speak, to listen to what every other child has to say, and to sit quietly as Native Americans learned to do when conducting this ceremony.

If the group is somewhat large, you may wish to allow children to speak in any order as long as each child feels free to talk and no one child is allowed to dominate the conversation. Children who don't volunteer to speak might be invited to do so before ending the activity. Some children need to be encouraged to share their views, and knowing that their thoughts are valued and will be heard, will be more likely to listen to and respond to thoughts and feelings expressed by others.

After being introduced to the tradition of the talking circle, the children might propose guidelines or the facilitator may provide several, such as:

All children sit quietly, keeping their hands and feet to themselves.

(Get comfortable before beginning the discussion.)

Every child who wishes may speak.

One person talks at a time; the others listen respectfully.

Activities for Frequent Use

Dry Erase Board Graphic Organizers, Chart Paper Charts, and Poster Board Posters:

A dry erase board with special markers can be used often to record ideas the children generate about a topic or question you are discussing. If the children don't read, you might draw a picture representing their idea. Since ideas recorded on the dry erase board can be erased, this form of recording is easy, fast, and requires no additional supplies in addition to the dry erase board and pens. On the other hand, the ideas recorded will be erased rather than saved for later.

If you wish to record ideas for future reference, chart paper works well. You'll need an easel, chart paper, and markers for this purpose, but it's easy to tear off a sheet once you've developed a topic, tape it to the wall with masking tape, and refer to it later. You may also want to use chart paper for posters if you don't plan to keep them for a long time or if you need to be able to roll them up for storage.

Poster board can be used to create long-lasting visual aids, especially if you laminate it. If you do not have access to a laminator, you can buy laminate in sheets and cover the poster board with nine or ten sheets of laminate. Posters need not be laminated if they have been created quickly and do not warrant the expense, or if you prefer to avoid using plastic. Older children may wish to create truly beautiful posters for presentations to groups in which they explain the Earth Charter.

Graphic organizers:

All of these may be used for the graphic organizers, such as word webs, that you find suggested as activities. Graphic organizers are strategies for developing and organizing thoughts about a topic. An example would be the word web activity suggested for this lesson. These organizers can be used frequently to help children talk about and understand concepts and facts related to the Earth Charter.

Scrapbooks:

Scrapbooks enable each child to keep his or her own personal record of Earth Scouts lessons, experiences, and ideas. Ideally, the scrapbooks will have three rings and each page can be taken out for work at lessons. The scrapbooks may be kept in the Resource Box until the end of the year, at which time the children might take them home so they can look back and remember what they've learned.

When the children paste pictures in their scrapbook, draw, or write, they should always write the date (e.g. 6/7/04) at the top of the page in the right-hand corner. This will enable them or their parents to see their progress throughout the year. When asking small children to paste pictures, you'll want to have them work in pairs or threes, take turns choosing pictures on the table, and plan the way they'll paste the pictures before pasting. Have each child share his/her page with the group.

Closing Circle

What is a closing circle?

A closing circle takes place at the end of the meeting. Children and adults gather together, hold hands, and form a circle. You or one of the children may choose a question to ask, such as, "What did you learn about caring for Earth that you want to remember?" Give the children a minute or so of quiet to think about the question before they respond briefly one by one, going around the circle.

To keep the closing circle fresh and meaningful, a different question will be suggested for each lesson. But if something has occurred during the day that you prefer the children to think about, choose any question that will encourage reflection.

Why include a closing circle in each lesson?

In Earth Scouts, the closing circle provides time for the children to reflect upon what they have heard, discussed, seen, and done. Through the closing circle, children learn to reflect on their lives and on the world around them. They learn to commit both hearts and minds to building a just, peaceful, and sustainable life for all on Earth.

Introduction

We are living at a very important time in Earth's history. The choices we make today will determine the future of all life on Earth. All people of the earth are in the same human family. We need to listen to and help one another and work together to protect our Earth community.

Lesson Focus: We need to work together to preserve our precious Earth and all living creatures.

Lesson Focus: What is a family? a community? Cooperation.

Facilitator's Notes: In this lesson, the children will begin understanding key words and concepts of the Earth Charter. At all levels, key words will be *family* and *community*. They will also begin learning skills for working together.

Opening ceremony activity -- (2-3 minutes): Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection. (Example: As we gather together today, let us listen to one another in peace and harmony.)

Activities for Inspiration: Rosie Emery song, "Cooperation," from the CD "We're All Interconnected."

Activities for Understanding: Talking Circle. Form a "talking circle," and talk about rules the group will need for working together (one person talking at a time, take turns, listen to others, keep hands and feet to yourself, etc.).

Activities for Demonstrating: Cooperation Games. See Rosie Emery's Activities for Kids for cooperation games or use games from books in the library or your own repertoire. Observe carefully how the children interact with one another. Are there any children who need special help learning to play with others? At this level, children will often work in pairs first, then in small groups as they become ready.

Activities for Action: Our World Group Mural. This art project can be as simple or as elaborate as you wish and as your group can do. (See following explanation for tips.) In the process of creating the mural, the children should become aware of earth's key elements -- water, soil, air -- and of the sun and moon. The mural can show their vision of the world they would like to live in -- the goal toward which they will all strive in living lightly on the earth.

Closing Circle: What have you learned about the word "community"?

Resources: The Earth Charter, Youth Version; Rosie Emery CD, "We're All Interconnected," Rosie Emery Activity Book, art materials for poster, various plants to discuss, flowers to plant.

If they make a mural, the children may add to it at subsequent meetings. By placing the poster or mural in a prominent place at each meeting, facilitators will be reminded to return again and again to the questions: How are we connected to the earth and other living things? How does understanding this connection help us make good choices to preserve the earth and other living things? to live in harmony within our community?

Making a Group Mural

The purpose of this activity is to engage the children in creating a visual reminder of the importance of living things and of their community. It also provides an opportunity for the children to develop artistic ability and an ethic of taking the time and effort to do something well. If the mural is well done, it can be laminated and hung in the meeting room. The following procedures will help to encourage the children to do work worth keeping:

Prepare the children to produce work they can be proud of by talking about how illustrations and art help us to enjoy and feel more deeply the beauty of the world in which we live. Show the children the cover of Lynn Cherry's book, *The River Ran Wild*, or *The Great Kapok Tree*, or look at the illustrations other well-illustrated books to get ideas about what a fine illustration might include. At levels 3-5, suggest that they include a border, several different colors, and some fine detail. If a child wishes to work in black and white, that's fine, too. The objective is to work thoughtfully rather than carelessly and quickly.

At all levels, give the children one piece of paper (8 1/2 x 11) and have them fold it in half. Ask them to do a first draft of their picture on the first half, using at least four colors and creating a border with symbols or a design. Provide color with colored pencils or markers (colored pencils encourage children to work carefully and produce beautiful work). After completing the first draft, the children should do a second draft, attempting to improve upon their first with more detail, color, precision, etc.

When both drafts are completed, have the children show their work to a partner and talk about which draft is best. Then give the children another piece of paper and have them draw a "final copy" using the ideas they generated while doing their drafts. Although this process is time consuming, and children may object at first to taking so much time to produce drawings for the group mural, when they see the finished product, they'll realize how much better their work can be when they take the time and effort to develop their skills and ideas.

When all the drawings are completed, place them on your mural. Move them around until you are satisfied that they are positioned properly. Then attach them with Elmer's glue or another product that won't "bleed" through the paper. Try the glue on a plain sheet of paper to make sure it works well. Finally, if the work justifies the expense and you can get the supplies, laminate the mural or poster for display. You may wish to mount it on foam core board to make it easy to carry.

Earth, Our Home

Planet Earth is part of an amazing, vast universe. On this planet are many different kinds of environments, encompassing plants, animals, and people -- all linked to one another in a complex web of life. All forms of life depend on one another and on Earth's soil, air, and water. When one part of the web of life is weak or unhealthy, all other parts are affected, too.

Earth provides everything we need. Every man-made thing started from something in nature. Plants and animals provide food and clothing. People build shelters using soil, clay, rock, trees, plants, and animal skins. People depend on air to breathe and on water for drinking, cleaning, growing plants, and more.

Lesson Focus: What home means -- words for Earth, our home: environment.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, light a peace candle or a piece of sage and say a prayer or make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Rainbow Land," from the CD, "Rainbow Road." Also, read "When the Root Children Wake Up, by H.D. Fish." (Summary in *Earthchild*, p. 64). You should be able to find this book or a suitable alternative through your local library.

Activities for Understanding: Talking Circle. How can we enjoy our Earth home and still protect it from harm? Why must we protect the earth and all living things?

Activities for Demonstrating: Mother Earth, May I? (game from *Earthchild*, p. 71). Played like the traditional "Mother, May I?" with a new twist. Children think of ways of make Mother Earth happy. Before playing the game, brainstorm ideas as a group to give the children ideas to use in the game.

Activities for Action: Animal Treasure Hunt. Walk around your neighborhood or park and see how many animals you can see. (Spiders and ants count.) Report to the group when you return. The facilitator can write each child's name on a dry erase board or chart paper and write the name of one or more animals the child saw beside his name. If time permits, the children might add some animals (or other details) to their group mural. (Also see, Mother Earth Awareness Walk, *Earthchild*, p. 71.)

Closing Circle: A possible question -- What will you do first to protect the earth and living things?

Resources: The Earth Charter, Youth Version; Rosie Emery CD, "Rainbow Road," *When the Root Children Wake Up*, by H.D. *Earthchild*, dry erase board or chart paper to list animals seen on walk.

Tips for Reading Aloud

Children in Earth Scouts will benefit enormously from the reading-aloud activities in the program, especially if facilitators use and model for the children effective strategies for getting the most from the literature. Although it would be quite cumbersome to use all of the strategies every time you read a story, it helps the children if you choose one or two each time and use them repeatedly until they become a habit with the children.

Most importantly, help the children become accustomed to the idea that reading a story is a pleasant, un-rushed experience. It's a conversation with the author. Each story is special and teaches us a lesson about the world and our place in it. Like a meal with several courses, reading can be introduced with an appetizer (pre-reading questions to whet the appetite), includes a main meal (the story itself), and ends with dessert (making the story part of us by seeing what it is really about -- the lesson or theme). For young children, you might simply ask what they liked most about the book.

Setting the Scene:

Although it's best if children can sit quietly in a circle on the floor or (for older children in chairs at tables), you may wish to allow them to draw quietly while you read. It helps to get young children settled with enough space between them so they can keep their hands and feet to themselves. Occasionally, you'll have a child in the group who simply is not able to sit still for a story. This child might be given something else to do while you read to the others. Most children will be able to sit still and enjoy a story. Invite them to visualize the story in their minds as you read.

Pre-reading:

1. Before beginning a story, you might show the children the book cover and ask:

What do you think this story will be about? (the cover and title will provide clues)

Knowing the topic of a story enables readers to go to that part of their brain where information about that topic is stored and bring it up to the front where it will be ready to add more.

2. *What do you already know about (the topic)?*

Giving the children a chance to talk about what they know reinforces their prior knowledge, which is critical to their understanding, and lets other children "piggyback" on the prior knowledge of those who have some experience with or information about this topic.

During reading:

1. *Can you tell where this story is taking place? Is it taking place now or in another time?*

This question invites the children to think about the setting of the story. Knowing the basic story elements they will find in every story helps children filter out information and ensures that they remember the key details:

S: setting (where and when the story takes place)

C: characters (who is in the story)

E: events (aim for three key events, five at the very most)

P: problem

R: resolution

L: lesson about life (or theme) OR just ask *What did you like most?*

During reading, continued:

2. *Who can tell us what happened so far?*

This question invites the children to use a strategy called *monitoring*. It lets you know if they've been following the action, if they remember the characters, and/or have figured out what the problem is in the story.

3. *What do you think will happen next?*

Predicting what will happen next in a story helps children think as they read about what is happening and what it means. Good readers do this without thinking about it and children who are asked the question often will begin to do it, too.

4. *Do you know what the problem is yet?*

Identifying the *problem* is important to understanding the theme of the story as well, of course, as critical to identifying the resolution of the problem.

5. *What do you think of _____(character's name)? Would you like him/her as a friend? Why?*

Understanding *characterization* (the way the characters are portrayed) helps children understand the lesson of the story. Characters also serve as models for children or as examples of the way they don't want to be. Of course, in most stories, the villains get their just desserts, so children learn through stories that it usually pays to be kind, generous, and thoughtful.

6. *Why did (character) do (or say) action/words?*

This question, too, invites the children to think about characters' motives and personality. Since characters show themselves through their deeds and words, it helps children make the connection between our own words and deeds and the consequences of them.

7. *How do you think this problem is going to be resolved?*

This is another *predicting* question, but it helps children focus on the elements of problem and resolution, which are key to the lesson of the story or theme.

After Reading:

1. *What did you learn from this story?*

Identifying the "lesson about life" or *theme* helps the children learn more about how they might affect the world and others around them. Stories enable us to learn lessons beyond the scope of our individual experience through the experiences of others. Stories also help children care about the world and living creatures -- they reach their hearts as well as their minds.

2. *What did you like best about this story?*

Choosing special elements of the story -- even the illustrations -- enhances children's appreciation for literature and their enthusiasm for using books as a window to the wider world around them.

Problems on Earth

People have been treating Earth badly, misusing and wasting a lot of what they take from nature -- plants, animals, water, and energy. Some of these precious natural resources nature can replace, but it often takes a long time. Others are irreplaceable. Examples of many environmental problems include deforestation, soil erosion loss of wildlife homes, pollution of the oceans, over-fishing, and global climate change. Many industries release pollutants into air, water, and soil. While some people have much more than they need, many, many others do not have enough food or clean water to stay healthy. Violence, such as war, destroys homes, health, and life.

Lesson Focus: What problems do we face on earth today? When we pollute, we're treating the earth badly. In this lesson, we focus on pollution caused by *plastic*.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Dolphin, Teach Us to Play," from the CD, "Rainbow Road." Also, read "The Water's Journey," by E. Schmid. The water's journey begins in the mountains, flows down the valley as a stream, becomes a river, and reaches the ocean. It evaporates and begins its journey again, showing children the water cycle and its role in supporting life on Earth. (*Earthchild*, p. 165.) You should be able to find this book through your local library.

Activities for Understanding: Talking Circle. What problems do we face on earth today? How can we treat the earth better?

Activities for Demonstrating: Help! I Can't Get It Off! *Earthchild*, p. 178. Also see *50 Things Kids Can Do to Save the Earth*, Activities 25 and 26 (Every Litter Bit Hurts and Snip Six-pack Rings). You'll find information on reducing waste on the following page. Plastic pollutes the earth, but it also pollutes the water, endangering fish and other sea creatures.

Activities for Action: Become a Plastic Detective. Walk around the block and see if you find plastic that has been thrown away. Have each child collect all the plastic that comes into their home in one week and put it in a box or bag. At the next meeting, look at the things in the bag -- plastic shopping bags, food containers, packaging materials, etc. Talk about how families can reduce the use of plastic by using paper or cloth bags, avoiding food packaged in plastic when possible, reusing plastic used for fruit and vegetables, recycling plastic that can't be avoided. Small children can make a large difference by becoming more aware of how much plastic they use.

Closing Circle: A possible question -- What will you do first to help keep the earth clean by avoiding plastic?

Resources: The Earth Charter, Youth Version; Rosie Emery CD, "Rainbow Road," "The Water's Journey," by E. Schmid, paper or cloth bags for collecting plastic in the neighborhood and at home.

Plastic

The Three Rs of Solid Waste: Reduce, Reuse, Recycle

"Selective shopping to avoid plastics and reduce paper use can remove 10 to 20 percent from the household garbage cans." (p. 57).

In her book, *Earthright: Every Citizen's Guide to Individual and Community Environmental Action* (1990), Patricia Hynes provides information about protecting the earth and strategies each of us can use to help. She stresses the value of focusing on using less to begin with -- buy fewer things, choose minimal packaging, and reuse what we buy. Although we should recycle packaging materials and containers we couldn't avoid when shopping, once we become aware, we can avoid many of these. She writes:

"If waste is the core of pollution, then conservation is the heart of living as if the Earth mattered.

According to Patricia Poore, in her magazine, *Garbage*, conservation means, simply, "decreasing the amount of waste we create and getting off the "consume it/trash it treadmill."

Do this, Dr. Hynes suggests, by "*shopping selectively; reuse and recycle; and compost.*" Hynes provides a shopping checklist you can begin to use and share with the children from time to time. The Regional Solid Waste Disposal Project of Spokane, Washington developed a shopping checklist to help consumers adopt buying habits that respect the environment. It suggests asking the following questions as you shop:

- | | |
|---|--|
| 1. Do I need this product? | 6. How many times can I use this? |
| 2. Is the package recyclable or returnable? | 7. How long will this product last? |
| 3. Does a similar product come with less packaging? | 8. Can this be repaired? |
| 4. Can I re-use this disposable product? | 9. Can I borrow or rent this? |
| 5. Is there a non-disposable alternative? | 10. Will disposing of this harm the environment? Is there a safer alternative? |

Other measures you can take include:

Bottled water:

If you use bottled water, you can buy a large container that can be refilled at a health store periodically and returned for refills. Avoid soda altogether to save on plastic, promote good health, and save money.

Packaging materials:

Collect peanuts and reusable plastic packaging materials and take them to a packaging store that will reuse them. Many packaging stores are happy to have these.

Buy used and rebuilt goods:

Where possible, exchange toys and clothing with others, buy used furniture and clothing, donate items you no longer need to a nonprofit charitable organization.

Set personal recycling goals:

Research shows 70% or more of products can be recycled. Think before throwing it out.

What We Must Do

All people must join together to care for Earth and for one another. We have the scientific knowledge and means to clean up our air, water, and soil. We have the knowledge to protect and wisely manage our planet's natural resources. We need to have an Earth Ethic which takes care of everyone's basic needs. The principles of the Earth Charter show us what to do.

Lesson Focus: What must we do to protect our precious earth and all living things?

Facilitator's Notes: At this level, we'll focus primarily on enjoying and appreciating the earth, understanding, at a basic level, some of its processes (e.g. the water cycle), and beginning to take a few simple actions to protect the earth.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Earth My Body," from the CD, "We're All Interconnected." Read *Raindrop Stories*, by Preston R. Bassett (*Earthchild*, p. 164). Follow Johnny Raindrop through a gentle spring shower, a hailstorm, etc. The text helps children imagine themselves as one of the droplets in the clouds awaiting an adventure.

Activities for Understanding: Talking Circle. What happens to raindrops when they fall? Where do they go? Why do plants need water? Why do we need water?

Activities for Demonstrating: Whole Group Terrarium. Using a large glass container with a lid, invite the children to collect materials for the group terrarium -- soil, stones, small sticks (for fallen logs), tiny plants (moss, small weeds, a flower, etc.) Have the children suggest which materials go in first and let them take turns arranging the materials in the terrarium. If you use seeds, you'll want to cover the terrarium and place it out of the light until the seeds germinate, then put it in the sun and continue watering it once a week. You might make a stream and possibly place larger rocks around for boulders.

Activities for Action: Individual Terrarium. Each child will need his or her own glass container. Ask the children to bring these and let parents know ahead of time what you'll need. Make sure the container has a wide opening (glass jars don't work well) and is large enough for at least one small plant. Glass food storage containers should work well. Help the children plant seeds or a seedling in their own terrarium and talk about how they can care for it. If time permits, the children might add plants to their mural. Each child might draw a plant and paste it on the mural in an appropriate place.

Closing Circle: A possible question -- Why is water important?

Resources: The Earth Charter, Youth Version; Rosie Emery CD, "We're All Interconnected," *Raindrop Stories*, terrarium materials.

Action Plans for Kids

The *Science and Natural History -- Maine Studies Sourcebook* (SNH) units and the *Environmental Education Activities Manual*, by Stapp and Cox, provide many activities that help kids learn to care for the environment and to build specific skills they need to do this. All of the activities suggested here were designed for elementary children. Some are designed to provide children with more opportunities to appreciate the earth and living things, while others give them practice in caring for the earth and for living things.

What We Can Do Activities from the SNH materials:

Activity:

Concept:

- | | |
|--|--|
| 1. A Terrarium for Nonflowering Plants, p. 62. | Earth can be thought of as a "spaceship," containing all of the air, water, and land we will ever have. |
| 2. Care for a small mammal (e.g. a hamster,) p. 110. | What mammals need to live. How earth elements (air and water) and plants are important to our survival. Why we need exercise and space. What happens if there are too many hamsters? |
| 3. Sunflower Seed for Dinner, p. 141. | Different creatures need different foods. What kind of food do birds you feed eat? |
| 4. Building Birdhouses and feeding birds, pp. 143-144. | How people can help living things by providing habitat and food for them. |
| 5. Creating a Fish Pond, p. 175. | How people can protect fish by keeping water clean and protecting the food fish eat. |
| 6. A Maine Safari, p. 246. | Appreciating insects as part of the web of life. |
| 7. Food, Water, and Shelter, p. 304. | Understanding the concept of habitat: where an living thing lives and gets what it needs. |
| 8. Planting for Wildlife, p. 306. | People who take responsibility for the environment can help living things survive and grow. |
| 9. Appreciating Butterfly Beauty, p. 252. | Nature and living things bring joy and beauty into our lives. |
| 10. Sneaky Snakes, p. 197. | Snakes are beautiful, too. Play "Wanda, the Anaconda, from Rosie Emery's CD, Rainbow Road. |

What We Can Do Activities from Stapp and Cox (*Environmental Education Activities Manual*):

Environmental Ethics:

1. Protecting Our Water, pp. 356-357. If human beings protect the earth it will be able to continue to support a diversity of living things.
2. Save the Spaceship, pp. 358-359. If human beings protect the earth
3. Solid Waste? What's That?
pp. 360-361. Humans can be stewards of the earth, rather than careless exploiters of it.
4. Stewardship, pp. 362-364. Humans can be stewards....
5. Land Use in the Community,
pp. 365-366. Humans can develop positive thoughts, feelings, and habits to live harmoniously with the earth and other living things.

Skill Development:

6. Terrariums, pp. 414-415. Learning to make observations and draw conclusions. Understanding ecosystems.
7. How Fast Does It Grow?
pp. 416-417. Making comparisons (Comparing the growth rate of plants in different environments.)
8. Weather Chart, pp. 411-412. Learning to analyze data.
9. Personal Use of Energy, p. 442. Problem-solving: preparing a questionnaire, gathering, analyzing, and evaluating data, devising a plan of action.
10. Pollution Statements, pp. 406-407. Organizing data and working together. (Organize ideas first and check; then add new ones.)

Learning concepts of interrelatedness and community:

1. Building a Terrarium, pp. 37-38. Earth can be thought of as a "spaceship," containing all of the air, water, and land we will ever have.
2. Model of the Earth, pp. 39-41. Spaceship concept
3. What do plants need to grow? p. 42. The sun is the basic source of energy for all life...
4. The Sun is the Source of Energy,
pp. 43-45. The sun is the basic source of energy for all life in every ecosystem.
5. Where Lunch Comes From, p.46. Plants capture sunlight and use it to make food and oxygen.

The Four Broad Commitments -- Principles 1 - 4 Overview

The first four principles represent the four broad commitments of the Earth Charter:

1. Respect and Care for the community of life.
2. Care for the community of life with understanding, compassion, and love.
3. Build democratic societies that are just participatory, sustainable, and peaceful.
4. Secure Earth's bounty and beauty for present and future generations.

Each of these broad statements relates to the major themes of the Earth Charter) -- ecological integrity (Principles 5-8), Social Justice (Principles 9-12), and Democracy, Nonviolence, and Peace (Principles 13-16). Activities for the Preamble have already introduced the children to many of the key concepts of the Earth Charter. By continuing to work on activities for the four broad commitments, you will be helping children deepen and broaden their commitment to the earth and other living things.

The basic concepts of the Earth Charter are all included in these four broad commitments. You may wish to award badges or some other form of recognition at the conclusion of the activities for each principle, especially for younger children. When selecting portions of the curriculum, do as many activities as needed to enable the children in your group to learn the key concept of the principle.

The broad commitment principles are listed below:

Principle 1: Respect Earth and All Life

- a. All forms of life need one another.
- b. All forms of life are valuable, including those that people think are useless.
- c. All people have the potential to think and learn, to create beauty and to live together respectfully and in peace.

Principle 2: Understand, love, and care for the community of life.

- a. When we use plants, trees, soil, water, and Earth's other resources, we have a responsibility to protect and preserve them and to use them carefully.

Principle 3: Find ways for people to live together peacefully and to work together for the good of all.

- a. All people deserve their dignity and respect.
- b. Everyone should have opportunities to care for the Earth, other people, and the community of life.
- c. Help people discover what they love to do and learn how to do it well.

Principle 4: Make Earth healthy and beautiful for all children of the future.

- a. What we do today affects all life in the future.

Introduction -- Using Stories to Inspire Children

In this section of the Earth Charter, the children will come to understand more deeply Earth Charter concepts through studying the "four broad commitments." Stories reach not only the minds, but also the hearts of the children, helping them feel more deeply the value of the Earth Charter principles.

To provide inspiration and a context for understanding, we suggest you use stories from *Spinning Tales*, *Weaving Hope: Stories of Peace, Justice & the Environment*, as well as children's literature from the library. You may be able to find the story collection in the library. If not, you can order it from abebooks.com or from other booksellers' websites. If you omit the stories or use other stories related to the theme, you may want to change the question given for the "talking circle" as well.

If you have *Spinning Tales*, the *Introduction: Stories Can Make a Difference*, on pages 3-4, tells how stories can make a difference and explains the activities that follow each story. In addition, this collection and *Earthchild* both include marvelous references to children's literature (as you'll see from the lessons) and references to helpful resources for facilitators. I would encourage facilitators or parents to purchase these books if you're doing more than a short series of lessons, so you can have a copy of your own to use often.

The following story from the Introduction will give you an idea of the way in which stories can both inspire and promote understanding.

Sample story:

"Two neighbors feuded for a long time over a plot of land. They finally took their bitter disagreement to the rabbi, for arbitration. After their mutually contradictory claims were stated, restated, deflated and negated, the rabbi said, 'I have heard your claims on the land. I have not yet heard the land speak. Please be quiet, now, while I listen for the testimony of this witness.'

Bending low to the earth, the rabbi remained silent for a while, then straightened his old back and said, "The land tells me it belongs to neither of you. You, she says, belong to her."

Question:

What message does this story send to us about the way in which we should live?

Spinning Tales, Weaving Hope, (1992). Ed. Holly Near, Illus. Lahri Bond, New Society Publishers, Philadelphia, PA.

**Earth Charter Principle 1: Respect earth and all life.
K-2 Lesson Plan Outline**

Principle	Lesson Focus	Activities	Resources
P-1:	Earth as precious	I: Rainbow Land/story U: Talking Circle D: Park visit/Scrapbook art A: Plant a Flower	Rosie Emery CD Art materials
P-1a:	We're interconnected	I: We're All Interconnected U: Food Chain Story D: Food Chain Story Circle A: Food Chain Canopy	Rosie Emery CD WAI <i>Earthchild</i> , p. 49 <i>Earthchild</i> , p. 33 <i>Earthchild</i> , p. 34
P-1b:	Respecting all life	I: Grandmother Spider/story U: The Spider Web D: Animal Charades A: Council of All Beings	REmery RR CD <i>Earthchild</i> , p. 15 <i>Earthchild</i> , pp. 221-223
P-1c:	Respecting People	I: Rainbow Land/story U: Brother Eagle/Sister Sky D: Peaceful Posters/Skit A: Donation Collection	REmery RR <i>Earthchild</i> , p. 223 <i>Earthchild</i> , p. 309 <i>EarthChild</i> , p. 311
P-1(2):	Caring for Habitat	I: At Home in Its Habitat U: What is a habitat? D: What's That, Habitat? A: Your Backyard...	<i>Earthchild</i> , p. 227 <i>Earthchild</i> , p. 205 <i>Earthchild</i> , p. 206

Other Recommended Activities: (see also additional activities in the Preamble).

1. Making a terrarium for each child from a goldfish bowl or other container large enough for varied plants, a small pool of water, some insects, etc.
2. Nature detective, *Earthchild*, p. 31.
3. Interdependence: EEAM, pp. 49-50 (field trip to pond, stream, or natural environment).
4. Earth Caretakers program, The Institute for Earth Education (instituteforeartheeducation.org).
5. Caring for a small animal (individually or as a group; children might take turns).
6. Plant a small butterfly garden at school or elsewhere in the community.
7. Take practice walks around the community to show children far they can walk, where it's safe to walk, when they should have a friend with them, how to share rides.
8. Select activities from *The Peace Book: 108 simple ways to create a more peaceful world*, Louise Diamond (\$5 from PeaceTech, P.O. Box 253, Bristol, VT 05443 (802-453-7191)).
9. Start a donation box for clothes, nonperishable food, and toys they can give to others.
10. Setting Up a Recycle Craft Box, *Earthchild*, p. 13.

Principle 1: Respect Earth and All Life

All people must join together to care for Earth and for one another. We have the scientific knowledge and means to clean up our air, water, and soil. We have the knowledge to protect and wisely manage our planet's natural resources. We need to have an Earth Ethic which takes care of everyone's basic needs. The principles of the Earth Charter show us what to do.

Lesson Focus: What must we do to protect our precious earth and all living things?

Quote: "If you think you're too small to be effective, you have never been in bed with a mosquito." Bette Reese

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Rainbow Land," from the CD, "Rainbow Road." Read "The Very Hungry Caterpillar," by Eric Carle.

Activities for Understanding: Talking Circle. What do you enjoy about caterpillars? How do they contribute to the web of life?

Activities for Demonstrating: Park Visit and Scrapbook Art -- Our Magic Place. Think about what "Rainbow Land," that "magic place" in your heart might look like. Visit a park and have each child find a "magic place" to experience. Invite them to sit quietly looking, listening, smelling, and feeling everything around them. Tell them they'll draw a picture of this "magic place" when they returning, including any imaginary details they'd like to add to the real scene. Each child might choose to add his drawing to the group mural or simply put it in his scrapbook.

Activities for Action: Plant a Flower. You might introduce this activity by asking the children if they've ever taken care of a plant. Ask the children why people have plants (for pleasure, shade, health, food, in some cases,) and what plants need to grow. Get pots, small plants, potting soil, and a watering can from your own collection or from a plant nursery. Talk about how each child can take care of his or her flower and help it grow. Children who wish may take the flowers home to plant in a garden.

Closing Circle: Question: What have we learned today about the value of the earth and living things? What will you do to protect living things in your community?

Resources: The Earth Charter, Youth Version; Rosie Emery CD, "Rainbow Road," "The Very Hungry Caterpillar," by Eric Carle, art materials, scrapbooks, and the group mural (optional).

Principle 1a: All forms of life need one another.

Lesson Focus: Protect and care for plants.

Facilitator's Notes: Many sources will use the words "dependent upon" or "interdependent" to explain the way in which all forms of life need one another. In her music, Rosie Emery focuses on this idea using the word "interconnected." You may prefer to use the word "interconnected" rather than dependent upon since, while it leaves out the focus on "need," it creates a positive relationship among all forms of life.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "We're All Interconnected," from the CD, "We're All Interconnected," Read, "Dining on a Sunbeam: Food Chains and Food Webs, by Phyllis S. Busch (*Earthchild*, p. 49). Busch explains how the sun's energy gives us the food we eat, and keeps us and all other animals, as well as plants, alive.

Activities for Understanding: Talking Circle. What did you learn about where all our energy comes from?

Activities for Demonstrating: Food Chain Story Circle. (*Earthchild*, p. 33). With sun-charged snacks to share, begin a food chain story and let the children add to it. After the facilitator gets the ball rolling, each child adds some details. Instead of going around the circle, you might invite the children to choose the next person to speak by rolling a ball to someone else in the circle. No one should get the ball more than once. Another strategy would be to help the children by letting each choose a "clue" with the name of a plant or animal to talk about. Children don't need to put the plants and animals in the proper sequence in this activity.

Activities for Action: Create a Food Chain Canopy. (*Earthchild*, p. 34). In doing this activity, the children will make a paper chain showing plants and animals in the food chain. At this point, you can help them put the individual paper strips in the correct sequence for a food chain. Each child might have three to five strips of paper beginning with a plant, small animal, large animal or other sequences provided in *Earthchild*. If possible, use step 4 to show the children how the sun links all of us to one another.

Closing Circle: Question: What have we learned today about our connection to earth and all living things?

Resources: The Earth Charter, Youth Version; Rosie Emery song, "We're All Interconnected" *Earthchild*, art materials and instructions for food chain canopy.

Principle 1b: All forms of life are valuable, including those that people think are useless.

Lesson Focus: Respect and care for all life -- respecting diversity.

Facilitator's Notes: Rosie Emery's song about spiders will teach the children to learn more before judging a creature by what others say about him. If some of the children are afraid of spiders, these activities may help them overcome their fear, but none should be pressured to get close to spiders if they're uncomfortable. Other children's curiosity will help them learn to like these wonderfully helpful insects.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Grandmother Spider," from the CD, "Rainbow Road." Read "The Spider Web," by Julie Brinkloe (*Earthchild*, p. 15) or another story featuring spiders in a positive way. The children might like to follow this with a folded book of their own about spiders or other small creatures they like.

Activities for Understanding: Talking Circle. How are all living things alike? How are they different? How are spiders valuable to us?

Activities for Demonstrating: Animal Charades. Divide the children into two "teams." Give each child a piece of paper with the name of an animal (or let them choose their own). Have them think about how they could act out this animal for the others. Then, let one child from each team act out his or her creature until the children on the opposing team guess which animal the child is pretending to be. You might award one point for each guess, giving the team with the fewest guesses the winning score. Or, to avoid competition, just play for fun.

Activities for Action: Council of All Beings. This activity is described in detail in *Earthchild*, pp. 221-223. Rather than having the children at this level choose endangered animals, they might create masks for animals they've seen around them in their area. The goal at this point is simply to develop empathy with the earth and discover a greater understanding and commitment toward it. When done by those who have been trained to do this at a deeper level, the children may experience grief about the world. The activity could be done in a more serious way when the children are older.

Closing Circle: Question: What have you learned about finding ways to appreciate all living things?

Resources: The Earth Charter, Youth Version; Rosie Emery song, "Grandmother Spider," "The Spider Web," by Julie Brinkloe, *Earthchild*, art materials for masks.

Principle 1c: All people have the potential to think and learn, to create beauty, and to live together respectfully.

Lesson Focus: All life needs and deserves respect and what it needs (e.g. healthy food) to grow and reach its potential.

Facilitator's Notes: These lessons introduce ideas about respecting others that will be developed further in the principles relating to social justice and peace. Children at this age can benefit from learning to find positive traits in everyone, even those who seem less attractive or admirable. Both the song and the story can stimulate discussion. You may wish to allow two sessions for this lesson, using the song at one session and the story at the other.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Rainbow Land, (from Rainbow Road)." Although the children have heard this song before, this would be a good time to talk about the words of the chorus: "Rainbow Land is what YOU make it...It's in the way we treat each other/ The things we say and do/ Rainbow Land's the magic place/That lives inside of you." What do you say and do that makes the "here and now" a "magic place"?

Activities for Understanding: Talking Circle. Read "Brother Eagle, Sister Sky: A Message from Chief Seattle." *Earthchild*, p. 223. Why does Chief Seattle think every person deserves respect? How can we show that we respect every person and living thing around us?

Activities for Demonstrating: Peaceful Posters/Skit. Talk briefly about situations that create conflict between children -- sharing toys, excluding someone from a game, being too bossy, etc. Brainstorm ideas for illustrating the idea of peace. Use your Recycle Craft Box to make some "peaceful" posters, full of people working together or helping one another. *Earthchild*, p. 309). Divide the children into pairs. Give each pair a slip of paper describing a conflict or have them suggest conflicts and have each pair choose one to act out in two ways: a brief argument (no physical attacks!) and two children solving the problem peacefully.

Activities for Action: Donation Collection. With the children, choose a good cause to support (UNESCO, Childreach, World Vision, etc.) that helps needy children. Take donation boxes around your neighborhood. Be sure to arrange your donation with the agency in advance and obtain any official paperwork or insignia indicating that the money will go for this cause. An adult will need to accompany the children. Alternatively, you might have a small food drive to collect cans for a soup kitchen.

Closing Circle: Question: What have you learned about finding ways to appreciate others and yourself?

Resources: The Earth Charter, Youth Version; Rosie Emery song, "Rainbow Land" *Brother Eagle, Sister Sky: A Message from Chief Seattle*, chart paper and easel for group sharing, poster board and art materials.

Principle 1(2): Respect Earth and all life.

Lesson Focus: Appreciate beauty and do good for our environment.

Facilitator's Notes: The story suggested here, like many others in the curriculum, is briefly summarized in *Earthchild*. Like *Spinning Tales*, this book is an invaluable resource for literature, activities, and information about the environment, social justice, and peace. You may be able to find the book at the library, but it can be purchased used for about \$12, and is well worth having for your own library.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Read "A Walk in the Woods," by Carolyn Arnold. "This book explores the wonders of a particular habitat that can be discovered in a simple nature walk." *Earthchild*, p. 227.

Activities for Understanding: Talking Circle. After hearing the story, can you tell us what a habitat is? How can we "do good" by protecting the habitats of animals who live around us? How might we protect the woods habitat?

Activities for Demonstrating: What's That, Habitat? Do this scavenger hunt as described in *Earthchild* (p. 219) or vary the rules to suit your own purposes. The children should get an understanding of how we use our habitat to get our basic needs met. You might also come up with variations on this game. After the activity, have the children draw a picture of their home for their scrapbook, showing where their basic needs (food, shelter, clothing, sleep, water, etc.) are met.

Activities for Action: Whose Home is it? Your Backyard... *Earthchild*, p. 206. Before going to the neighborhood park to observe creatures in their habitat, see that the children understand what basic needs the animals must find in their habitat -- space, food, shelter, water, air, etc. Have them look especially to see if the park provides a good habitat for all the animals and birds they see there. For example, sometimes wild animals come to city parks, but don't have enough to eat or room to wander safely. What might people do to help them?

Other activities: Investigating Habitat on the school site or a lot near you. (EEAM, p. 589.) This lesson provides a variety of activities related to the concept of habitat. This would be a good time to do several lessons on this concept, which even very young children can learn if given a variety of experiences. Also, they'll enjoy singing the song, "Habitat" on the Earth Charter CD.

Closing Circle: Question: What have you learned about finding ways to preserve nature while still using it?

Resources: The Earth Charter, Youth Version; "A Walk in the Woods, by Carolyn Arnold, *Earthchild* activities. Stapp and Cox, EEAM, and Earth Charter CD (available through UNESCO).

**Earth Charter Principle 2: Understand, love, and care for the community of life
K-2 Lesson Plan Outline**

Principle	Lesson Focus	Activities	Resources
P-2:	Care for life	I: Grandmother Spider/story U: Who's Home is this? D: Getting Acquainted A: Insect Folded Book/Poster	Rosie Emery RR/book
P-2a:	Care for earth's resources (water)	I: Kapiti Plain U: Having enough water D: Raindrop Relay A: Water Provider visit/Take the water challenge Earthchild, pp. 177-178	Verna Aardema
P-2a(1):	Care for earth's resources (water)	I: The Coral Reef/story U: How can we protect our water?. D: Water Hike: Having Enough A: Water Hike: Having clean water	Rosie Emery WAI CD/book
P-2a(2):	Respecting earth's resources (water)	I: "The Manatee"/story U: Clean water D: An Ocean of "Goo" A: Cleaner Alternatives	Rosie Emery WAI CD/book Earthchild, p. 182 Earthchild, p. 185

Other Activities:

P-2: Understand, love, and care for the community of life.

Lesson Focus: All life is precious -- even "bugs" and we must protect all living things.

Facilitator's Notes: This section has one lesson on caring for living things, which follows up on the lessons in principle 1. More lessons focus on earth's resources, especially water, as an essential part of home for all living things.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Grandmother Spider," (Rainbow Road CD). (review). Read, "The Old Boot," by Chris Baines. (Earthchild, p. 205)." This book tells of "creepy crawlies" who find a home in an old boot and encourages children to treat them with care.

Activities for Understanding: Talking Circle. How can we protect the habitats of animals who live around us?

Activities for Demonstrating: Getting Acquainted. Take the children to a natural place where they might find insects (preferably spiders). Show the children how to sit quietly observing the insect -- is it at home? out looking for food? alone? with other insects? Children who aren't afraid might pick the insect up gently and look at it. Remind them that this might be another Grandmother Spider, so you want to be careful not to harm her. Children should not be required to touch the insects or even go too close to them if they are frightened. Most will be curious, but not afraid if others set an example.

Activities for Action: Insect Folded Book/Poster. Give the children pictures of insects and a few facts about how they help us. Have them make their own "All About" book or draw a picture for a group poster to reinforce the concept that insects serve a purpose and deserve respect as part of the community of life.

Closing Circle: Question: What have you learned about finding ways to protect the community of life while still using it?

Resources: The Earth Charter, Youth Version; "The Old Boot, by Chris Baines, art materials for folded book and/or poster.

Other Activities:

Very little time is given here to exploring the world of insects, but you may wish to pursue more activities related to insects to help children come to appreciate their role in the community of life. At this age, most children can relate to small creatures. You'll find a lesson to be conducted in three sessions in Stapp and Cox (*Environmental Education Activities Manual*), p. 124. Books to read might include Eric Carle's Spider book. The children might make a spider web on black construction paper with white glue. Your public library will have books and ideas for activities related to insects.

P-2a: When we use Earth's resources -- air, soil, water -- we have a responsibility to protect and preserve them and use them respectfully.

Lesson Focus: Having enough water.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Read "Bringing the Rain to Kapiti Plain," by Verna Aardema. *Earthchild*, p. 190. The beautiful African plain grows barren and dry until Ki-pat, watching over his thirsty herd of cows, spies a cloud hovering above and comes up with an ingenious way to bring the rain. (ages 5-9).

Activities for Understanding: Talking Circle. How can we help to make sure everyone has enough water?.

Activities for Demonstrating: The Raindrop's Relay. *Earthchild*, p. 167. This relay shows young children the long journey taken by a raindrop in the water cycle. Plan to do this activity outdoors. Instead of masking tape or chalk, which may be hard to see, you might use short stakes and yarn or string to map out the course for each player. Instead of a balloon, you might also use any nonbreakable, lightweight container for water. Since the activity is about a raindrop, you might also use a very small quantity of water.

Activities for Action: Water Provider Visit/Take the Water Challenge, *Earthchild*, pp. 177-178. Arrange to visit your local water provider to show the children where water comes from and learn about how much water different consumers use. What is the average amount people use? How can people use less water? What does the provider do if more water is needed than they currently have available? What activities use the most water? (i.e. irrigation of lawns and crops).

Closing Circle: Question: What have you learned about how we get water? Does everyone in our country have enough?

Resources: The Earth Charter, Youth Version; "Bringing the Rain to Kapiti Plain, by Verna Aardema, stakes and yarn or string and containers for "raindrop," water jugs of empty half-gallon containers for the water challenge.

P-2a(1): When we use Earth's resources -- air, soil, water -- we have a responsibility to protect and preserve them and use them respectfully.

Lesson Focus: This and some of the following lessons focus on water as a key resource we need to protect.

Facilitator's Notes: Water is earth's most precious resources; it makes up 2/3 of the earth and about 80% of our bodies. For a healthy earth and a healthy body, we must have enough water, and the water must be clean. Children will learn two key objectives of preserving water: having enough and keeping it clean. If you return often to these two ideas, children will soon make them a part of their thinking and acting as they go about their daily lives.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "The Coral Reef," (We're All Interconnected). Read "My River," by Shari Halpern -- story about the creatures that live in the river and why it is important to them.

Activities for Understanding: Talking Circle. How can we protect the water around us? What does protect mean? (having enough and keeping it clean).

Activities for Demonstrating: Water Hike: Having Enough. See the following page for a complete description of this activity.

Activities for Action: Water Hike: Having clean water. See the following page for a complete description of this activity. Another story you might read while having lunch and drinking clean, cold water you've provided is: *The Clean Brook*, by Margaret Farrington Bartlett. (Earthchild, p. 190.) This book explains for young children how a brook cleans itself in nature, without the polluting influence of man. (ages 4-7).

Closing Circle: Question: What have you learned about finding ways to protect our water while still using it?

Resources: The Earth Charter, Youth Version; "The Coral Reef, by Rosie Emery, "My River," by Shari Halpern, water samples for water hike.

Other Activities:

As with the previous lesson, much more can be done to reinforce the idea that we need to change our actions so everyone will have enough water.

1. *50 Simple Things Kids Can Do To Save the Earth*, such as: #10, #11, #13, #14.
2. *Earthchild: Easy Ways to Conserve Water at Home*, pp. 186-187.

Water Hike: Having enough water; having clean water

This activity works best if you can devote at least one-half day to it. Take the children on an outing to a natural area, preferably one with a pond, stream, river, or lake. Have clean drinking water with you, but do not allow anyone to drink it until everyone has had a chance to become thirsty (probably after three hours or so, but use good judgment).

Water Hike: Having enough water. This could be a good opportunity to do some habitat activities, play some outdoor games, or even play in a recreation area. If possible, show the children a stream or lake and investigate the wildlife around it. When the children are ready for a snack, give them some dry, salty food (crackers, a peanut butter sandwich, or other salty food). Look around for some water they could drink safely, which will probably not be available.

Sit by the water source or go up to it and let each child fill a cup or other small, clear container, with water. Does the water look clean? Could you drink it? (Explain about bacteria or other harmful substances that make pond/stream/river water unsuitable for drinking.)

What did indigenous peoples do in the days before water came from faucets? Did the water from streams make them sick? Why not?

What do you think people do today who live in places where there is no running water anywhere in the community? Is there any way to make this water into water you can safely drink? (e.g. boil it). You can take this lesson a little further by having the children gather firewood, building a fire, and boiling the water. Seeing how long it takes to boil enough water for everyone to have a drink will show them why this can be a problem.

When you think about water, what do you care about besides having enough water that you can drink? (cold water, easy to get, such as running water, enough for everyone, and, of course, clean water). Lie back, close your eyes, and imagine that you will stay here for a week, getting all the water you need from the pond/stream/river/lake. What will your life be like?

Water hike; having clean water. At this point, the children should be getting a little (not too much) thirsty. They should begin to want some clean, cold water to drink. Bring out a half gallon container of clean water. Before letting them have some, divide the water into a number of containers, clear if possible. Now, add some chemicals to each container -- oil for one, detergent in another, a little fertilizer in another, etc. Carefully label each cup. Ask the children which cup they would prefer. When they are sufficiently impressed with the benefits of clean, cold water, take out another half-gallon container or two of clean, cold water. Give each child as much water as he or she wants.

Ask each child to keep in mind as they use water at home how fortunate we all are to have clean, cold water right at our fingertips whenever we want it. You might give each a badge to wear showing that they are now certified water detectives who will work to keep our water clean and plentiful.

P-2a(2): When we use Earth's resources -- air, soil, water -- we have a responsibility to protect and preserve them and use them respectfully.

Lesson Focus: Keeping water clean for the creatures who live there and for us.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "The Manatee" (Rainbow Road). Read "The River," by David Bellamy. (*Earthchild*, p. 190). This story relates how plants and water creatures co-exist in a river and of their struggle to survive a man-made catastrophe: the dumping of waste into their habitat. (ages 6-10).

Activities for Understanding: Talking Circle. Where can the manatees and other sea creatures go if polluted water is making them sick?

Activities for Demonstrating: An Ocean of "Goo." *Earthchild*, p. 182. If the activity as described seems too upsetting for the children, you might modify it by designating the area representing the oil spill as water polluted by other chemicals. The animals might look for a cleaner place to go. In reality, of course, many sea creatures have no other place to go where they can survive, and they can die. But our focus is on harm that children can help to prevent.

Activities for Action: Cleaner Alternatives. *Earthchild*, p. 185. Often we use chemicals that harm the water without realizing the consequences or because we don't know about alternatives we can use. In this activity, you might have each child try cleaning something using their alternative "products" after making them. Help the children make a "shopping list" to take home to their families with the ingredients of alternative cleaners -- borax, vinegar, lemon juice, baking soda, or others you are aware of.

Closing Circle: Question: What have you learned about finding ways to keep our water clean while still using it?

Resources: The Earth Charter, Youth Version; Rosie Emery song, "The Manatee" (Rainbow Road). Read "The River," by David Bellamy. (*Earthchild*, p. 190), sheet for demonstration, cleaning alternatives, and containers for action activity.

Other Activities:

As with the previous lesson, much more can be done to reinforce the idea that we need to change our actions so everyone will have clean water. (See *Earthchild: Get Involved! 10 Ways to Stop Pollution*, pp.184-185.)

Earth Charter Principle 3: Find ways for people to live together peacefully and to work together for the good of all.

K-2 Lesson Plan Outline

P-3: Respecting People respect for elders	I: Rainbow Road/story U: Everyone matters D: Making Gifts A: Senior Friends	REmery (RR)/Fox <i>Earthchild</i> , p. 302.
P-3(1): Solving Problems (by working together)	I: Rainbow Land/story U: Helping one another D: Helping paper chain A: Friendly Acts/Kids Games	REmery (RR)
P-3a. Respect Everyone	I: We're All Interconnected U: Being a friend/story D: Friendship bracelet A: Caring Cards/Party	R. Emery WAI CD/Activity Book
P-3b. Caring for Ourselves	I: Dolphin Teach Us to Play U: Why exercise? D: Exercises for Kids A: Taking Charge	Rosie Emery CD
P-3c. Caring for earth	I: Turn this World Around U: Earth and You/story D: Our Earth Folded Book A: "Magic Place"	Earth Charter CD
P-3(2). Need for nature	I: "The Lost Lake" U: Why do we need nature? D: Nature and Peace A: Acclimatization	Allen Say

Facilitator's Note: The following quote from Gandhi reinforces our mission in working with children for peace:

If we are to reach real peace in the world we shall have to begin with children; and if they will grow up in their natural innocence, we won't have to struggle; we won't have to pass fruitless ideal resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with that peace and love for which consciously or unconsciously the whole world is hungering. cited in Earthchild, p. 298.

Principle 3. Find ways for people to live together peacefully and to work together for the good of all.

Lesson Focus: Respect and peace go hand in hand. Respect for elders.

Facilitators Notes: Children in K-2 are learning how to be friends with one another. Many have learned to enjoy elderly people if they have a good relationship with their grandparents. Elderly people enjoy the children's enthusiasm for life, and kids have a lot to give them. These lessons on friendship, like some others, may need to be reinforced and practiced, so each facilitator should be alert to times when the next "scheduled" lesson needs to be postponed or replaced with activities that go deeper into a specific attitude or behavior the children are learning.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Rainbow Road" (RR CD). Read, "Wilfred Gordon McDonald Partridge," by Mem Fox. This charming story shows children how to enjoy elderly people and appreciate their experiences and differences. The illustrations, too, can serve as an example of art with colored pencil for children making folded books, posters, or murals. For older children who read well enough, you can also have the children act out the story, with each child playing the part of a different character.

Activities for Understanding: Talking Circle. How did Wilfred Gordon help Mrs. Cooper recover her memory? Why do you think he liked the older people who lived next door?

Activities for Demonstrating: Making Gifts. Talk about elderly people the children already know. How do they feel about old people? What do old people have to contribute now that they no longer have jobs? What can you say to an elderly person when you visit them? Gauge your activity on the children's responses. If children in your group don't know much about elderly people, they may need help in seeing how to relate to them. If most children already enjoy older people, the group can simply have fun sharing experiences. Make a gift (a picture or cookies) for an elderly person (grandparent or someone in a nursing home).

Activities for Action: Senior Friends. *Earthchild*, p. 302. Visit a grandparent or adopt a grandparent. Visit once a month and take something they might like to eat or look at. If it isn't feasible to visit a nursing home frequently, children could visit around the holiday time or once every few months. If you have a foster grandparents organization in your community, the children might like to find a foster grandparent if they have none of their own.

Closing Circle: Question: What have you learned today about learning to enjoy elderly people and including them in your life?

Resources: The Earth Charter, Youth Version; "Rainbow Road," by Rosie Emery, "Wilfred Gordon McDonald Partridge," by Mem Fox, materials for gift making (from your craft box), and transportation to a nursing home.

Principle 3(1). Find ways for people to live together peacefully and to work together for the good of all.

Lesson Focus: Solve problems by working together.

Facilitator's Notes: You might post the following quote and refer to it at the beginning or end of the lesson:

"The first peace, which is the most important, is that which comes within the souls of people when they realize their relationship, their oneness with the universe and all its powers." Black Elk. (*Earthchild*, p. 300).

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Rosie Emery song, "Rainbow Land," (RR CD). "Captain Snap and the Children of Vinegar Lane," by Roni Schotter. (*Earthchild*, p. 301.) This story tells about children who make friends with an old man they thought was mean when he becomes ill. The children learn that Captain Snap has a special talent and a wonderful secret to share.

Activities for Understanding: Talking Circle. How can we work together to solve problems?

Activities for Demonstrating: Helping Paper Chain. Prepare paper chain strips by cutting sheets of colored construction paper into one-inch strips. Give each child one or two strips of paper. Ask them to list ways they can help their friends -- share toys, walk to school together, ask friends to join them in games, etc. Write their ideas on chart paper or dry erase board using just a few words or, if children don't yet write well, add a logo for each for them to use on their paper chain strip. Make an Earth Charter Paper Chain (Barbara Cloud-Wiseman activity for Earth Charter Summit). Each child makes one or two links. Hang the paper chain up.

Activities for Action: Friendly Acts, Kids Games. Ask each child to choose one of the helping actions to practice in the coming week. Try to have each child choose a different action by writing their names beside each action on the chart paper or dry erase board. Divide them into pairs and have them practice the action with a partner. You might give the children ideas for games or activities they can do with friends to make their time together more interesting and fun. Most libraries have books with games for children you might use.

Closing Circle: Question: What have you learned today about being a good friend?

Resources: The Earth Charter, Youth Version; *Rainbow Land*, Rosie Emery RR CD; "Captain Snap and the Children of Vinegar Lane," by Roni Schotter, chart paper or dry erase board, construction paper cut into strips.

Principle 3a. All people deserve their dignity and respect.

Lesson Focus: Respect everyone, care for all.

Facilitator's Notes: Before doing this activity, you'll want to find a book with instructions for making a simple bracelet of braided yard or other materials. Very young children might use strips of cloth they can decorate with fabric pens.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: "We're All Interconnected," Rosie Emery WAI CD and Activity Book. Read *Lonesome Little Colt*, by C.W. Anderson, about a lonely colt who's befriended by two children. (*Earthchild*, p.288).

Activities for Understanding: Talking Circle. How do you treat other children who are shy or seem different? How could you be a friend to someone who seems lonely?

Activities for Demonstrating: Friendship Bracelet. Using yard or other materials, make a friendship bracelet to give to someone you like. Follow the directions your leader gives you for making a truly lovely bracelet. Explain that making friends with a shy or different child may take special care and attention to their special talents or interests. Act out a friendship overture with one child. Then divide the children into pairs and have them practice making friends. You might also invite each pair to choose a game or activity friends can do together and try it out for the party that comes next in this lesson.

Activities for Action: Caring Cards/Party. Send a card with a drawing to someone in your family to let them know you care. Plan a small party (tea party or outing) and invite some children you know of who don't usually play with others frequently. Or, plan an outing with your group and encourage each child to bring one other child they don't know well as a way of getting better acquainted. As another alternative, start a partnership with a homeless shelter or soup kitchen through which your group occasionally gets together with children at the shelter for a party or outing.

Closing Circle: Question: What have you learned today about caring for others?

Resources: The Earth Charter, Youth Version; *We're All Interconnected*, Rosie Emery WAI CD, *Lonesome Little Colt*, by C.W. Anderson, materials and instructions for friendship bracelet, book of kids' games and activities, paper and markers or colored pencils for cards, homeless shelter or soup kitchen connection.

Principle 3b. Everyone should have opportunities to care for Earth, other people, and the community of life.

Lesson Focus: We need to learn to care for ourselves in order to care for others (health).

Facilitators Notes: In this and other lessons, children will learn about developing positive health habits, especially those related to food and exercise. Meetings provide an excellent opportunity to teach children healthy exercises they can do any time -- stretching exercises, strengthening exercises, exercises for flexibility, etc. A two-minute exercise break in the middle of the meeting may help children focus on the next activity. Some suggestions will be provided below, or you can find books in the library with ideas for easy exercises for children. None of the exercises should be overly strenuous or cause discomfort for the children. This lesson is repeated at level 3-5 because it is one that kids can learn again and again.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: "Dolphin Teach Us to Play," by Rosie Emery. This song could be used as background for a number of stretching or warm-up exercises to set the tone for the meeting.

Activities for Understanding: Talking Circle. Why do we need to exercise to care for ourselves? What exercise do we do every day?

Activities for Demonstrating: Exercises for Kids. Look for a video with good, easy exercises to do with the children. Start slowly with some mild warming up motions, swinging arms back and forth, marching to a tempo, reaching to the ceiling, touching the floor, etc. Children could choose an action activity they can do indoors, such as jumping rope, or they could play some running games outdoors. Any game should involve everyone moving rather than having one child jump or run at a time.

Activities for Action: Taking Charge. Ask each child to choose one healthy exercise habit to practice every day -- walking to school, biking or swimming, playing an active game, or doing ten minutes of action exercises every day. Suggest that they vary their activities. If they already are doing lots of exercise, they might choose instead a healthy eating habit to adopt -- more vegetables, fruits, less sugar, etc. At the meeting, you could make a list on dry erase board of healthy habits the children could begin to adopt and write the name of each child beside the one he or she is going to practice in the coming week. Be sure to ask the children to report on their progress at the next meeting.

Closing Circle: Question: What have you learned today about staying healthy?

Resources: The Earth Charter, Youth Version; dry erase board, jump ropes, if desired, exercise video (optional).

Principle 3c. Help people discover what they love to do and learn how to do it well.

Lesson Focus: Learning to love the natural world and using it with care and love.

Facilitators Notes: Helping children learn to love the natural world and use it lovingly will bring them joy and protect the earth and living things for everyone. As more and more children become isolated from nature, they need opportunities to discover the beauty of natural places. As they come to appreciate the value of protecting earth's resources -- air, soil, and water -- and all living things, children will want to make the effort to protect them. Again, this activity is repeated in the next level to reinforce the children's connection with the earth.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: "Earth My Body," by Rosie Emery, from "We're All Interconnected." Rosie Emery provides suggestions for using this song in her book, "Activities for Kids," p. 47. Read *The Mountain*, by Peter Parnall

Activities for Understanding: Talking Circle. How is the earth part of you? How are you part of the earth?

Activities for Demonstrating: Our Earth Folded Book. Take the children to a natural area. Give each child a small paper lunch bag in which to place momentos of the earth -- a little soil, a small pebble or rock, a blade of grass, a twig from a tree, small wildflower or plant stem, a leaf, etc. Ask the children to look around for samples of the earth and living things they could put on a page in their book. Remind them to leave insects alone, since they are still alive. When they return with their momentos of the earth, give each child a folded book and help them use wide packaging tape to attach their momentoes to the pages in the book. They might write a few words or a sentence on each page about why each momento is valuable.

Activities for Action: "Magic Place". Before starting this activity, gather the children in a circle and talk very briefly about how the natural world can always give them greater joy in times of happiness as well as peace and comfort when they are sad. In this activity, they will find their own "magic place" where they can feel the peace and silence of the natural world, smell the trees and flowers, touch the trees and the earth, enjoy the colors and soft air around them. Ask them to sit quietly in their "magic place," quiet their minds, open their hearts, and experience their connection to the earth and life around them. When it is time for them to return to the circle, play "Earth My Body" again and ask everyone to return silently to the circle.

Closing Circle: Question: What have you learned today about your "magic place"?

Resources: The Earth Charter, Youth Version; "Earth My Body," by Rosie Emery, from "We're All Interconnected." and RE's "Activities for Kids," p. 47. *The Mountain*, by Peter Parnall folded books, paper lunch bags and spoons, clear packaging tape, a natural site for the "magic place" activity.

Principle 3(2). Everyone should have opportunities to care for Earth, other people, and the community of life.

Lesson Focus: Need for nature; why we should care for and protect our natural places.

Facilitators Notes: In learning about sustainability and protecting the earth, children will come to understand the connection between over-consumption and harming the earth. Because Americans consume far more than people in other countries, we contribute more individually to destruction of habitat, resources, and living things than the people in other countries. To begin changing the way we live, children will be learning to distinguish between the things they really need and things they want.

Quote: "Come forth into the light of things. Let nature be your guide." William Wordsworth, cited in *Earthchild*, p. 218.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection. (Use quote, if desired.)

Activities for Inspiration: Read, "The Lost Lake," by Allen Say. (*Earthchild*, p. 216). If possible, begin this lesson in an urban setting; then go to a lake or stream to emphasize the value of our natural world.

Activities for Understanding: Talking Circle. Why do we need our natural places? You might show some pictures of National Parks and wildlife refuges to reassure the children that we are, as a nation, protecting many extensive natural areas. Their commitment, as they grow up, will be to value and help protect the parks and refuges we have now.

Activities for Demonstrating: Nature and Peace. After spending some time in a busy urban setting or imagining life in the city, go to a natural place -- park, lake, river -- far enough from the city to give a sense of quiet, peace, and natural beauty. Give the children as much time as possible to experience the natural setting, at least a half day. Consider doing the labyrinth activity (see following page) to provide time and a context for reflection. After each child has had a chance to follow the labyrinth, talk about what each one learned while reflecting about why we need to protect our natural places.

Activities for Action: Acclimatization Activity. These activities, developed by the Institute of Earth Education, a non-profit organization, help children become connected with the earth and learn to value natural places. To obtain information and materials, go to the Institute's website at instituteforeartheducation.org.

Closing Circle: Question: What have you learned today about why we need our natural places?

Resources: The Earth Charter, Youth Version; the Lost Lake, by Allen Say, materials for a labyrinth, acclimatization activity such as one of those provided by the Institute for Earth Education (*Earthkeepers*, *Earth Caretakers*, *Acclimatization*, etc.)

Earth Charter Principle 4: Make Earth healthy and beautiful for all children of the future.

K-2 Lesson Plan Outline

- P-4. Sustainability**
I: Rainbow Land/story Rosie Emery RR CD
U: Having enough for everyone
D: Map/Game Earthchild, p. 251
A: Visit to the Mayor
- P-4a. Sustainability**
I: Rainbow Land
U: Saving Energy
D: Energy-Saving Poster
A: Electric Detective
- P-4a(1). Sustainability**
(Water Consumption)
I: Earth Pledge Earth Charter CD
U: Saving Water
D: Water Watch
A: Water Supervisor
- P-4a(2). Sustainability**
(Habitat Protection)
I: Habitat; Grandmother Spider Earth Charter CD
U: Habitat Restoration Rosie Emery RR CD
D: Neighborhood Habitat Survey
A: Home Sweet Home

Other Activities:

4. Make Earth healthy and beautiful for all children of the future.

Lesson Focus: Sustainability -- Living Lightly on the Earth
(See the information about sustainability on the following page.)

Facilitators Notes: This lesson introduces the idea of limited resources and the solutions of reducing consumption, reusing materials, and recycling. Here, we focus on limited space and protecting the natural spaces we have.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: "Rainbow Land," by Rosie Emery, from "Rainbow Road." Read, "Hey, Get Off Our Train," by John Burningham, *Earthchild*, p. 249.

Activities for Understanding: Talking Circle. Now that you have completed most of the lessons for this part of the Earth Charter, what do you want your Rainbow Land to be like? How can we protect our natural spaces for everyone to use?

Activities for Demonstrating: Map/No More Room Game. *Earthchild*, p. 251. This game demonstrates why we need to protect animal habitats and natural spaces for everyone to use. If possible, visit a protected area -- park, wildlife refuge, or other land that has been conserved for the public. Children might be given a map of the United States and shown how to color in natural parks, wildlife refuges, and other spaces our country has saved for everyone -- people and wildlife -- to use forever. Then, look at a map of your city or town. Have natural spaces been set aside? What do the children think should be kept and protected? Added? Changed?

Activities for Action: Visiting the Mayor. Although we want children at this age to focus on what they can do in their personal lives to protect the earth and living things, they can still visit the mayor and ask him about what the city does to preserve natural areas in their community. Rather than being a confrontational event, this would be a learning experience in which the mayor could explain to the children how the city government helps everyone. Each child might be given a slip of paper with one question to ask. For example, how do they keep the water clean? Do they have a parks department? Is there any public transportation to keep the air clean? Do they encourage citizens to conserve water and electricity? Is the city growing? Is there room for more people? Where could they live? Is there enough water for more people? Is there enough room in the schools? What can we do to help protect our community? You might provide the mayor with the questions in advance. After their visit, the children could review what they learned by writing a group thank-you note with a list of good things they learned about their community.

Closing Circle: Question: What have you learned today about protecting your community for the future?

Resources: The Earth Charter, Youth Version; "Rainbow Road" CD, maps of the U.S. and of the town or city, chart paper or dry erase board for notes and questions, thank-you note.

Sustainability **"Enough for Everyone Forever"**

The concept of sustainability has taken on greater importance in the last decade as more people have become aware that we are quickly using up nonrenewable resources on our planet. While, at first, it may seem that our goal is to conserve resources, the Earth Charter principles show that sustainability involves a complex web of attitudes and behaviors. Sustainability requires that we establish social and economic justice and promote peace in addition to protecting and preserving the environment. Economic, political, social, and military conflicts are inherently connected to the way we use earth's resources.

For children, this translates to simpler goals, but still goes far beyond just caring for the environment. Children in America today need, more than ever, to feel their connection to and love for the natural world and all living things. They need to understand that the earth's resources are limited, and we're using more than our share. But they also need to learn to share with others, to value quality of life over the quantity of possessions, to find joy in owning less and in keeping life simple, to solve problems in collaboration with others, and resolve conflicts peacefully. Children need to take responsibility for their own health and well being, but to feel compassion and love for others as well.

Principle 4 stresses the concept of sustainability -- living lightly on the earth so there will be "enough for everyone forever." The lessons in this unit emphasize the importance of changing our behaviors in positive ways to protect the earth and all living things. When the children have completed this introductory portion of the Earth Scouts program -- the Preamble and the Four Broad Commitments -- they will have a foundation they can use to practice all the principles of the Earth Charter -- ecological integrity, social justice, democracy, non-violence and peace.

As you lead the Earth Scouts meetings, you may want to keep a poster listing all the attitudes and behaviors the children are learning -- both to reinforce those already taught and to encourage children to continue making changes in their lifestyles and behaviors. As Steve Van Matre points out in *Earth Education*, this effort aims "to instill values and change habits," rather than to teach information about plants and animals. Learning means "to change behavior." Changes in attitude and behavior are the real indices of learning. If the children can see regularly the attitudes and behavior changes they are learning, they will be more likely to remember them and continue using them throughout a lifetime.

You can use the following list as a guide or create your own based on lessons you've created or concepts you've stressed in your meetings. The opening and closing circles are also opportunities to see through the children's responses what they are absorbing through the activities.

Principle 4a. What we do today affects all life in the future.

Lesson Focus: Sustainability -- Living Lightly on the Earth -- Energy

Facilitators Notes: The final three lessons in this section focus three of the most serious problems we have today in preserving the earth and living things for future generations -- energy use, water consumption and pollution, and habitat alteration and destruction. Again, although these are serious problems, Earth Scouts will focus on positive solutions and will enjoy finding how many ways they can help protect the earth they have come to love so much.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Turn This World Around, Raffi

Activities for Understanding: Talking Circle. What is energy? Where does it come from? What do you do now to save energy -- light, heat, gas and oil, etc.? What could we do differently?

Activities for Demonstrating: Energy Walk. Talk briefly about ways people use energy. You can get lots of ideas from the chapter on "Spending Energy Wisely" in *50 Simple Things Kids Can Do*, (pp. 104-121). You'll want to mention heat and air conditioning, transportation, lights, and batteries. Take a walk around your neighborhood and look for all the ways people are using energy -- cars, trucks, and buses; lights, heat and air conditioning, etc. Go in some stores. Is it warmer or colder than it needs to be? (Keep in mind that grocery stores need to use a bit more energy to protect the food.) Does your public library make an effort to reduce their use of energy? Ask the librarian about this. Where does food come from? Does the grocery bring most of their food from a distance? Ask the grocery store manager about this. Most likely, the children will find out that public buildings and stores are already trying to conserve energy. Again, you might call in advance and let them know the children will be asking about energy.

Activities for Action: Electric Detective. As they did with the water meter, children can read the water meter at home and record "before" and "after" readings. Since they won't be able to compare usage right away, children might read previous electric bills, compute the average for one week, and see if they can reduce the family energy use by using the strategies you discussed. Although they should make an effort to change their own behaviors, they should be reminded not to "police" everyone else's actions too vigorously. They can influence others best by setting a good example. This activity is repeated in the next level, since we all need reminders to continue our efforts at conserving energy.

Closing Circle: Question: What have you learned today about saving energy?

Resources: The Earth Charter, Youth Version; story, posterboard and art supplies, dry erase board.

Principle 4a(1). What we do today affects all life in the future.

Lesson Focus: Living Lightly on the Earth -- Water Consumption and Pollution

Facilitators Notes: This lesson will focus on reducing water consumption. Even small children can help protect our water using simple strategies such as those suggested by Earthworks in *50 Simple Things Kids Can Do to Save the Earth*, pp. 42-56.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Listen to *Earth Pledge*, Earth Charter CD (from UNESCO on the internet).

Activities for Understanding: Talking Circle. What do you do now to save water?

Activities for Demonstrating: Water Watch. Demonstrate with the children several strategies for reducing water consumption. First, show how long it takes to fill a half-gallon milk carton with water. You'll need a stopwatch or watch with a second hand. Then, divide the group into pairs to demonstrate water-saving strategies. One child can demonstrate what NOT to do, and the other can show the desired behavior. Give each pair one strategy to role play for the group -- tooth brushing without letting the water run, washing dishes in a basin, keeping water in the refrigerator, taking a shower instead of a bath, etc.

Activities for Action: Water Supervisor. Give each child a list of water-saving strategies they can use at home. Have them read the water meter before starting their experiment. Then, have them tell their family about some of the strategies and choose which ones they can try using. Once a week, read the water meter and see how much water they use. Have them ask a parent to record each week's use of water and help them write down one strategy everyone tried using as often as possible. If families will help or children are old enough, this task could be used as a performance evaluation task. The children could bring their "report" to the meeting each week during the lessons for this principle. The Facilitator might keep a "Water-Savings Chart" for the group. The children might work together on a water-saving poster or each child might make a flyer for his family to use as a reminder. On the day of the celebration, flyers and the chart might be displayed and each child could be given a special "water supervisor" award and badge to recognize his or her achievement in helping to conserve water for our precious planet.

Closing Circle: Question: What have you learned today about ways to save water?

Resources: The Earth Charter, Youth Version; Earth Charter CD *50 Simple Things*, props for water strategies demonstrations, a "Water-Savings Chart" and a card with the water-saving strategy to be demonstrated by each pair of children.

Principle 4a(1). What we do today affects all life in the future.

Lesson Focus: Living Lightly on the Earth -- Water Consumption and Pollution

Principle 4a(2). What we do today affects all life in the future.

Lesson Focus: Living Lightly on the Earth -- Habitat Protection

Facilitators Notes: Although previous lessons have included habitat, you may need to review the meaning of the word -- "a place where of plants and animals live in a community." Again, the facts about habitat remind us that we have no time to lose in protecting every inch of earth left to wildlife and plants. However, children can focus on the many opportunities to restore habitat in neglected areas where plants can be planted and small animals can make a home. From backyards to vacant city lots to school yards, children can find many places to restore.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Habitat, Earth Charter CD; Grandmother Spider, Rosie Emery RR CD.

Activities for Understanding: Talking Circle. How can we provide more habitat for plants and animals?

Activities for Demonstrating: Neighborhood Habitat Survey. At this level, you might focus on restoring habitat for the very smallest creatures -- insects, small birds, and animals. Focus on providing housing and food. Most of these creatures need a little bit of land, plants or seeds, and shelter. Start with a very small area of land -- a small yard, a flower pot, the area around a house or building. Take your group on a tour of the immediate neighborhood to survey possible sites for habitat restoration. Any land not covered by a building or by concrete might be used -- the area between the sidewalk and the curb, yards in front of businesses or buildings, parks, the banks of streams, etc. Who lives there now? Who might live there? If you find more than one site, you might mark potential restoration sites on a city map for future reference in obtaining permission to plant flowers, small plants, shrubs, or even trees.

Activities for Action: Home, Sweet Home. Start by letting small creatures alone -- don't step on them, brush them away, or destroy the homes they've already found or built (Grandmother Spider) unless you really need to do so. Then, try to relocate them rather than killing them. Perhaps the spider needs to live outdoors instead of in your house. Children could make a milk carton birdhouse, *50 Simple Things*, #26, pp. 78-80), grow a plant at home #30 (pp. 90-93), and/or "Adopt a Piece of the Earth," #34, pp. 102-103.

Closing Circle: Question: What have you learned today about restoring habitat for wildlife?

Resources: The Earth Charter, Youth Version; Rosie Emery RR CD, Earth Charter CD, materials for action activities you've chosen.

Facilitators Response Form

In activity _____, I used _____ instead of _____.

Activity Description or source:

I also used _____ in a lesson related to Principle _____.
(for lessons related to principles not included in the "sampler.")

Activity Description or Source:

General comments:

The curriculum is currently being developed and used by volunteers only, so we particularly appreciate the time you take to join us in this effort. The more ideas you provide, the better the curriculum will be for all Earth Scouts.

Principle 2: Understand, love, and care for the community of life.

Lesson Focus: Care for people, especially those who don't have what they need.

Facilitator's Notes: Depending upon your community, you may want to substitute another "helping" activity.

Opening ceremony activity: Gather the children in a circle or small group. When the children are quiet and settled, make a statement for quiet reflection.

Activities for Inspiration: Read "A Chair for My Mother," by Patricia Polacco. This story tells about a girl and her hard-working mother who work and save to buy a chair after their home is destroyed in a fire. The jar of pennies suggests to children that they can make a difference by saving small amounts regularly.

Activities for Understanding: Talking Circle. What do people really need? Why doesn't everyone have what they need? What can you do to help?

Activities for Demonstrating: Food Drive. Make a list of nonperishable food the children could collect and donate. Ask the children to collect food from neighbors and their own home to take to the next meeting or put in their on-going "donation box." Visit a homeless shelter or soup kitchen. Take the food you've collected to donate. One or two children might go on this outing each month. Encourage the children to choose one thing each week they don't need, so they can buy something nourishing for those who really need it.

Activities for Action: Food Box. If you have a "donation box" for your group, you might have a separate box for food only and arrange with a soup kitchen to donate food regularly. Ask the soup kitchen staff what nonperishable foods would be especially helpful for them to have. At this age, the children might arrange with their parents to do a chore they wouldn't normally do to pay for one or two small items each week. By learning to think before they buy something on impulse, the children will begin to develop the habits of responsible consumers.

Closing Circle: Question: What have we learned today about the value of the earth and living things? What will you do to protect living things in your community?

Resources: The Earth Charter, Youth Version; "A Chair for My Mother," a box for food, a list of nonperishable foods soup kitchens especially need.