

The Earth Charter Initiative

EARTH SCOUTS PEACE EDUCATION PROGRAM

Lesson Plans Based on the Earth Charter for Middle Schools

Author: Julia Brock



Let ours be a time remembered for the awakening of a new reverence for life, the firm resolve to achieve sustainability, the quickening of the struggle for justice and peace, and the joyful celebration of life

The Earth Charter

The Earth Charter Initiative

EARTH SCOUTS PEACE EDUCATION PROGRAM

Lesson Plans Based on the Earth Charter for Middle Schools

Author: Julia Brock
M.A. Peace Education, University for Peace



July 2009

Contents

Table of Contents

Overview	3
Introduction	4
Methodology	7
I. Lesson Plan 1: Local Article Contest	8
II. Lesson Plan 2: Trash Day	12
III. Lesson Plan 3: How Much Do We Make?	15
IV. Lesson Plan 4: Democracy Time Line	19
V. Lesson Plan 5: The Way Forward	24
Bibliography	26

Overview

The basic idea for this program is for the Earth Scouts to be implemented within the public school sector through pre-existing standards based curriculum. The participating schools will need to be Earth Scout members in order to complete the program and earn the Earth Scout patches but the lesson plans can be used with no association with the Earth Scouts simply to promote the Earth Charter Principles within schools. If a school is working through the Earth Scouts program then, after each lesson unit is completed, each student will earn a patch and will earn their final patch after their 8th grade visual arts project. The units provided are within the Colorado State Standards and are designed to meet Colorado benchmarks, nonetheless, given the similarities of the standards in other States and even in other countries, the lesson plans provided in this publication can be adapted to many other contexts.

The Earth Charter has four major sections outlining the principles of sustainable development. They are: I. Respect and Care for the Community of Life, II. Ecological Integrity, III. Social and Economic Justice and IV. Democracy, Non violence and Peace. These concepts can be incorporated into preexisting state standards. The following lesson plans are based on the Colorado State Standards and the Earth Charter Principles taken from The Earth Charter document and background (2002).

The Earth Scouts

The Earth Scouts are all about learning to live sustainably in modern society. Earth Scouts' mission is to raise awareness and instill proactive approach to adopting a sustainable lifestyle. Its mission is also to foster exchange of scientific knowledge about issues related to sustainable lifestyle. In short, Earth Scouts strive to learn and promote feasible ways to live harmoniously with nature. <http://www.earthscouts.net/Home.html>

Children ages 6 through 18 can enroll to become Earth Scout. Earth Scout kids are involved in activities, trips and awareness/learning sessions that foster earth-friendly ways to leading a sustainable life.

Teachers and parent volunteers organize the activities (such as the lesson units provided) with guidance from Earth Scouts central resource center. Other groups such as schools, clubs, and other organizations can partner with Earth Scouts for specific activities as well.

- Introduction

The social purpose of the implementation of the Earth Scouts Peace Education Program into middle school curriculum is for the next generation of citizens to internalize how and what they can contribute to create a future sustainable global society founded on respect for nature, universal human rights, economic justice and a culture of peace (Earth Charter Preamble). This program will be an example of how peace education does not have to be taught as a separate subject and can be relevant in all subjects.

This proposed peace education program is to be used with students of any economic or social background that attend a traditional school. It is meant to be a small step used to give all students, regardless of gender, race, economic background, language or nationality, the tools to think and act for themselves as a member of a local and global community.

The curriculum in Colorado, and most US states, is very specific as to what knowledge should be deposited by certain times, grades or ages in student's academic careers. Unfortunately students are not being given the opportunities to put their knowledge to work. They are not being taught to think. Most forms of formal education have done little to prepare citizens for active and critical social engagements. Earth Scouts is a program designed to promote empowerment and purpose in children and youth. It is a program that will help students make a positive difference in their homes, schools and communities (www.earthscouts.org). By understanding that their choices and actions do matter and can make a difference, even as children, they will be more prepared for responsible political participation as adults.

Another rationale for the implementation of the Earth Scouts Peace Education Program is that students are introduced to being a member of a community: community within the classroom, a local community and a global community. Earth Scout activities will be centered on working in a supportive environment in classrooms where individual voices and opinions can be heard and collectively discussed. Activities will be implemented in the local community bringing together schools and other local organizations as well as global organizations. Celebrating community helps to remind members of their commonalities and can be a way to provide recognition to the contributions of all members of the group (Jenkins 2007).

Audience

The Earth Scouts Peace Education Project should be implemented in a multicultural traditional middle school (6th, 7th, and 8th grade). The ages represented in United States middle schools are

12 to 14. This age group is targeted because students in middle school are at an awkward age and ready for more personal responsibility but often do not have the opportunities to act on their newly acquired maturity. Second language learners are also a targeted audience because many activities will be all inclusive regardless of speaking ability. This is an interdisciplinary project, but can also be implemented in specific subject areas such as Science, English or Social Studies. Although the program would be most useful with the support of the entire school, if teachers have the opportunity to have the same students throughout middle school such as Specialists (Art, Music etc.) then the Earth Scouts Peace Education Project could be facilitated through the duration of middle school in one class subject.

Learning Objective

The Earth Scouts will be aligned along state curriculum academic standards and will incorporate state goals and objectives while teaching students to appreciate one another's differences, have awe and a sense of wonder about nature and the cosmos, engage in making their school and community better, value independence and cooperation, seek peaceful solutions to problems and welcome new knowledge and experiences (Earth Scouts). Students will be engaged in learning communities that promote respect and understanding of different cultures, backgrounds and speaking abilities. This program also has many language acquisition activities and will give second language learners many opportunities to learn within a community and develop extensive language skills through experiential learning.

The final goal is for each student to earn the 5 patches of Earth Charter Principles throughout their middle school career - Respect and Care for Community Life and Ecological Integrity are the principles or patches for 6th grade. Social and Economic Justice and Democracy Nonviolence and Peace are the principles or patches for 7th grade and The Way Forward is the principle or patch to be earned in 8th grade possible focusing on a larger accumulative project. Each patch should be earned through inspiration, understanding, presenting and acting on concepts in each principle.

Time required to complete the project

As this project is to be interwoven into the current middle school curriculum the exact time is difficult to assess because it is dependant upon the amount of time teachers choose to focus on each principle. The program is designed to be completed in the 3 years it takes to complete middle school. The Earth Scouts Peace Education Program should be worked on periodically

through each year, possible focusing on one patch or principle per one semester or one patch before winter break and one patch after.

Core Concepts

The core concept is that peace education does not have to be something special or separate from the regular state mandated curriculum. It can and should be incorporated holistically into every subject and aspect of life because peace, life and knowledge are all one.

Students should be able to:

- Appreciate one another's difference because individuality makes life more interesting and without it we would never have the opportunity to view the world in different perspectives.
- Question and appreciate nature because nature is what brought us into this world and is constantly surrounding us, contributing to all aspects of life.
- Engage in making their schools and communities better because they can and it is empowering to have the tools and the experience to make a difference.
- Value both independence and cooperation because without independence your voice may not be heard and without cooperation progress cannot be made.
- Seek peaceful solutions because violence perpetuates conflict and not resolutions.
- Welcome new knowledge and experiences because lifetime learners are able to contribute more to society and lead fulfilling lives.

Methodology

Materials and Resources

Earth Scout materials and resources can be found at www.earthscouts.org/index.htm but as the program will be interwoven into the current curriculum, look for additional resources listed in the lesson plans presented for this program.

Methods

As this peace education project focuses on community learning and community action, the teacher will act as a guide or mentor helping the class develop their own suggestions as to how to earn Earth Scout patches.

Teaching Procedures and Learning Sequence

For this program to affect the most students possible, ideally it will be facilitated through out an entire middle school. The program will begin by 6th grade teachers registering students and educating students and parents as to the fundamentals of the Earth Charter, Earth Scouts and how students and parents can greatly benefit from the unique opportunity of becoming Earth Scouts.

Participation should not be mandatory but heavily encouraged.

Teachers will be trained on how to productively facilitate learning communities within their classrooms. During the year, they will have lesson plans to choose from, or they could create their own, that have benchmarks for both the state standards and the Earth Scout principles. This will continue from 6th through 8th grade where students are given the opportunities to create an accumulative project reflecting how they participated in Earth Scouts and their view for the future.

Throughout each year, there should also be opportunities for new students to earn patches that they may have missed by not having attended the school. Teachers may choose to extend activities or simply follow the lesson plans and activities provided.

I. Lesson Plan 1: Local Article Contest

Earth Charter Principle 1: *Respect and Care for the Community of Life*

Earth Charter Sub Principle: *Care for the community of life with understanding, compassion and love.*

Colorado Standard 1 for Reading and Writing:

Students read and understand a variety of materials.

Colorado Benchmark Grades 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do include; using a full range of strategies to comprehend technical writing, newspapers, magazines, poetry, short stories, plays, and novels in addition to the types of reading material mentioned above. Students extend their thinking and understanding as they read stories about people from similar and different backgrounds.

www.cde.state.co.us/searchresults.asp?cx=003230009967409896371%3Amvzj-rcp38&cof=FORID%3A11&ie=UTF-8&q=English+Standards&sa=Search+CDE#1163

Grade Level: 6th English grade class

Student Profile: Between 23 – 28 students

Special Needs: English Language Learners

Objective: Students will connect with their local communities and display an understanding of newspaper formats and write a portion of a class newspaper.

Learning Styles: Interpersonal, Intrapersonal, Linguistic, Visual, Spatial,

Materials:

- 3-4 days worth of local newspapers (ones in Spanish if possible or applicable), at least 1 for each student.
- Individual personal journals.
- Bilingual Dictionaries for all ELL students.

Time: Lesson is broken into 3 lessons each about 1 hour 15 minutes and a final reflection activity that can be about 1 hour.

Grouping: Individual, small group and entire class, high/low partners

Prep work: 1. Collect about 3-4 days worth of local newspapers (local Spanish newspapers as well if they are available) enough for each student to have 1
2. Contact local newspaper and find out what needs to be done in order to get a student article published as part of a local article contest. 3) Reserve time in computer lab for final drafts of articles to be typed.

Procedures

Session 1:

- 1) Introduce the State Standard, the State Benchmark and the Earth Charter Principle. Check background knowledge of newspapers. What they are, where they can be found, why you would read them etc. (10 minutes)
- 2) Make a list of the contents of a newspaper from student's suggestions and show examples (leave list open for more additions after exploring newspapers) (5 minutes)
- 3) Give a newspaper to each student and give them 25 minutes of SSR (Silent Sustained Reading) so that they can explore the newspaper and hopefully read an article or two. If there are any Spanish literate students they may read a Spanish newspaper so long as they understand that the final project will be done in English.
- 4) Reconvene and add onto the list of contents in a newspaper. The list should include, but is not limited to – local articles, global articles, cartoons, ads, classifieds, personals, reality, arts and entertainment, obituaries, announcements, sports, movie listings etc. Discuss articles that were read and that in small groups they will be creating a newspaper with various sections. (15 minutes)
- 5) Give 20 minutes for students to revisit the newspapers and reflect in personal journals what portion of the newspaper they would be interested in writing.

Session 2:

- 6) Start lesson by reviewing local newspapers and reflecting as a group how a local newspaper affects them personally and how they could use them. (5-10 minutes)
- 7) Have students find an article that interests them and read it (15 minutes)

8) Assign partners and have students summarize article to partner and exchange ideas. Partners should be paired as English Proficient / Limited English Proficient (LEP) partners. (5 min)

9) Students should identify something that they are interested in within the community IE skate park, movie theater, art show, a new development or building and research current and past history of chosen topic. 30 – 40 minutes Additional research should to be completed at home or if the resources are not available at home something should be arranged so that students can research in the school library after school or during study hall.

Session 3:

10) Students create an outline of an article about something within their community with the teachers approval (teachers – make sure that there are most components to a newspaper covered and many aspects of the community, if appropriate LEP students can focus on less language focused items such as advertisements, movie critiques and poems). After the outline is teacher approved students complete rough draft to be peer reviewed. (45 minutes)

11) Final drafts to be typed (unless cartoon or other picture oriented component) in computer lab. (30 minutes)

TEACHER – save and/or photocopy all portions and submit to local newspaper for competition and possible publication. Notify students of ‘winner’ of essay contest at a future date. If local newspaper is uninterested in supporting activity put all entries on a bulletin board and have school community vote (make sure no names are on articles etc.)

Session 4 -Final Activity:

12) Students orally present their newspaper entity. (20 min)

13) Students reflect as a class why it is important to care about your community and become an active member in it. Discuss changes that maybe should be made and brainstorm about how they as a class could contribute to the betterment of their community. (20 minutes)

14) Write in personal journals about what is most important to you about your community, what you would change, how you would change it and how this activity relates to the Earth Charter Principle Respect and Care for the Community of life. (20 minutes)

Outcomes: Students in small groups can identify parts of a newspaper and can verbally state what is important to them about their community.

Differentiation: Give visual examples of newspaper components. Giving Spanish-speaking students newspapers in their own language gives them the opportunity to learn about the

community on their own terms even if the final activity is done in English. The high / low English proficiency partnership, if done correctly, helps lower English proficient students follow the activity and participate while giving the high English speaker an opportunity to mentor and guide. The oral presentation at the end of the activity provides the opportunity for all ELL students to practice their language. Bilingual dictionaries provided

Extensions:

Field Trip: Students do a walking field trip of various industries with-in their community and research individual aspects to gain a better understanding of their article topic.

Science: Students can research the environmental aspects of community IE water sanitation / water quality, recycling center / dump, outdoor activities, abandoned or active mines and their effects, resorts – This activity is dependant on the community in which it is taught.

two II. Lesson Plan 2: Trash Day

Principle II of the Earth Charter is Ecological Integrity

Earth Charter Sub Principle: Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.

Colorado Standard 5 for Science: Students understand that the nature of science involves a particular way of building knowledge and making meaning of the natural world.

Colorado Benchmark 5 for grades 6 – 8 is that students should understand that there are interrelationships among science, technology and human activity that affect the world (www.cde.state.co.us/coloradoscience/Science_Standards_July_2007.pdf).

Grade Level: 6th grade class

Student Profile: Between 23 – 28 students. Special Needs: English Language Learners

Objective: Students can identify where garbage comes from in their school, how much is recycled (presuming school has a recycling program, if not state how much could be recycled) where the eventually garbage ends up. Students can define sustainability and write about how they are interrelated with the environment.

Learning styles: Interpersonal, Intra-personal, kinesthetic, visual, verbal, naturalistic

Materials:

- Poster paper
- Markers
- Plastic gloves
- 5 – 6 small Tarps or 2 large Tarps
- Access to computer, Internet and system in which you can download and show You Tube Videos of A Birds Eye View of Garbage (www.youtube.com/watch?v=fXMumKbUs9E&feature=related) and The Story of Stuff (Thestoryofstuff.com)
- Individual journals
- Writing utensils

Time: 3 hours – Can be broken into 2 lessons at about 2 hours and 1.5 hours

Grouping: class, small group with mixture of ELL and native English speakers, individual

Prep work: 1) Ask permission for students to collect garbage from classes around the school.
2) Note home requesting students to bring clothes to change out of after dumpster diving
3) Let custodians know that you are going to be 'touring' the garbage facility and how often and when the town picks up trash and cafeteria staff know that you will be observing the trashcans during a lunch period
4) Know what your local recycling center will recycle

Procedures: 1) Background knowledge web about trash - 10 minutes (where does it come from? Is it good or bad? Why? ... Have students create their own questions through inquisitive learning)
2) Background knowledge of recycling purposes and things that can be recycled both at the school and elsewhere. 10 minutes
3) Guess what the word 'sustainability' means... note on poster paper (don't give them a definition but break down the word sustain and ability if this is difficult) 10 minutes
4) Watch Birds eye view of Garbage
(www.youtube.com/watch?v=fXMumKbUs9E&feature=related) about 4 minutes – (have students comment if time allots)
5) Divide into small mixed language ability groups and collect garbage from around the school (preferably shortly before 'trash day'). One small bin for each classroom, one classroom per group. 10 minutes
6) Bring garbage outside, dump on tarps and list contents. List what could have been recycled at the school (if there is a recycling program) in addition to what could have been recycled elsewhere. 25 minutes
7) Return garbage to bins and go, as a class, to the dumpster or the garbage facility.
8) Dump garbage in larger facility and observe and notate how much waste the school X number of students create in X number of day. 15 minutes
9) Observe the end of lunch period and note the amount of food and packaging waste 5-10 minutes
10) Return to class and discuss packaging and waste. Define the word 'Sustainability' and compare guesses with dictionary definition. 10 minutes
(If breaking up into 2 lessons, this will be the end of the first. End with a personal journal reflection of activity)

- 11) View 'The Story of Stuff' (www.Thestoryofstuff.com). (about 20 minutes long)
- 12) Small groups make a poster on what they can be to be more 'sustainable' (25 minutes)
- 13) Poster presentation (5 minutes per group)
- 13) Personal Journal reflection of activity and of how this activity relates to Ecological Integrity. Circulate and assist those that may need help expressing their ideas into words. (20 minutes)

Outcomes: Students have a better understanding of the origin of their garbage and its' final resting place. Students can say or write how science and human activity, more specifically their human activity, are interrelated. Students can state ways in which they are contributing to the ecological problem of waste and ways that they can facilitate change.

Differentiation: The Birds Eye View of Garbage is a little immature for sixth graders but the ELL students and the academically lower students will be able to grasp concepts more easily than a grade level film. The Story of Stuff is a little advanced for sixth grade but those who are higher academically or native English speakers might gain more from this film than time allots to teach in class.

The small groups of both ELL and native English speakers will promote conversational community learning (if monitored)

Extension Activities:

Math: How long things take to biodegrade...

Social Studies: Who makes and from where do daily lunch items originate

English: Write about your responsibility over garbage and what you can do to change your habits. How you are interrelated to the world.

Community: – Class field trip to a landfill or where local garbage goes.

www.cde.state.co.us/coloradoscience/Science_Standards_July_2007.pdf).

The Earth Charter document and background (2002).

www.Thestoryofstuff.com

www.youtube.com/watch?v=fXMumKbUs9E&feature=related

three

III. Lesson Plan 3: How Much Do We Make?

Earth Charter Principle: Social and Economic Justice

Earth Charter Sub Principle: Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.

Colorado Math Standard 3: Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

Colorado Benchmark: display and use measures of central tendency, such as mean, median, and mode, and measures of variability, such as range and quartiles
<http://www.cde.state.co.us/cdeassess/documents/OSA/standards/math.pdf>

Grade Level: 7th grade class – has already learned range, mean, median and mode

Student Profile: Between 23 – 28 students

Special Needs: English Language Learners

Objective: Students can identify the mean, median and mode of salaries all over the world. Students can compare earning power of different countries.

Learning Styles: Mathematical, interpersonal, intra personal, spatial, linguistic,

Materials:

- Index cards
- Markers
- Tape
- Blackboard / chalk
- Journals

Time: First lesson 2 hours, Second lesson 1 ½ hours

Grouping: Group, partner and individual

Prep work: Research <http://www.success-and-culture.net/articles/percapitaincome.shtml>

Create various different index cards that have countries and their per capita income on them from website.

Write country name on one side and per capita income on other. If you want you can write the 25 (or as many students are in your class) richest countries of the 25 poorest countries or a random selection of countries that you have studied throughout the year but try to include the countries that the students are from so that they get an actual perspective of their life style.

For the second lesson prepare 25 (or as many students you have in the class) US professions on cards.

Reserve time in the computer lab for 20 minutes of research

Procedures

Session 1:

- 1) Introduce the State Standard, Benchmark and the Earth Charter Principle. Review the concepts of mode median and mode with the class. 10 minutes
- 2) Make a list on the board and or put a tack or sticky note on all the countries that are on the cards. 20 minutes
- 3) Explain to the students the activity. They will have a country taped to their back and they have to ask yes / no questions to find out what country they are without using the country's name. Make a list of questions that they can use on the board. IE Is my country in Africa? Is it a big country? Is it a big country? Etc. 5 minutes
- 4) Tape index cards on student's backs and have walk around the room asking questions. All students who have guessed correctly can take their index cards off and help others figure out what their index cards say. Draw attention to the number on the back of the cards. 5 – 10 minutes
- 5) Ask class to guess what the number is on the back of the cards and make a list. 5 minutes
- 6) Tell class that that is the *per capita* income of their country. Explain the definition of per capita. 5 minutes
- 7) Make a list on the board of the 25 or so countries and their per capita income
- 8) As a class find the mean median and mode of the incomes.
- 9) Compare the rich and the poor countries and discuss why the students think that there is such a great difference between counties. 30 minutes
- 10) Turn to a partner and discuss how you feel about the differences between the countries. 5 minutes

- 11) Reflect in journal about activity 15 minutes (TEACHER circulate the room and assist those who need it)

Session 2:

- 1) Review mean median and mode of county's per capita income. 5 minutes
- 2) Have students pick cards with United States professions on them (or the country where you are teaching). Go to computer lab and individually research for 20 minutes what the average salary for their chosen card profession is in the United States.
- 3) Return to class and find the range, mean, median and mode of the US professions and chart it on the board. 25 minutes
- 4) Compare the range of the US professions to the range of the per capita income from other countries. Do the same with the median and mode and discuss the findings. 20 minutes.
- 5) Turn to a partner and discuss how you feel about the differences between the earning power of the US and other countries. 5 minutes
- 6) Reflect in journal about activity and how it relates to Social and Economic Justice. 20 minutes (TEACHER circulate the room and assist those that need it)

Outcomes: Students can define range, median, mode and mean. Students can discuss the differences between the earning ability of different countries. Students can practice researching online. Students can personally reflect on their opinions of the per capita income of different countries.

Differentiation: Using visuals when discussing different countries, partner briefing as well as individual attention while working on personal reflections.

Extension:

Social Studies / English: Have students research the country that was on their back and create a project about the differences between their assigned country and either the United States or the student's original country.

Activity: Lecture from different community members (if possible from different ethnic backgrounds) come to the classroom who are willing and interested in discussing their profession, what they had to do to get where they are, income and ethnic background and why

their job is important (if not the job IE gas attendant or the like then why it is important to work at a seemingly less important job [although make sure all jobs are respected] – to support a family). If at all possible find a community member who is doing something different in the United States then they would be doing in their own country and express why the careers change.

four

IV. Lesson Plan 4: Democracy Time Line

Earth Charter Principle: Democracy, Non Violence and Peace

Earth Charter Sub Principle: Promote a culture of tolerance, non-violence and peace.

Colorado Standard: 5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Colorado Benchmark: explaining the historical development of democratic governmental principles and institutions.

<http://www.cde.state.co.us/cdeassess/documents/OSA/standards/history.pdf>

Grade Level: 7th grade class

Student Profile: Between 23 – 28 students. Special Needs: English Language Learners

Objective: Create and express an understanding of a timeline of democracy. Verbalize how democracy is related to peace. Display area of interest regarding the history of democracy in the form of a written report.

Learning Styles: Inter personal, Intrapersonal, Visual, Spatial, Linguistic, Kinesthetic

Materials:

- Teacher computer and import cable to display computer screen on a larger screen so that all students can view
- Social studies notebooks for all students
- Poster paper and / or timeline paper
- Markers
- Computers

Time: About 3, 90 minute lesson / activities, Lesson 4 is at teacher discretion

Grouping: whole class, individual and partner share

Prep work: Down load – A (Brief) history of democracy – Part 1 (part 2 and 3 are not as appropriate for children) <http://www.youtube.com/watch?v=X1nZ3arOdVs>

Be familiar with the timelines of the US democratic government -

http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/heroes/index.asp?article=timelineofrights

And a timeline of all democracy - http://news.bbc.co.uk/2/hi/in_depth/629/629/7034525.stm

Have an idea of the events that are most important to your curriculum of the mandatory events on the democracy timeline.

Make sure that neighboring teachers are aware of your use of the hall if the classroom is not large enough to line students up chronologically to create the timeline.

Reserve library time and computer time so that students can complete a research paper on their event.

Procedures

Session 1:

- 1) For homework the night before have the students discuss with their parents, guardian, or an adult about what they think democracy is and how it affects their lives
- 2) In mixed groups of 3-4 students, give each group poster paper and have them write what they think democracy is – if they ask they may use a dictionary but don't suggest its' use. 10 minutes
- 3) Reconvene and discuss the similarities and differences between posters and have the dictionary definition ready to display to the students –
 - 1 a: government by the people ; especially : rule of the majority b: a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections
 - 2: a political unit that has a democratic government

<http://www.merriam-webster.com/dictionary/democracy>

Discuss what this means in relation to their lives and government and build on their background knowledge. If you have students from many different countries it might be helpful to be familiar with the countries' governments that are represented in your class and to be supportive of their country's government. Explain that the class as a whole is going to create a time line so whenever they hear an important date or something that happened they should write it down in their Social Studies notebook to report back to the class when developing the time line. 20 minutes

4) Watch "A brief history of Democracy" – <http://www.youtube.com/watch?v=X1nZ3arOdVs>- Before viewing the film go over the definitions of the words or expressions: dictator, power of the people, vote, empire, monarchy. Stop the 'film' with the class and take notes together on poster paper as well as in their Social Studies note books. Minimum notes / guiding questions –

Why democracy is great?

People's responsibility in a democracy, (make a note of ' all you have to do... in film and return to topic later)

How many countries have democracies?

What are ways that leaders can gain power besides elections?

What are the origins of the word 'democracy'?

Who was allowed to vote in Athens?

Who and what kind of leader was Julius Cesar?

What did Rome try to do and what did Britain do in response?

After viewing the film once and stopping it frequently for the guiding questions re-watch the film without stopping and see what additional information the students can gain from it. – at least 30 minutes

5) Together as a class, make a list on poster paper (rough copy) of the events that the students wrote down as important events and have them explain why they thought they were important. Leave room or have enough paper to cover the next 3 lessons of democracy timeline. 20 – 30 minutes

Session 2:

- 1) Review timeline of democracy and the first part of 'A (brief) History of Democracy Part 1' and download http://news.bbc.co.uk/2/hi/in_depth/629/629/7034525.stm 10 minutes

- 2) Have this screen up so that all the students can view it. Be familiar with the events and decide which events in democracy are the most important for your class to understand. Go through the events, making sure to point out the years and locations of all events. – Draw attention to who could vote and what type of democracy was represented. – If it suits your curriculum discuss in detail up through the French Revolution and briefly discuss the following events in other countries possibly highlighting the evolution of the rights of women and the civil rights movement and events occurring in the countries that are represented within the class. When briefly going through democracy events allow students to express their interest in specific countries and ask questions. 30 – 45 minutes.
- 3) Have students turn to partners and discuss which events they think are the most important. 5 minutes
- 4) Collectively add onto the class timeline making sure that students know why each even is important. – 20 -30 minutes
- 5) Finish activity with a partner share of 3 things each student learned in the class. – 5 min

Session 3:

- 1) Review concepts of democracy and time line from 2 previous lessons

Display -

http://teacher.scholastic.com/scholasticnews/indepth/constitution_day/heroes/index.asp?article=timelineofrights 5-10 minutes

- 2) Go through scholastic timeline with students and as much of the information should be review of some sort highlight the importance of the events listed and decide as a class, which events should go on the class timeline and why. 30 – 40 minutes
- 3) Divide students up by there area of interest to create a large timeline display.
- 4) Have students create timeline to be displayed but in addition explain that each student will be responsible for a research paper on their chosen area of the timeline. 30 minutes
- 5) Students reflect in personal journal their area of interest, why they are interested in this area and how they will start their research project. 20 minutes

Session 4:

- 1) Reserve time in library and computer for students to research democracy topic. Time at teacher discretion – Students should include the correlation with how their topic of research is related to promoting a culture of tolerance, nonviolence and peace.
- 2) Students orally present their reports and attach them to timeline on display.

Differentiation: The visuals of the information online can provide Limited English Proficient students the opportunity to have more senses stimulated while learning. Individual note taking in addition to class note taking gives LEP students the opportunity to try to take notes but not to be lost if they were unsuccessful in their individual note taking. Mapping out the research plan in individual journals gives the teacher the opportunity to target LEP students and assist them. Always give students from different areas the opportunity to express the differences in their culture.

Extensions:

Math: An activity can be done regarding the percentages of voters verses non-voters democratic populations.

Community: Students can participate in local elections or even petition for a youth vote within local elections or something to change within their community.

English: The report can be used as an interdisciplinary activity and pending on the current English curriculum the report could be altered to fit the needs of the English program.

five

v. Lesson Plan 5: The Way Forward

Earth Charter – The Way Forward

Colorado Standard 1: Students recognize and use the visual arts as a form of communication.

Colorado Benchmark: selecting, organizing, and employing visual images, themes, and ideas in works of art to express an intended meaning

Grade Level: 8th grade Visual Arts class

Student Profile: Between 23 – 28 students. Special Needs: English Language Learners

Objective: Students can express their vision of their perfect sustainable future for the world through visual arts.

Learning Styles: Interpersonal, Intrapersonal, Visual, Spatial, Mathematical, Kinesthetic.

Materials: Paints, recyclables, cardboard boxes, glue, scissors, tape, clay, and whatever you can get your hands on...

Time: To be decided by class within the realms of your schedule

Grouping: Individual, small group, entire class

Prep work: Organize an art show either a display case or at 8th grade graduation.

Procedures:

- 1) Review the 4 Earth Charter Principles briefly and reflect on the State Standard and the Benchmark for this activity. 10 minutes
- 2) Have students close their eyes and imagine a perfect future... Not a future where they have a giant house and 3 cars but a future where there is no war and one that can sustain itself... A future where everyone is happy with what they have and who their neighbors are... 10 minutes
- 3) Discuss with a neighbor what your vision of the perfect future would be 5 minutes

- 4) Develop a rough draft of how you would like to represent your vision of the future with the materials provided... Make a list of materials that you would be interested in using and submit it to the art teacher to try to collect.
- 5) Decide as a class how much time they should be given on this task and develop a timeline of when all projects should be completed and commit to the schedule.
- 6) When all projects have been completed students may present their projects orally to the class and express in words how their project represents their 'Way Forward'.

Outcomes: Students can create a visual piece of art representing their hopeful view for the future using the themes that they have learned in their visual arts class.

Differentiation: Students are given the opportunity to express themselves and ideas through a non-linguistic outlet.

Extensions:

English / Social Studies: Students write a personal reflection of what they are going to do and how they are going to achieve their ideal sustainable future according to their art project.

Bibliography

- Chomsky, N. (2003). The Function of Schools: Subtler and Cruder Methods of Control. In Saltman, K. & Gabbard, D. (Eds), *Education as Enforcement: the Militarization and Corporatization of Schools* (pp. 26). New York: Routledge-Farmer.
- Colorado Department of Education. (2007). Colorado K-12 Academic Standards. Author retrieved November 22, 2008 from www.cde.state.co.us/cdeassess/documents/OSA/k12_standards.html
- Earth Charter U.S. / Sustainable Global Community. The Earth Charter Preamble. Author retrieved November 22, 2008, www.earthcharterus.org/about-earth-charter/the-earth-charter/the-earth-charter.html.
- Earth Scouts. 2002. Author retrieved November 23, 2008 from www.earthscouts.org/index.htm
- Freire, Paulo. 2000. *Pedagogy of the Oppressed*. New York: Continuum. Chapter 2 pp. 52.
- Gabbard, D, (2003). Education IS Enforcement! The Centrality of Compulsory Schooling In Market Societies. In Saltman, K & Gabbard D. (Eds), *Education as Enforcement: the Militarization and Corporatization of Schools* (pp. 72). New York: Routledge-Farmer.
- Jenkins, T. 2007. Community-Based Institutions on Peace Education Organizer's Manuel: A Peace Education Planning Guide (pp. 9, 25, 28, 30)
- Palmer, Parker (1993). *To Know as We are Known: Education as a Spiritual Journey* (pp. xiv). NY, NY: Harper Collins.
- Mische, P. (2006). "Educating for Peace and Planetary Community at the Level of our Deep Humanity." Peace Education Center, Educating for Global peace Lecture Series. Riverside Church, New York, NY. 4 November 2006.



Earth Charter International Secretariat

P.O. Box 138-6100

San José, Costa Rica

Tel. (506) 2205 9000

Fax. (506) 2249 1929