



*Resources for families
bringing up children
in the spirit of the Earth Charter*



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Children's Board of Hillsborough County, Florida

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are...

groups of 5 to 15 children ages 3 to 15 and their adult facilitators,

committed to live the ideals of the Earth Charter

The Earth Charter is a set of principles. It is a vision for a human race that aspires to live in **peace**, practice **respect** for human rights, and pledges to consume resources with **wisdom** and concern for all life **now and in the future**.



participate in planning their own activities to fulfill their mission:

Changing the world one fun badge at a time.



learn and practice skills that will serve them throughout their lives. They experience cooperative work and group decision making that will improve self-esteem, and offer safe-passage on each child's journey from self-centeredness to **respect for the interconnected web of life**.



learn about people who have identified problems and created their own strategies to **act** on those problems effectively. They learn about policies and practices in their own neighborhood, city, state, nation and global community that interfere with the ability of people to live together happily and healthfully. Earth Scouts **co-create** their own strategies to address issues of mutual concern. These strategies may be as simple as doing research or as dynamic as passing a new law.



co-create these strategies in groups that are **supportive and cooperative**. The goal of Earth Scouts is to empower participants to be leaders, invite them to fully embrace their role as members of local and national communities and institutions, and inspire the **courage to live true to your beliefs** even if it means being different.



learn and grow together, becoming a values-oriented peer group bonded by the shared experience of **transforming concern into action**.

www.earthscouts.org,

Earth Charter Communities USA: (813)254-8454

Acknowledgements

This book was developed by a collective of folks, in spirited partnership, to offer every child the opportunity to join an Earth Scout group in their community.

In addition to the following, please see references to individuals who have contributed to the development of Earth Scouts and this guide in the Forward, and history sections.

As co-authors of this edition of the Earth Scouts Guide:

Kelli would like to thank:

The Children's Board of Hillsborough County, Florida. Without their material and moral support, this book would not have been written.

And,

*First, in a list of inspirational individuals
Jan Roberts, Earth Scouts Fairy Goddess
Mother
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My family, who sustained me in this, and all my adventures in sustainable living.

Summer would like to say:

This is for my parents, my sister, my husband, our children and our extended family-- thank you for every moment; for my childhood troop leaders who gave me the opportunity to see scouting done well; for the professors at USF who gave me access to hands-on ecology and environmental education; and for my co-author, The Earth Charter, and Jan Roberts for inviting me to be part of this adventure.

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This is also for those who believe that children carry our future. Thank you for helping to teach that valuable lesson.

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FOREWORD

Our goal for Earth Scouts is to support families evolving their own sustainable lifestyles, by bringing you activities, stories of successful community service dreamed up and carried out by youth, group process tips, explanations of the Earth Charter, and the experiences of other Earth Scout Communities. Our definition of family for this book is broad: loving people who join together in the hard and important work of raising children. Living by the principles in the Earth Charter, and trying to be a caring and responsible member of our Global Human Family requires creativity and a supportive community. We hope you find tools and ideas for both in the pages of this book.

Earth Scouts is a dream with wings. As it flies into your unique community, it will take on a life of its own. This book is simply a resource, there is no one single format or set of activities that you are required to follow.

The National Earth Scouts organization is a program of the non-profit organization Earth Charter Communities, USA, and pursues the mission of supporting Earth Scouts groups with informational resources, and networking assistance. Individual scout communities are independent both financially and authoritatively. In other words, the national organization does not determine policies, or dictate programs, fundraise for individual groups or collect money from them. The national organization does unify Earth Scout communities under one identity and purpose: the official Earth Scouts Mission Statement. As such, it is the Earth Charter document itself that provides individual scout communities with the guidelines to shape how they conduct scout activities and fundraising. The national office only supports and promotes Earth Scout communities that operate in alignment with Earth Charter values and principles. **Identity as an “official” Earth Scouts group simply requires free registration with the national office by sending in a copy of your signed Facilitator’s Promise (page 16).**

This book is the synthesis of several years of resource development and dreaming by a long list of Earth Charter supporters-- children, youths, and adults-- some working side by side, and some who have never met. It relies heavily on writers, educators, and artists who have created wonderful stuff out of their love for children and dedication to enriching their lives.

In particular, it would not have taken this book form without Jan Roberts, founder of Earth Charter Communities. She willed Earth Scouts into existence by inviting people to share her vision as a gardener would tirelessly gather, plant, and tend a fertile plot of land. Earth Scouts, now with a life of its own, owes much to her.

Much of the “synthesizing” was done by Kelli Lopardo, who drew on the work of Sue Carter, Dianne Pearce-Hiatt, Oannes Pritzer, Katie Culbert, Barbara Cloud Weisman, Diana Young, Monica Tuller, Susan Donnelly, Magda, and Pam Wood—all of whom generously donated their time and creative energy to the task of writing Earth Charter activities for children.

Tracy Copes designed the Earth Scouts logo art and the five main badges, as well as flyers and t-shirts for Tampa scouts—her loving contribution of art is of immeasurable value.

Summer Solomon co-authored this edition, and contributed virtually all the “Respect for Nature” activities, as well as several other activities and information pieces. She also co-developed the 6 week introduction to Earth Scouts for 3-8 year olds.

How to Use This Guide

There are 6 major sections in this guide, as well as several important additional resources. All of the sections are written for adult facilitators, except those with the heading “SCOUT PAGE”, which are intended to be read by the scouts.

Part 1 (*How Earth Scouts came to be*) contains the history of Earth Scouts, including the personal accounts of Scout developers and group facilitators.

Part 2 (*Moving from concern to action...*) should answer the question: “What do scouts learn?” and “What is the Facilitator’s role in that process?”

Part 3 (*Meetings*) contains suggestions for shaping the experience scouts have from when they walk in the door until they go home.

Part 4 (*General Advice*) addresses two challenges that any group is likely to face, and has a Facilitator’s and Scout’s version of each. The first set of articles addresses the emotional aspects of learning about sad things and dealing with the stress of caring. The second set has a few words of wisdom to consider when conflict (inevitably) arises within your group.

Part 5 (*Getting Started*) offers a program to follow to get you through the first 6 weeks, including parent information meetings.

Part 6 (*Badge Activities*) is divided into sections based on the 5 badges, which are derived from the 5 main principles in the Earth Charter (which are listed in the preamble for the youth version of the Charter on page 15).

- Each badge section begins with a true story that can be told to or read by the scouts that describes what other kids have done to create positive change in their communities.
- Each section also has a list of books, music, and activities that are suggested as “Family Time Resources”. Our suggestion is that the group purchase, or borrow these items from their local library, and take turns enjoying them at home with their families.
- The activities listed in each badge section are divided up based on age appropriateness (roughly 3-8 and 8-13, with some pre-k only)—but many activities could be used for any age with a little creative modification. All of these are **suggestions**, and scouts and facilitators are encouraged to develop their own (and hopefully share them with scouts everywhere via the national office).
- At the end of each badge section is a list of activities that would satisfy the “Action” step in the badge process. This list is not exhaustive, and scout communities will have a much better perspective on what actions are appropriate for the needs of their local community, as well as what activities are practical for their ages and resources.

Other “not-to-be-missed” headings in the table of contents are

- The Earth Charter: there is a single page version with the “preamble” (referred to in several activities) that is written for young people, and is the “official” Earth Scout version. There is also the full text of the charter at the end of the book.
- Earth Scouts Mission Statement
- Facilitator’s Promise (to be signed and submitted to Earth Charter Communities, USA if you want your group to be registered as “Earth Scouts” and thus networked with other scout communities).
- Facilitator’s Toolkit: forms, templates, clip-art graphics, flyers, more advice, other useful stuff.
- Further Resources: web sites, books, and media “guaranteed” to provide endless hours of scout *inspiration, creation, and action* ideas.

A few words about words:

We have chosen to eschew the word “**troop**”, and refer to Earth Scout “**communities**” or “**groups**” since the Global Human Family has been often and sadly harmed by various military “troops” throughout history.

We refer to the adults who help scouts organize and conduct their meetings as “**facilitators**” and not “**leaders**” for two reasons. First, the original Earth Scout development team (which included youth members) specifically called for an organization that empowered scouts to take initiative rather than strictly “follow” a program provided by adults. Secondly, the Consensus Decision Making Group Process model*, which is enthusiastically encouraged for all scout communities, uses the term “facilitator” for the role of the individual who takes responsibility for helping the group successfully define and act on it’s own issues. *presented in the Democracy badge section

Earth Scouts Mission Statement

Changing the world one fun badge at a time—youth working together to make the Earth Charter a reality at home and in the community.

THE EARTH CHARTER

one human family — one earth community

We are living at a very important time when we have the challenge of saving the Earth. All the peoples and cultures of the world form One great family; for this reason we must unite: To respect nature, to respect human rights and to live together in peace and justice. We have a responsibility to ourselves and to each other, now, and for the future.

Earth, Our Home

Planet Earth is part of an amazing, vast universe. On this planet are many different kinds of 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 is weak or unhealthy, all other parts are affected. 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 wasting a lot of what they take from nature — plants, animals, water, metals, minerals, oil. Some of these precious resources nature can replace, but it often takes a long time. Others are irreplaceable. Many people use soil in ways that take away its life and allow it to be washed away where it clogs up rivers and lakes. Many industries release pollutants into air, water, and soil. While some people have much more than they need, 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 and to take 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

- Respect Earth and understand, love, and care for all life.
- Find ways for people to live together peacefully and work together for the good of all.
- Make Earth healthy and beautiful for future children.



ALL FORMS OF LIFE ARE INTERCONNECTED

- Protect and restore the web of life.
- Don't take chances that may be harmful to Earth's environment.
- Live and do business in ways that are healthy for Earth and for people.
- Share with others how to protect and restore Earth's health.

EVERYONE DESERVES EQUAL OPPORTUNITY

- Guarantee that everyone has enough to meet their basic needs.
- Be sure that everyone gets a fair share of Earth's resources.
- Secure equality for everyone.
- Protect the rights of all people to live in dignity, health, and happiness.



PROTECT FREEDOMS AND CREATE PEACE

- The purpose of government is to serve and protect the people.
- Treat all living beings with respect and consideration.
- Encourage people to use their words to resolve conflicts.

THE WAY FORWARD

People of Earth must join hands to make a new start. Governments must work together in the United Nations. Talking things over is the best way to proceed. Every person, every family, every group, every community, every adult, every child can play a part. Together we can create a better earth for all.



Earth Charter Community

Get your kids involved for a better future today.
www.earthchartersummits.org • 813.254.8454

Earth Charter Preamble
For Earth Scouts

We are living at a very important time when we have the challenge of saving the Earth. All the peoples and cultures of the world form One great family; for this reason we must unite: To respect nature, to respect human rights and to live together in peace and justice. We have a responsibility to ourselves and to each other, now, and for the future.

Earth Scouts Facilitator's Promise

I promise to help the Earth Scouts in my community understand the Earth Scouts mission statement:

*Changing the world one fun badge at a time—
youth working together
to make the Earth Charter a reality
at home and in the community.*

I promise to seek out and act on opportunities to assist the Earth Scouts in my community as they strive to fulfill this mission.

signed _____ date _____

Earth Scouts communities are open and welcoming and act always in the spirit of Raffi's Earth Charter song: *A circle where we all belong*. For practical and functional reasons, a community must be limited to a certain size, and may be limited to certain ages. No one **who shares a willingness to act in the spirit of the Earth Charter** should ever be denied membership in Earth Scouts. Also, no one should be denied membership for reasons of ethnicity, spiritual beliefs, gender, appearance, economic class, political views, sexual orientation or physical ability. When membership has reached a maximum capacity, the mission of the Earth Scouts calls upon them to facilitate the formation of a new group. Start-up groups should be directed to the [Earth Charter Communities USA](#) office for resource materials.

signed _____ date _____

Print _____ email _____

Address _____

To register your group as an official Earth Scouts Community, and gain permission to use the Earth Scouts logos, and badge art, and to be connected to other Earth Scouts groups around the US in spirit and via newsletters and list serves:

Please mail a copy of this promise to

Earth Charter Communities USA
Earth Scouts Registration
2109 Bayshore Blvd. #804
Tampa, FL 33606

PART 1 How Earth Scouts Came To Be

SCOUT PAGE: How Earth Scouts Sprouted

Once upon a time some people decided to write down all the things that are important to remember and do to make the Earth a peaceful, healthy place for everyone forever.

Almost every country on the planet had a representative who helped with the writing. Because they were writing down an agreement between many people it was called a *charter*, The Earth Charter.

When it was finished the people promised to do their best to live their lives by the charter principles, and to share them with other people.

One day, someone decided it was important to share the principles with children. They imagined a club called Earth Scouts that would help children practice respect for the earth and for human rights, help them promote economic justice and participatory democracy, and choose to create peace without violence.

More and more people wanted to teach and learn about the Earth charter principles as Earth Scouts, and many of them helped to write this book.

We hope this book helps you to

...change the world, one fun badge at a time.

Earth Scouts History **By Jan Roberts**

On September 29, 2001 we launched the Earth Charter in the United States from Pepin Rood Stadium in Tampa, Florida. Twelve cities participated in the simultaneous Earth Charter Community Summits and we connected with one another via satellite broadcast. It was a momentous day that generated collective energy to make the Earth Charter: A Declaration of Interdependence a reality around the country.

In early 2002 while giving a talk in Tampa I dreamed out loud about starting Earth Scouts for children and youth using the Earth Charter's principles as a foundation for badges. Earth Scouts was not a new idea to me as I remembered an attempt in 2000 to start Earth Scouts in the Philippines but, unfortunately, there was only one gathering and no resources for follow-up or development. However, the idea stuck in my head and when talking about all the ways to make the Earth Charter come alive, Earth Scouts sprang out of my mouth almost as an after-thought.

There was an immediate positive reaction from some members of the audience including Rob Serenbetz, an active Earth Charter volunteer, who became very excited about the idea. He pushed me further to bring community members and children together to grow the Earth Scouts.

Encouraged by his enthusiasm, I invited a group of about 8 adults and 4 children to come to a meeting at my place. We spent the next six months identifying key ingredients for the Earth Scouts. I remember the first meeting when we all went around the room and gave one or two sentences about what we thought the mission statement of the Earth Scouts should be. I wrote them down on a flip chart. Then we all put our heads together to link the key ideas into a mission statement. I was writing on the flip chart people's ideas when a voice interrupted me. Ten year-old Kyle Hunt had come to the meeting with his mom, Sandi Hunt and he wanted to know, "Are we doing this in adult talk or kid talk?" I had to laugh because sure enough I had been furiously writing jargon like "Empower youth to act. Empower people to stewardship -responsible care-taking roles."

Kyle's question put the focus on the kids present and their ideas. After an energizing discussion they came up with "Changing the World One Fun Badge at a Time". The rest of us helped to add the subtext: "Youth working together to make the Earth Charter a reality at home and in the community". Over the course of our monthly meetings we drew up guidelines for Earth Scouts that included points like it would be open to boys and girls; adults and older youth would serve as mentors and guides rather than leaders; badge guidelines would be open-ended; the emphasis would be on cooperation rather than competition; and there would be no dues but local groups could raise funds for their activities.

Amy Moran-Moberg, an Earth Charter volunteer with experience in manual writing, wrote a brief Earth Scouts facilitators' guide to be used as a basis for training interested

adults at the 2002 Earth Charter Community Summit in St. Petersburg, Florida. We partnered with the National Conference on Community & Justice's Camp Anytown youth, University of South Florida Oceanography Camp for Girls among others to assure that youth had key roles in the Summit. The activities were webcast to library locations where other youth gathered to participate in Earth Charter discussions. NCCJ Youth Director Mike Trepper worked with me to gain funding for the Earth Scouts' portion of the summit from the Children's Board of Hillsborough. Although there was strong interest in Earth Scouts, the feeling among the interested adults was that they needed more detailed instructions in our guide. Amy's launch at the Summit of Earth Scouts may have been the first but not the last.

We went back to the "drawing board" to see how to move forth with little funds but lots of enthusiasm. Katie Templin Culbert, a student at University of South Florida, came to one of our Earth Charter meetings and jumped in with both feet to have an Earth Scouts Festival at the 2003 Earth Charter Community Summit in Tampa. She has written elsewhere in this guide about her experiences. Katie took the lead for the festival and along with Barbara Cloud Weisman, a curricula developer for Hillsborough County Schools, designed the terrific hands-on activities that demonstrated Earth Charter principles. Terri Willingham in nearby Odessa, Florida, had been running an Earth Scouts Group for a few months and her scouts, including her children Elizabeth, Andrew and Christopher, were very helpful as hosts for the festival activities. As Katie says, "It was a rockin' festival".

Following the festival, Katie and I definitely had BIG dreams and thought that in six months with a little funding from the Children's Board of Hillsborough, she would complete an Earth Scouts Guide. We were definitely out of touch with the tremendous work involved in writing the Guide but Katie did a wonderful job connecting folks who were interested in Earth Scouts. She facilitated a list serve and conference calls among parents and other community members around the country over the following months.

During 2003, Sue Carter, a former curricula developer in Sanibel, Florida, answered our prayers. She called out of the blue and offered her help in writing badge guidelines for Earth Scouts. Sue did extensive work with writing lesson plans that served as a basis for the Earth Scouts group in Portland, Oregon and others. Other volunteers from around the country who sent in their ideas supplemented her work. Sue worked many hours researching other resources and writing the lesson plans. Her contribution has been priceless to Earth Scouts and we are very grateful. I wish there were space to name all of the dedicated Earth Scouts' volunteers who have contributed their energy and creativity to building the Earth Scouts' foundation.

Kelli Lopardo, a former middle school science teacher and mother of two small children, came to an Earth Charter meeting at my place following the 2003 Earth Scouts Festival. Kelli had taken her daughter to the festival and she was "wowed" by how organized and how much fun it was. She was a bit surprised when she found out that Earth Scouts at that time was not a fully established organization. Undaunted, Kelli took on the task of

organizing the 2004 Earth Scouts Festival. The 2004 festival was another resounding success with adults and kids giving it rave reviews.

It was becoming painfully clear to me, though, that Earth Scouts would not really grow until we had a detailed instruction guide for parents and interested community members to use. We had hoped that volunteers would take the Earth Charter, create badge activities, and share their work with us. However, most people simply did not have the time to do that, they wanted a completed guide to use. Unfortunately, even with the work on the Guide to date, it was not complete.

The Children's Board of Hillsborough had been generous in their donations to us for the Earth Scouts Festivals. I decided to write a grant to them to fund Kelli's development of an Earth Scouts Guide. Although, there were some materials available, I wanted Kelli to bring her magic to Earth Scouts. It's not always easy to sell "out of the box" thinking. My first grant application to Children's Board was rejected because Kelli's "curriculum" did not follow the standard for lesson plans. We rewrote the grant application and again it was denied. I appealed and finally Kelli received funds for 260 hours of development time.

Although the Guide will always be a work in process, Kelli's work makes clear the Earth Scouts' culture and philosophy in addition to providing suggestions for fun badge activities. I believe you will find the Guide's conversational and instructional style easy to grasp and exciting to use. Her commitment and mine is that Earth Scouts inspire and empower children and youth to engage with the Earth Charter and their families in making it real in their lives and communities. This is an organic and on-going process and your input and feedback will enrich and soar the Earth Scouts to heights yet unimagined.

Jan Roberts
President
Earth Charter Communities USA

My experience with the development of the Earth Scouts

Katie Templin Culbert

I became involved with the Earth Charter in 1999 while attending the University of South Florida. After participating on a student activist panel, Jan Roberts approached me and asked if I had heard of the Earth Charter. As she shared with me the message of the Earth Charter I was floored. I couldn't believe that I had not heard of this world changing document! I immediately knew that I wanted to be involved.

I began by working with many wonderful folks in organizing the Earth Charter Community Summits in Tampa. A few years later Jan asked me to assist with the formation of the Earth Scouts - a youth group based on the principles of the Earth Charter. I accepted her offer, knowing that many parents would be interested in having their children involved in this type of organization - one where they could learn how to make a difference in the world and have fun doing it.

Building an organization from the ground up proved to be quite a project! Jan Roberts and I were full of hopes, dreams, and BIG PLANS for this organization and we knew that over time it would become a reality.

As one of the original organizers of this project I focused my energy on communicating with parents all over the country who were interested in making the dream of the Earth Scouts a reality. I spent many hours on conference calls and developing ideas that would contribute to the formation of the Earth Scouts badges. The most rewarding part of the process was the time I spent talking to parents and hearing their stories and desires. They all had one thing in common - they wanted their children to be involved in a larger movement: a larger movement of young people and adults who worked together to promote peace, equal rights, and social, economic and environmental justice. It was inspiring.

In 2003 I organized the first Earth Scouts Festival, held at Hillsborough Community College in Tampa. This was a great success with many volunteers helping making it happen. We had hands on activity stations that represented each principle of the Earth Charter. Children were given passports as they entered the festival and as they completed each station they got their passport stamped. We had a puppet show, learned about economic justice in a fun and interactive way and were honored by a performance by popular children's entertainer *Shana Banana* (she later wrote a song for Earth Scouts, see the Reference section for the CD). It was a great afternoon.

When I began graduate school I had to resign as head organizer for the Earth Scouts. It was with a heavy heart that I did this but I had confidence that the new organizer would be able to go forward to continue the development of this

amazing organization...and it has happened! Here we are today launching the Earth Scouts USA!

I feel truly blessed to have been a part of the development of this organization and I know our world will be a better place because of it. Thanks to all that have made this happen.

Tampa Earth Scouts: Summer Daye's Story

I have lived in the Tampa Bay area for most of my life. I participated in wonderful Girl Scout Troops throughout my adolescence; scouting here makes sense to me. There are so many opportunities for exploration that I couldn't escape the desire to share scouting experiences with my children.

My husband and I moved from Clearwater to Tampa in the spring of 2002. Our son was two years old and I was looking for ways to help him explore what life was all about. We found ourselves in a happy group that met regularly at various locations throughout our neighborhood.

Later that year, I was selected to serve on the Community Advisory Committee for the Tampa Bay Estuary Program. I learned about community education initiatives to promote awareness about our environmental issues. Many of these initiatives focused on older kids and adults. I was proud of the outreach promoted by the TBEP and impressed by the number of individuals their programs reach. I felt the best way to help their campaign to educate our community was to start talking to parents with preschool age children. The theory was simple: I wanted to help kids understand their impact on our environment at the beginning of the learning process rather than re-educating them later. Also, I simply love to be outside with kids. There is nothing more exciting than watching a child learn something new about their world. I live for "ah-ha" moments. I'm really lucky because working with kids outside gives me the opportunity to see a lot of those moments.

When my son was about three, our regular play group of families wanted to form a structured play group similar to a co-operative preschool. I was delighted and began to search for ideas to help give the group a structure. My search led me to the Earth Charter and the Earth Scouts. I was thrilled to read the documentation found on the Earth Charter website. It was co-ed scouting and their goals matched those closest to my heart. I learned about the Earth Scout Festival 2003 that would be held at HCC and shared the information with our group. I knew I wouldn't be able to attend, but I thought a few of the families might be able to go and I wanted them to know something cool was happening in our neighborhood.

Kelli took her family and came back really excited. She worked diligently to formalize and organize our group. I worked on activities and outings to inspire fun learning. The initial group met weekly at a neighborhood park and the parents took turns leading our small group. It wasn't long before we decided that the Earth Charter message should be shared by more people in the community. We held a couple of community outreach meetings at local libraries and initiated the Summer Series. We had a great community response. It was a great series. The scouts and their families responded with enthusiasm for the duration of the series and many remain connected. The idea behind the Summer Series was to inspire leaders to form new groups that would use our program as a template from which to form their own group.

I have enjoyed participating in forming Earth Scout groups, preparing for the multicultural festival to promote the Earth Scouts to the community, and collaborating with Kelli, and the other contributors, on the Earth Scout Resource Guide. Co-writing this

book enabled me to share some of my favorite activities with scouts and facilitators. I hope that the facilitators find the activities and advice useful and inspiring.

I have thoroughly enjoyed being part of a group whose goal is to educate and inspire children. Nothing, short of parenthood, has been more fulfilling. I look forward to continuing to help the Earth Charter and the Earth Scouts as they continue to reach out to communities.

Tampa Earth Scouts: Kelli's Story

--Kelli Lopardo

I have “started” Earth Scouts 3 different times now, with three different groups (although a few children have been scouts in all 3 groups, including my daughter). Each start up had aspects that worked and didn't work, and I plan to start my next ES community using some new ideas, as well as some old. I describe each below in order to emphasize that there is no one single plan for how you are “supposed” to do Earth Scouts.

Our first group was all 3 year olds--4 girls and 1 boy. They had been playing together for about a year (2003), and for a few months had been meeting as a semi-formal home school group (circle time, crafts, etc.). Another parent (Summer, who wrote much of the Respect for Nature activities in this book) heard about the Earth Scouts Festival but couldn't go (see “Katie's Story”, she organized the festival). I took my daughter to the festival, mainly because her favorite singer was performing (Shana Banana—a true gift to Earth Scouts, and who also contributed to this book) and by the end of the month we started calling our group Earth Scouts and meeting once a week.

We sang earth friendly songs, focused on sharing and kindness, went on nature walks, did nature inspired arts and crafts, and tie-dyed our own Earth Scouts t-shirts. We also did some not-so-very-ES stuff like ballet and playing percussion instruments. All kids had their mom's present, or were being cared for by their friend's mom by pre-arrangement. All parents (OK, Moms) took turns organizing and leading the activities for the day. I was really big on “structure” (a victim of formal teacher training), so I volunteered to lead the opening circle at most meetings. We started circle in a Waldorf inspired way, with a song, and some circle dancing. The kids loved it.

We didn't worry about earning badges, or if the kids knew what the Earth Charter was. As parents, we had read over the Earth Charter, and accepted it as a set of shared values that we wanted to introduce to our children. (There wasn't perfect agreement on this, but enough to work together). We felt that at their age, learning how to treat each other nicely, and love nature was as deep as we probably needed to get.

When I became pregnant with my second child, I needed a break from organizing activities. The group did not reconvene for 5 months. If there had been an ES resource guide for the other parents to follow in my absence, perhaps that wouldn't have happened. It is my hope that the materials included here will help future ES groups maintain consistency; even when key organizers must change, or take a break.

Our next venture into Earth Scouts was more ambitious. We (Summer and I) posted flyers inviting the public to an ES information meeting at the local library. We now called ourselves co-facilitators. This proved crucial to our success, since she had an infant, and I was increasingly pregnant, there was frequently only one of us leading the group--which was better than having to cancel the meeting because there was no facilitator. We planned weekly activities that would connect to each of the 5 badges developed by the Earth Scouts trailblazers, and gave the scouts stickers when they had “earned” their

badge (no badges had yet been physically created). Most of what we did is in the “Getting Started” chapter.

We had a group of 10 families participating, with kids from ages 4 to 12 (including 4 of the original scouts). It was a beautiful success that was over 8 weeks after it started. There were several reasons for this unfortunate loss of steam. Primarily, there was no guide for what to do, and the energy needed to both “invent” ES as well as facilitate the actual meetings, and take care of our own families, overwhelmed both Summer and I. We had a lovely vision of doing a summer “orientation” to ES, then continuing on from there--but fall, winter, and spring would pass before our ES would circle up again. I wish I could say that I learned how to ensure open communication between co-facilitators, and how to support each other to prevent burn-out--but, alas, I’m still learning that. All I can say is, BEWARE of burn-out.

One note about the age grouping. Summer and I both had 4 year olds, so we planned with them in mind. The older kids were engaged to an extent, but once the initial 6 weeks were over, they clearly needed a chance to meet with a tighter age group---like 8-12. Unfortunately, while there was some interest in such a group, there were not sufficient resources to support the parents who stepped forward to facilitate the group.

“Summer 2005 Earth Scouts” was smaller, and less intense. The members gathered by word of mouth (and email). Two of the original families participated, 2 returned from the previous summer, and 4 more were invited by them. The scouts ranged in age from 4 to 8. Only half the scouts were present at any particular meeting due to busy summer schedules. Theresa Parrino stepped forward as a new co-facilitator, while Summer took a break from commuting. We also had a new focus: interconnection. Our weekly activities started off by playing out the story of Grandmother spider (page 121). The focus of the first meeting: you can make a positive difference no matter what your size, and we do better when we have friends around us who encourage us. We had some fun with Dr. Seuss’s *The Lorax*, and modeled environmental/economic interdependence by building a spider web. We went on a field trip to a honey farm, and learned about the flower-bee-honey-human circle of connections (activity on page 194). And we made fruit and vegetable faces and talked about expressing feelings and recognizing them in others (page 136). We did not attempt to earn badges (they were now available as badge-stickers however). We did not plan any actions in the community as we had the first summer, thinking we would build some group cohesiveness first, and let the scouts play more of a role planning it.

As Co-facilitators we planned on the phone, usually the night before the meeting. I think the kids had a good experience, and absorbed some of the spirit of the Earth Charter, but I don’t think it was set up to last. There was never any vision presented to the kids about why they were meeting--what Earth Scouts were about. They had fun, but there was no sense of purpose, and no structure so that they had an idea of what the future held. They could show up, or not show up--the group didn’t depend on their presence. I think commitment to the group, or Earth Scout community as we’re calling it in this book, is probably an important ingredient in Earth Scouting. I also think the expectation that the ES community make a contribution to the larger community is also key. Earth Scouts, even very young ones, should buy into these values from the very beginning. I think it was harder to plan meaningful activities without the badge earning process (part 2 of this guide) to help things along. Because it was harder, burn-out was again a factor in terminating this group. If you have very little planning time, meeting once a week may

end up feeling stressful (see page 51 for alternatives to a once a week plan). But even with a little planning, if you use a very clear structure, like the one suggested in the section titled “Rhythm”, you may find it easier than facing each week with a wide open “what should we do?”.

How We Got Started, Earth Scouts PDX, Portland, Oregon

by Pam Wood

I was in my mid-30's, and spent a lot of time lamenting the fact that I had not been able to meet a partner who wanted to have kids—something I had wanted for a long time. One thing that fed my desire to have children was my strong desire to teach this generation of children how to love and care for the Earth. I began to consider being a Girl Scouts leader so that I could begin taking more of an active role helping get my friends' growing circle of kids out into nature more. The problem was, many of them were boys!! That very week, I was talking to my new coworker, Debbie, who had just moved from Tampa. In Florida, she had been very involved in activities around the Earth Charter, and the more I heard her talk about it, the more interested I became. So, I looked up the Earth Charter on the web, and over in the margin was a heading that caught my eye....it said, "Earth Scouts." I clicked on it and was surprised to find that this is exactly the thing I'd been looking for!

I started to talk to my friends about it. Some of them had themselves been Eagle Scouts and had had great experiences with Boy Scouts as a child. Some had their boys in active Boy Scouts groups that they really liked, even though the parents unanimously had misgivings about the militaristic and exclusive nature of Boy Scouts. None of the girls had become involved in Girl Scouts. Several of the parents expressed an interest in being involved in an alternative scouting organization, but weren't sure they had the energy to get it started on their own.

Leadership Style: We had an informational meeting with interested parents, and I brought information I had gleaned from one national conference call and my research on the website. Enough parents were interested to form a group. Many of us are part of a progressive Catholic church which had recently adopted a new model of youth ministry that we found to be instructive in how we decided to design the leadership of our group. Our church had noticed a pattern of hiring young, vibrant, charismatic youth group leader around whom the inspired children would circle. This made for enthusiastic and creative group involvement...until that person left! Then, the youth group would inevitably fall away. Instead of creating an Earth Scouts group with one confident and experienced leader, we would strive to have a parent-led group. However, parents were a bit shy to get started, and so things stalled for a few months. About then, a single friend of mine, Heidi, contacted me and expressed interest in doing an art-based group for kids. I asked her if she would like to help me get an Earth Scouts group started, using lots of art activities (we are both art therapists who have led numerous kids groups together in the past). When she accepted, I proposed to the parents that Heidi and I get the group up and running, with the agreement that we would train the parents to take over after six months.

Group Design: We designed our group around the needs of the kids and the families who expressed interest. In general, their ages clumped within the first through fifth grades, with some younger siblings (ages 3-5). We decided that the younger "honorary" Earth Scouts could attend meetings, too, as long as one of their parents was there to help adapt the activity being presented to their level. We scheduled Earth Scouts kids meetings two

Wednesdays per month, from 5:45-7pm, and had one monthly outing, on Sunday afternoons. Heidi and I led all the meetings at first, and we assigned parents on a rotating schedule to bring a snack to start the meeting with, to help us set up and clean up, and to assist us for the duration of the meeting. We also assigned parents to plan and coordinate each month's outing. We charged each Earth Scout \$10 per term for dues to buy basic materials.

Meeting Format and Themes: Heidi and I generally followed the facilitator's handbook (previous edition, by Sue Carter) for our first several meeting activities. By the time we had led a few meetings, we had also gotten to know our resources, and it was easy to come up with new lesson plans. On the advice of the facilitator's guide, we had purchased EarthChild 2000, 50 Simple Things Kids Can Do To Save the Earth, We're All Interconnected (CD), and had checked out from the library Spinning Tales, Weaving Hope (see Resource section of this edition). We also purchased some basic art supplies. Our theme for the first quarter was based on the Earth Charter Preamble (page 15). For our second quarter, we focused on the Earth Charter's broad themes. We wanted the kids to be able to answer the questions "What is an Earth Scout?" and "What is the Earth Charter?" in case we tabled at an Earth Day event or Earth Charter Summit in the future. We created a large banner that quarter, with four smaller banners that all connected to each other into quadrants of the larger banner. Each quadrant was based on one of the four (expanded to 5 in this edition) general principles of the Earth Charter (1. Respect and Care for the Community of Life, *Play Fair and Learn to Share*; 2. Ecological Integrity, *Love Nature and Clean Up Your Mess*; 3. Social and Economic Justice, *Everybody Matters So Be Kind To Others* ; 4. Democracy, Nonviolence and Peace, *Always Shake Hands and Make Up, Everyone Deserves To Be Heard*). We created iron-on color images straight from the Earth Scouts website of each of these principles; and then each meeting's theme would be tied to one of these themes. We trained parent leaders for the third quarter (see below), and ended our first nine months with an "Earth Scouts Extravaganza" (described below). We decided that our first summer quarter would have an outdoors-based focus.

Outings: We had a variety of different kinds of outings during the first year. One volunteer birder led two birding outings, we attended a local Salmon Festival, we went sledding, we visited the Audobon Society and some local wetlands, and we went on some hikes. Over the summer, we abandoned our regular indoors meetings, and instead went on a hike each Wednesday for whoever could join us, hiking consecutive sections of the Wildwood Trail in local Forest Park. We also went on two backpacking trips (3/4 mile!) during the summer.

Training Parent Leaders: For our third semester, two parents volunteered to be the new leaders. Heidi and I met with them to discuss leading meetings, lesson planning, and the how to use the resources we had purchased. We were available to them to assist in leading meetings when needed for the entire quarter. They decided to choose one principle for the quarter's theme: Ecological Integrity. They planned out the entire quarter at once, checking out related resources from the library, and arranging an outing with a naturalist educator to end the quarter. The plan was for one of them to stay on for

the next quarter (Fall), when another parent would join them as the assistant, and then that parent in turn would become the lead parent for the next quarter, and so on. After we trained the parents, Heidi moved onto other volunteer interests, and I began to pursue getting other Earth Scouts groups started. My hope is to be available to get other groups started in the way we started this one.

Special Events:

- 1) Earth Scouts Extravaganza: After our first 9 months (regular school year), we gathered all the Earth Scouts, parents and siblings for a potluck picnic, a showcase of what the kids have learned, and awards. We also did skits to prepare them a bit for our first summer outing: a backpacking trip!

- 2) Earth Charter Summit: We joined the annual local Earth Charter Summit, singing some songs and introducing the Earth Scouts and the Earth Charter principles to the audience. (See Earth Charter Summit script attached). Then, while the adults went on to speakers and workshops (led by Michael Dowd, guest speaker), we had a special children's workshop led by Connie Barlow (also a guest speaker) called "Coming Home to North America." We had Earth Scouts posters (off the website), information, and signup sheets for parents interested in starting new ES groups.

Part 2 Moving From Concern to Action: the Steps to Earning a Badge

What Earth Scouts Learn

The activities in this book can be linked to the following themes derived from the Earth Charter

Human Rights

Providing basic needs

Food, water, health care, shelter, clothing and education

Taking a stand against discrimination

Protecting from harm

Economic Justice

Respecting producers

Demanding corporate responsibility

Participatory Democracy

Consensus group decision making process

Respecting and valuing different points of view

How citizens participate in various levels of government in the US

Peace and Nonviolence

Respecting cultural differences, and recognizing commonalities in the global human family

Resolving conflict creatively and without the use of violence

Valuing and practicing cooperation

Developing inner peace

Respect for Nature

Understanding and respecting how nature is organized (systems and cycles)

Valuing the natural world as a source of personal fulfillment

Understanding the impact of human civilization on the environment in terms of cause and effect

“Life is a daring adventure or nothing”-Helen Keller

“Tug on anything at all and you’ll find it connected to everything else in the universe”—John Muir, Founder of the Sierra Club

I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world
I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself what a wonderful world
-Louis Armstrong (1901-1970) “What a Wonderful World”

SCOUT PAGE: PATH TO EARNING A BADGE

There is a badge for each principle mentioned in the preamble to the Earth Charter

- Respect for the Earth
- Respect for Human Rights
- Peace and Nonviolence
- Economic Justice
- Participatory Democracy

Step 1: **Become Inspired** about an Earth Charter Principle

Step 2: **Create** something based on your ideas about the principle

Step 3: **Act** in the spirit of the principle and make a positive contribution to your local or global community

All of the Earth Scouts in your community choose the same principle to work on, and follow the steps as a group. Earning your badge as a group helps you practice working with others on a common goal. If the whole world was good at working together on a common goal, then the Earth Charter really would be a reality!

Become Inspired:

Read

Listen to a story, song, poem, article, web site, speaker, or group discussion

Watch a movie, a play, TV program, or puppet show

Create (individually, in small groups, or as one large group):

Color, paint, collage, sculpt, scrapbook, write, make a movie, do a photo journal, record an interview, compose music, experiment, collect...

Act (as one large group):

Share, perform, demonstrate, correspond, fundraise, donate, volunteer,

speak out, publish (print or web), parade, block party...

How long does it all take?

As long as it takes.

Never doubt that a small group of thoughtful citizens can change the world. Indeed it is the only thing that ever has. - Margaret Mead

Words
are a form of action,
capable of influencing
change.
- Ingrid Bengis

To accomplish great things,
we must not only act, but also dream,
not only plan, but also believe.
- Anatole France

Whatever you can do, or dream you can,
begin it.
Boldness has genius, power, and magic in it.
-Goethe

Facilitator's Badge Process Overview

(Answers to the nagging question: *Am I doing this right?*)

Inspire

The goal of an inspirational activity is to generate a positive experience for your scout community. Remember, you can't please everyone. In a successful, thriving community the scouts will say they like being part of Earth Scouts because it's fun (that's enjoyable, relaxed, socially rewarding, and occasionally exciting in kid-speak). Not all the activities are likely to be fun for everyone, and sometimes they require plain old work. So the fun stuff is the simple compensation that kids need as payback for the work. Yes, kids do find it "rewarding" to know they have helped others, that they have accomplished a goal, that they have learned something or gained a skill. But to be a child is to be in *transition* from the needs of instant gratification to the art of patience and seeing down the road (which we as adults have of course mastered). In this sense, a dash of fun is not a waste of time if it builds group cohesion, and thus, dedication to the overall mission of Earth Scouts.

An inspirational activity is one that offers new information that pertains to one or more of the badge principles. This is not a test! An inspirational activity would never start out like this: "We are reading this story because you are supposed to learn to be more peaceful and nonviolent, and after the story I will expect you to be able to explain what peace and nonviolence is". Rather, the inspired scout begins *asking* questions, wants to hear or see more, and incorporates the information voluntarily into their play and conversations. To inspire is to spark their interest--the spark may or may not start a flame. It may only catch on with one of your scouts. It may take days, weeks or years for the spark to start a flame. There is plenty of time.

To Facilitate is "to make easier". You make it easier for the scouts to gain information by providing it, providing it in a manner that is enjoyable, and inviting them to connect to the information. Dialogue and posing questions after providing information (a story, movie, tour, guest speaker, etc.) should be done in the spirit of invitation--rather than testing (*i.e., were you paying attention?*). You also make it easier for scouts to connect to the information by providing them with an opportunity to reflect on the information independently. *Providing an opportunity. This is not an assignment. This is not an assessment.* When a child draws a picture after hearing a story they are processing their thoughts and feelings about the story. If they tell you they don't want to draw a picture about the story (they decline your invitation), and you tell them to do it anyway--they are more likely to be processing their feelings about you, and why they are in Earth

Scouts, and what they would like to be doing instead of drawing. You may get a drawing about the story, but you won't get inspiration.

Scouts will connect to the information more readily if they are provided with an activity that suits their personal learning style. One child may like to draw independently, another may enjoy collaborating on a mural. Another child may shun the confines of a square of paper, and need to act out a pretend scene. You can't please everyone—but you can keep different styles in mind. Try offering a variety of activities that call on the varied strengths of your group. If you are not sure what you're scouts' learning styles are—just ask them!

- Prepare the activity cards on page 301, and have individual scouts put them in order by how appealing they sound.
- Use the activity on “Personalities” found in the *Getting Started* section of this book.

It may be impractical to offer a multitude of choices at *every* earth scouts meeting, but you can choose to focus on different strengths over time.

In Sum

You have pulled off an inspirational activity if someone has fun, someone learns something, and someone is more likely to make choices that harmonize with the Earth Charter.

CREATE

While creative activities have been mentioned as part of the inspiration phase of earning a badge, they are planned in advance by the facilitator in coordination with the presentation of information.

The CREATE phase is initiated by the Earth Scout. For example: Scouts working towards their economic justice badge might spend several meetings gaining an understanding of this principle. The facilitator might show a movie about Rosie the Riveter, and scouts might discuss it, and then brainstorm a list of jobs that women today “can't or shouldn't do”. This might be followed by a Quiz show game, in which scouts take turns as contestants and show hosts use question cards that pertain to historical dates when women were admitted to certain professions, statistics on how much housework is done by women vs men, what countries allow women to own property and which do not, examples of

maternity and paternity leave benefits. On another occasion, scouts may be asked to help construct a “graph” by making stacks of pennies that correspond to the average salary of a man vs. a woman in various professions.

All the above activities are created in advance by the facilitator. When scouts are “ready” they should be challenged to pursue their own understanding of economic justice through an activity entirely of their own choosing and design. A set of activity cards like those on page 301 can be very helpful. Support their efforts with models, suggestions, materials and time management—but this is an opportunity for the scout to take initiative.

Ideas to set the “create step” in motion:

Challenge Scouts to pursue a research question of their own, or at the suggestion of the group (you could brainstorm issues for further research).

Keep a log book handy and record any questions that the scouts come up with that can’t be answered simply. If scouts can’t come up with their own questions, remind them to look in the log book to find one.

Scouts can work independently, in small groups of their own choosing, or as one large group.

The purpose of this step is to have the scouts take ownership of the badge topic, so that they are better informed and better prepared to participate in the action step of the badge process.

The most sure-fire way to gain deeper understanding of something is to teach it—therefore, scouts should undertake their chosen activity with the understanding that they will be sharing it with their fellow scouts.

Don’t forget to share!

Make the experience safe and encouraging by having them share within your Earth Scouts community first. Eventually they may want to extend this to family, school, or the wider community, but it should be the scout’s choice.

ACTION

aka

CHANGING THE WORLD

The purpose of an Earth Scout Action is to empower children to see themselves as active participants in the global movement to embrace the values of the Earth Charter.

No badge is earned without an “action” component. Earth Scouts learn that they are a functional part of their community, and that individually and in groups they have the power to have a positive effect on their community.

Actions may be proposed by the facilitator(s), (especially for the youngest scouts), but they should be inspired by the interests and strengths of the group. Older scouts should be encouraged to take an active role in dreaming up, and planning their action around what concerns them most (see page ____).

The art of integrating the Earth Charter into one's own lifestyle is recognizing connections between your actions and the world around you. Therefore an Earth Scout Action step, for the purpose of earning a badge, is not measured by the amount of impact it has on the world. Instead, an action is considered complete if the scouts are aware of the *connection* between their participation and the Earth Charter Principle.

For example: you could fly a kite for peace...but it is not an “action” unless the scout can answer the question: “How does flying this kite promote peace?” (possible answer: “Some people say that sometimes war is unavoidable and the best solution to a problem. Some people are afraid to disagree with that and stay silent, and the people who want war call them supporters. Flying my kite that says “War is not the answer” is making a public announcement that I do not support the war, which is one less supporter of the war, and might help someone else who is afraid to disagree feel more brave about doing it”.)

<http://www.ysa.org/planit/>

plan it –interactive site that helps youth plan a service project

www.GYSD.org

Global Youth Service Day site. Has a 73-page downloadable handbook on helping youth design and implement a service project—a must read!!

Never doubt that a small group of thoughtful citizens can change the world. Indeed it is the only thing that ever has. - Margaret Mead

Words are a form of action, capable of influencing change. - Ingrid Bengis

To accomplish great things, we must not only act, but also dream, not only plan, but also believe. - Anatole France

Other Badge Stuff

- Earth Scouts weave their own belt as one of their first projects.

Ideally, the belts are woven from locally produced wool, preferably organic, that the children may even choose to card and spin themselves. If these materials are not available, commercially produced yarn works fine. Even very young children can do this. The loom is a strip of sturdy cardboard. This activity is linked to the 5 Badge principles and described in more detail on page 43.

- Earth Scouts keep 5 badge books, one for each Badge Principle, each year. They color in each badge as they complete them, and write what they learned /did on the adjacent page. (Stickers of the badges are also available)
When an entire badge book is complete they receive a pin (badge) for that principle that can be put on their belt or a hat or vest.
- Earth Scouts always put their beliefs into action.
No badge is earned with out an "action" component. Earth Scouts learn that they are a functional part of their community, and that individually and in groups they have the power to have a positive effect on their community.

Earth Scout Badge Belt Project

This project can be as simple or involved as you want to go. It can cost next to nothing, and take about 2-4 hours, or it can cost up to \$100 for a group and take weeks. In the United States, we live in an instant, designer, retail world. When today's mothers and grandmothers make clothes (less and less common, by the way), it means getting out the sewing machine and using fabric from the fabric store. When our great-great-great-great-grandmothers made clothes, they spun thread and wove it on a loom to make the fabric. Our clothes still come from wool or cotton that still has to be spun into thread, and woven on a loom. This is done by machines, but it is mostly people in developing countries who operate those machines. In short, today we in the US are *very* removed from the process of making something we require as one of our most basic needs for survival.

This project was developed to help scouts establish important **connections** that will serve them their whole lives:

Connection to Human Rights: The products we enjoy are produced by our own labor, or someone else's. Earth Scouts investigate to find out if the products they use were produced by people who were treated fairly. Weaving a belt is similar to work that is done to produce decorative rugs. Many of the rugs from Pakistan, China, and some other countries are made with forced child labor. A very brave young man from Pakistan did a lot of good work raising awareness about this issue after he escaped from the factory where he had been forced to weave rugs. His name was Iqbal Masih. You can learn more about him in a story written by Kelly Frost (a young person herself) at www.myhero.com.

Connection to Economic Justice: The products we enjoy came from somewhere either locally, or abroad. Earth Scouts investigate to make sure that the land and people who produce raw materials are fairly compensated as well as those who manufacture, and sell the products in a store. In searching for the raw wool or yarn for the belt weaving project, time should be taken to learn about the people who prepared these raw materials.

Connection to Peace and Nonviolence: weaving a strand of wool is symbolic of the spider weaving its web. The web is a symbol of interconnectedness. Pulling on any part of the web causes the whole thing to vibrate. Cutting any part of your woven belt could cause it all to unravel. The belt helps Earth Scouts remember that all people and living things on Earth are connected as one family. Harm to others serves to harm the whole. Care for others serves to make the whole system healthier.

Connection to Respect for Nature: Belts and badges will be made from environmentally friendly materials: recycled cardboard, preferably natural fiber

yarn. Earth Scouts investigate, and make careful choices when using natural resources to insure that their impact on the environment is the least harmful to the living community now and in the future.

Connection to Participatory Democracy: In a tapestry, using different colors of yarn creates a picture. The Earth Charter calls upon communities to make decisions with the input of all community members, and to respect the many different points of view they have. Scouts may want to pass their looms around so that each person shares in the production of each belt—then they can always remember that creating in partnership is more powerful than creating all alone.

The following book might also be a nice lead-in to a weaving project:

The Spider Weaver, A Legend Of Kente Cloth

By Margaret Musgrove, Illustrated by Julia Cairns; The Blue Sky Press
Gorgeous book, relates an African tale about how men in an Ashanti village learn the secret of weaving the traditional patterns still worn and revered today.

DIRECTIONS

A simple cardboard loom can be made with the directions found in the book *Josefina's Song*, by Valerie Tripp, page 40. It is very likely to be in your library, and has a lovely story about a Mexican girl who lived in a time when weaving was done at home, and who learns a lesson about the challenges of sticking up for others. .. The book *Kids Weaving: Projects for Kids of All Ages* (by Sarah Swett) has much, much more.

Preliminary Work

If you start with raw wool, you will need to card it. It can then be dyed, with natural plant derived dyes, or left natural.

Spinning can be done by children (and often was) on a drop spindle. It takes practice. Don't expect all scouts to take to it. Just trying to do it provides important lessons and opportunities to be more appreciative of the steps involved in producing cloth. The main quantity of wool can be spun by adult helpers at home, or wool yarn can be purchased for the bulk of the project. Try to incorporate at least a short length of hand spun yarn if possible.

The following resources have information on preparing and spinning wool.

- The Alden Amos Big Book of Handspinning, by Alden Amos (very big book, has everything but a solid explanation of drop spindle technique)
- www.interweave.com/spin/Getting_Started.asp
Has step-by-step drop spindle use and construction instructions with photos
--including how to make a spindle out of a CD and wooden dowel.
- www.interweave.com also links to Spin-off magazine, which has a classified section listing vendors of raw wool and handspun yarns.

The Loom

The following directions are for a cardboard loom. Since it is as long as the belt, it can be a little awkward, though it is very light weight. There is an alternative form of weaving done on special (though simple) “weaving sticks”, which produces a nice belt, takes up less space, but seems more difficult for young hands (it requires that you hold 5 sticks fanned out like playing cards). *Weaving Without a Loom*, by Veronica Burningham has a good description of this process.

Use clean, sturdy *recycled* cardboard, from a nice big box. Cut a strip around the entire circumference of the box, to get a long continuous strip. You need a piece as long as the belt (3-3.5 feet), and wider than the desired width (at least 5 inches). For a belt up to 3 feet 5 inches and 2.5 inches wide, make a loom 3.5 feet long, and 6 inches wide. If the cardboard is weak, or has bends (which it probably will, unless your box had a single side of 3.5 feet), you can reinforce it by gluing or taping layers of cardboard together. Make sure it has dried completely before going on to the next step. For very young children (3-5) a short 6 inch loom can be made so they can have the experience of weaving, and the whole family can help work on the longer belt at home. *Imagine, the loom sits by the TV, so anyone taking a break on the couch can weave a few rows, meditate on the simple elegance of this art, and gain respect for the laborers world wide who produce what we wear everyday.*

Consider decorating the loom.

You might choose a theme that helps focus attention on the connections between this project and the 5 Earth Charter Badges. Divide the length of cardboard into 5 sections with marker. Paint, color, or glue on pieces of colored paper and add appropriate art work to match each section. Or simply print out the badge art work in the tool-kit section of this guide to glue onto each section. Leave an inch clear at the top and bottom for cutting slots for the warp.

Put on the warp yarn.

Cut ¼ in. slits, ¼ in. apart across the top and bottom of your loom. The number of slits will determine how wide your belt is. 10 seems to work well, and gives a belt approximately 2.5 inches wide.

Measure out 2 feet of yarn and **without cutting**, place it in the top right hand slit so that 2 feet of yarn dangles loose down the back of the loom, and the skein of yarn is ready to continue wrapping across the front of the loom. Wrap from top to bottom, up the back, and from top to bottom again until all the slits hold yarn. The warp should be straight (not sagging) but not so tight as to bow the loom. Cut the yarn so that 2 feet remains free at the end. Tie the two ends together behind the loom. The loom can bow gently, but should not collapse, and should be able to lay flat on the floor.

Begin weaving.

It's worth a little ceremony here. Place everyone's loom in the center of your circle so that they touch and look like the spokes of a wheel, or the rays of the sun. Take some yarn and pass it around the circle, each person holding on to it with two hands, so that you have a ring of yarn. Tie the ends together (with a little slack). All together, lift the yarn up, place it behind your back so that the group is bound by the yarn, and their hands are now free. Do the Connected chant (page). All together, reach back, and bring the yarn over your heads to the front again, with everyone placing the ring in front of them on the floor, and releasing it all at the same time. The first person cuts the yarn in two places in front of them to create a short length approximately 1 foot wide, then passes the scissors to the right. The next person makes one cut to give themselves a piece approximately the same length. When everyone has their own short length of yarn, they should retrieve their loom from the center and use the piece to weave their first two rows. Scouts can then tie a longer length of yarn onto the end to continue weaving.

Tie one end of the yarn to the first warp thread at the bottom right of the loom. Weave in an under-over pattern right to left all the way across the warp, then wrap the last warp thread and go back from left to right (across the front at all times). When making the turn at the edge, don't pull too tight or leave too much slack—your consistent tension will determine the neatness of your edge. Colors of yarn can be changed at any time by tying on a new color. Tie ends can be woven in to the belt with a small crochet hook in the finishing steps.

When the weaving is complete:

Cut the yarn you have been weaving with (called the weft) leaving a few inches extra. Tie the new end to the last warp thread. Cut the warp at the **back** of the loom across the **center**. You now have a bunch of loose threads at both ends. Start at one end, with two threads closest to an edge. Tie them together. Tie pairs of threads together until there are no more loose ends on either end of the work. Trim the fringe to the desired length. Finish by hiding loose ends in the middle of the belt by weaving them into the surrounding fabric with a small crochet hook.

Celebrate! Run around showing everyone the belt that you made.

Badge Books

- Purpose:** Earning a badge in Earth Scouts is a long term project, combining individual and group work. The “badge”, and final recognition of all that hard work can come after weeks or even months. A badge book allows scouts to track their steps toward a badge, helping them to recognize their own accomplishments in stages rather than having to wait until the very end. It is also a very nice keepsake.
- Content:**
1. Identify the badge by principle, identify the scout, the start and end dates, and the name of the Earth Scout group (if one has been chosen)
 2. Include a picture of the badge (see artwork in the toolkit section)
 3. Include written descriptions and/or photos to remember significant events. The toolkit section has two simple templates to give you ideas (“meeting notes”, and “badge work record”)
- Style:** This is a group choice. The book can take any form from simple to elaborate scrapbook, to a loose leaf notebook, or a homemade stapled or yarn tied booklet. You could make one book for the whole year, or individual books for each badge.

Part 3: MEETINGS

- **Everyone gets a chance to learn something (about living the Earth Charter)**
- **Everyone gets a chance to laugh**
- **Everyone gets a chance to feel powerful**
- **Everyone gets a chance to see the goodness in themselves and others**

How/ when/ where to meet-- a menu approach

A la carte

Scout meeting

5 to 10 kids with 2 adult facilitators
1 to 2 hours long
Learn a little, while having fun

Family potluck

Scouts and their families gather to share something yummy, socialize, and celebrate their commitment to using Earth Charter principles in their lives.

Field trips

Scouts, adult facilitators, and adult guardians (see section on field trips and legal stuff page 297) meet out and about: the library for a little research...or perhaps a farm, sewage treatment plant, nature trail, or soup kitchen--the possibilities are endless.

Family Resources

Books, movies, poems, games, music recordings that are passed from family to family so that every one gets a turn --can be purchased individually, as a community, or borrowed from the library individually. One Earth Scout Community could even box up their favorite resources and swap them with another community.

Action Day

Scouts and facilitators gather to focus on the final step in earning a badge: changing the world (making a contribution to your community).

Suggested Combinations:

On the lighter side:

Meet 2 times per month

Meet once per month

Meat/ tofu and potatoes:

Meet once a month, with an action day added in spring, summer, fall and winter

Meet, then pot luck, then meet, then fieldtrip, repeat

Meet 1 time a week for 3 weeks then have a potluck the last week of the month

Meet once a month, plan an action day once a month

Hungry Woman/Man Special:

Meet once per week plus added field trips, action days, fund raising events, and family pot lucks

Chef's recommendation: Meet often enough to consider each other friends, rather than acquaintances; get whole families together at some point, do at least 5 action days a year so that scouts get a chance to earn each badge.

Rhythm

By Kelli Lopardo

I have found the use of rhythm extremely helpful when meeting regularly with a group of children. You already use it somewhere in your life. Here are some examples of rhythm.

*wake up
shower
get dressed
have breakfast*

or

*Spring cleaning
pack away the winter clothes
buy a new hat
plant something*

These are not to be confused with routines. Routines are very useful, but lack the nurturing aspect of rhythms. You might want to escape a routine, or break free of it--but a rhythm fits your body and soul in a way that comforts and grounds you.

Find a rhythm for your Earth Scouts gathering. Establish it early. A good rhythm can prevent burn out in all members of your Earth Scouts community.

Here are some ideas:

Enter the room
Announce your arrival
Join the gathering activity
Sing or chant to form a circle
Check in with each other with a go round
Work on the main activity for the day
(Refreshments)
Reform circle
Go around with a reflection question
Sing or chant a closing

“Announce your arrival” ideas: This should be right by the door that scouts enter through:

- Place your paper doll, felt animal, or hand print on the Earth poster*
- Light a candle, or have one lit for you*
- Connect your piece of the puzzle*

*See details for these ideas at the end of this section, page 59.

“Join the gathering” activities

- Weaving badge belts (page 43)
- Making thank you cards (have you thanked those people who serve your community? Mail carriers, garbage collectors, food bank volunteers, homeless shelter volunteers, government officials, sierra club, food not bombs, red cross, stores that carry organic produce and fair trade products....)
- Adding to a mural or banner (do you have one for each badge principle to decorate your meeting room, and carry in parades and drape along your table at Earth Day events and other festivals?)
- Work on a quilt square for your group quilt to be donated or auctioned as a fund raiser
- Games (see Resources, page 322)
- Yoga

Forming a Circle

For the very young:

To call everyone together, hold a child’s hand while singing and snaking around the room to pick up others.

*Ring a ring a ry-ah,
ring a ring a ry-ah,
let us form a ring,
dancing as we sing*

Any age

Raffi’s Earth Charter song refrain (with a bit of modification)

*In this land of wonder, circle where we all belong
Let us form a circle, circle where we all belong
Where we all belong, where we all belong*

(if your singers are reluctant, encourage them to at least chime in on the last line)

or

*In this circle no fear
in this circle deep peace
in this circle great happiness
in this circle safety*

--Joya Winwood, Little Blessings, Mothersong Santa Cruz CD
or

*Connected, connected everything's connected
Connected, connected (clap)
to everything else*

--Banana Slug String Band
or

*Round and round the earth is turning
turning always into morning
and from morning into night*

--Joya Winwood, Little Blessings, Mothersong Santa Cruz CD

or

Love grows one by one

(make one hand and arm grow up from the other arm which is the ground, then hold up one finger on each hand)

two by two

(hold up two fingers on each hand)

and four by four

(hold up 4 fingers on each hand)

Love goes round in a circle

(make a heart with finger tips and move it outwards in a circle)

*and comes back knocking on
your front door*

(pretend to knock on a door)

--???Linda Arnold? Charlotte Diamond?

or

I'm a part of you, you're a part of me

(Point to others and self)

We're a part of everybody

(circle outward with finger)

I'm a part of you, so let's all say:

Let's get together,

(place hands in prayer position)

Namaste

(bow)

--Shana Banana

or

Read the Earth Charter Preamble

We are living at a very important time
when we have the challenge of saving the Earth.

All the peoples and cultures of the world form
One great family; for this reason we must unite:
To respect nature, to respect human rights and
to live together in peace and justice.

We have a responsibility to ourselves
and to each other, now,
and for the future.

or

Say the pledge of allegiance to the earth

*I pledge allegiance to the earth and all the life which it supports.
One planet in our care,
irreplaceable,
with sustenance and respect for all.*

Go around check-ins

Start by acknowledging those present and absent by referring to whatever you used to announce arrivals--i.e., "I see one piece of our earth puzzle is missing, does someone want to volunteer to contact _____, and tell her/him what we did today?"

Make up a check-in prompt that is relevant to the day's main activity, or that re-connects with the topic of the last meeting.

Or, use one of these:

- If you were a color--what would you be right now? ("and why", is optional)
- If you were an animal, what would you be right now?
- What food would you be right now?
- If you were going to travel far away, what mode of transportation would you choose?
-
- What happened to you this week that gave you a chance to feel more peaceful?

- What happened to you this week that seemed fair or unfair?
- What happened to you this week that made you notice that you were much wealthier than someone else?
- What happened to you this week that helped you notice something beautiful in nature?
- What happened to you this week that helped you notice some damage done to the environment?
- What happened to you this week that gave you a chance to be part of a decision?
- What happened to you this week that made you feel like someone else was in charge of your life?

Closing Circle

Why include a closing circle in each lesson? (intro by Sue Carter)

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.

Reflection Questions

Ideally these should relate to the day's activity.

Or you could try these:

- What did you like about today?
- Name a feeling you had here today and why.
- Finish this sentence: I feel more powerful because
- Now I know _____
- Now I can _____
- Today I became better at...
- I would like to find out more about...

Closing songs and chants

Connected, connected (see Forming a Circle)



Round and round the earth is turning...(see Forming a Circle)



L -O -V-E there's a lot of love inside of you and me
L-O-V-E there's a lot of love to share! (try ASL finger spelling the word LOVE)

--Linda Arnold



Earth Scout rap

chant (adapted from the Banana Slug String Band's "Nature Rap" on the Aircycle CD)

I'm an Earth Scouts

I teach whoever I see

Cuz I want you to love the Earth just like me!

We've only got one, so we've got to care!

You know there are other critters here, so we've got to share!

I'm an Earth Scout, and I've got a plan, I want you all to clap your hands.

I say we take all the people polluting our lands, we teach them respect so they understand.

We take all the people who believe in hate, we teach them to love, before it's too late.

We take all the people who are full of greed, we teach them LOVE that's what they need!

We're Earth Scouts. We hope you like our song.

If you do, just sing along.

Say Yeah! (Yeah!)

Say Yeah! (Yeah!)

Say love the earth! (Love the earth!)

Say love the earth! (Love the earth!)



One Earth, One world

one home for you and me

together we can learn to live

peacefully

--Linda Arnold



I have a heart in my hands

(hold fingertips together to make heart shape)

I hold near and dear

I share it with my family

and my friends all here

(move heart shape in circle)

Today my hands were busy

tonight they will rest

(place palms together near head)

each day I try to do

my very best!

(jump up)

--traditional? Waldorf?



*If this were the earth right here in my hand
I could care for the water and care for the land,
every animal would be safe from harm
and food for all I would gather and farm.
I can't hold the earth but I can hold your hand
and together we'll all do the best that we can!*

--Kelli Lopardo



“Announce your arrival” idea details:

1. Make a poster of the earth or buy one from Orbis (earthball.com)

If your poster is paper, make little pockets on it to hold the popsicle stick end of a little puppet. Have Scouts make stick puppets to represent themselves. They could be people shaped, handprint shaped, animal shaped--hey, even plants and amoebas if that's what they want. When they walk in, they find their puppet and slip it into a pocket.

If you make your poster out of felt, the kids/animals/whatever can also be made of felt, then they just stick on by themselves.

If you make your poster out of fabric, the kid/animals/handprints can be little stuffed pillows that fit into little pockets around the earth.

If you use a globe or big inflated earth ball, the kid/animals/ handprints could be taped on with masking tape (laminates the “dolls” so they aren't ripped when you take the tape off. Place the earth ball on a ring of thin cardboard so it doesn't roll around so much.)

2. Candles:

Fire is very ceremonial, and helps set your gathering apart from the mundane. Making little earth shaped candles, or buy round votives and decorate with beeswax to look like earth. Floating them in a lovely bowl is very inspiring.

However, it is not always appropriate. Candles that float in water are the best choice for safety. Make sure the bowl of water is on very sturdy surface, and out of reach of small children. Make sure the lighter or matches (even spent ones) are out of reach of young children. Make sure the owner of your meeting space is OK with lighting candles. If your group is fond of tossing the old earth ball around the room to lighten things up--candles are probably not a good choice.

3. Find or make a picture of the earth on paper, and glue it to card stock (recycled file folders work). Cut this into big interesting shapes--one for each Earth Scout in your community, plus one or two more for new arrivals. Write the names of each scout on the back of the pieces. When they come in, they find their piece of the puzzle and connect it.

Part 4 General Advice

Raising consciousness, preserving innocence.

By Kelli Lopardo

In putting this book together, a concern kept cropping up that was challenging, troubling, and occasionally worrisome to the point of total writer's block.

To expose children to sorrowful realities or not to expose children to sorrowful realities, that is the question.

After much soul searching, I have to say 'tis nobler to let someone else decide. Tag, you're it. You know your group better than anyone outside of it. You are the one who will have to pass the tissue box, or negotiate the call from the irate parent who wants to know why their child is sleepless or going hungry or packing all the clothing in the house into bags to give to the homeless.

Earth Scouts is a collective of young people *with* families who share similar values, and are cooperating to pass those values to their children. In other words, Scouts and their families are in this together.

Rule number one should be: **Keep parents and guardians informed of activity plans.** Standardize the way you inform them (regular parent meetings, or newsletter, or email), make sure they are familiar with the overall program as well as immediately upcoming activities, make sure they are informed enough in advance that they have time to communicate questions, comments or concerns-- and make sure they feel welcome to do so. Ask or poll the scouts' parents from time to time to see if they agree that you are meeting these goals.

Some of the content in this book is accompanied by special notes if we feel that it may not be appropriate for all ages or all groups. Ultimately you and the parents of the scouts will have to use your own judgment, perhaps choosing to save a topic for a time when the group is more established, bonded, and open with sharing deep feelings, or perhaps saving it for when they are older. Finally, some material suggested in this book, or by the facilitator or even scouts

themselves, should be simply set aside because parents have not been able to reach consensus on presenting a certain topic.

Rule number two should be: focus on empowerment. We have included stories about children who have made a positive difference in their world at the beginning of each Badge Principle chapter. There are also several wonderful web sites listed in the resources at the end of this book that document successful efforts to make the world safer and happier for all. When your group discusses difficult issues, make sure you provide them with as many concrete facts and stories about hope as you do about concerns. **Avoid sources of information that rely on fear as a motivator:** “If we don’t get more money, these children are going to starve to death”. “If clear-cutting is allowed there will be no forests left”.

“Whether or not the fears are realistic is not the issue: the point is, children need to be protected from such fears while being taught appropriate caution. Small children, especially, need to believe in their parents’ power to protect them. When we discuss difficult issues with children, we need to phrase our concerns in terms of our positive values...” --Starhawk, Baker & Hill

“We do what we can to share and keep others from being hungry because we believe that having enough food is a Human Right, something every person everywhere is entitled to”.

“We do what we can to protect forests because we respect nature, and believe that if we take good care of natural places, like forests, the earth will be a better home for everyone—humans, animals, and plants”.

I live in Florida, and have learned that despite our torrential summer rains and lush tropical surroundings, our fresh water supply is severely threatened by the influx of saltwater into the aquifers. I would love it if my children voluntarily turned the faucets off as quickly as possible—yet I do not resort to informing them that someday we may run out of fresh water. I **do** explain other good reasons for conserving water, that express the values I want them to have: “It takes a huge amount of work to bring good clean water to the house, and a lot of people have to work very hard to take care of the pipes, and clean the water that we waste down the drain before it goes back into the water cycle—so treat the water like it is very special, and don’t waste it”.

Our children are our hope—let them inspire you to do your best. But never burden them with the responsibility of being our only hope. If you there are days when you just can’t believe in a better future, don’t let that negativity creep into your interactions with children. Instead, remember:

*We shall never achieve harmony with land, any more than we shall achieve absolute justice or liberty for people. In these higher aspirations, the important thing is not to achieve but **to strive**.*—Aldo Leopold



You are like a butterfly...no one is Atlas.

As much as some of us may wish we were able to take care of all the problems in the world and make them go away, no single human being could ever do that.

Like a butterfly, every single thing you do, even as simple as breathing, affects the world around you. Your body makes carbon dioxide. You breathe it out, and plants take it into their leaves to help themselves photosynthesize, and give off oxygen that we can then breathe.

Take a breath. Thank you for helping plants to grow!

Of course, just breathing will not keep a plant alive sometimes. It can't keep a giant redwood tree from being cut down. But people **HAVE** saved redwoods. They have saved them by writing letters. They have saved them by suing logging companies. Many people have worked together to protect trees from excessive cutting. Sometimes, one person alone can save a tree. Many people have sat in or chained themselves "hugging" trees to save them from saws. One woman stayed in a tree for over two years (she even changed her name to butterfly). She doesn't expect other people to sit in trees to save them, it's just something she felt called to do. Even after that huge, lonely action, even she believes in the power of small actions. When she gets a chance to educate others (she has written a book, and has been interviewed many times), she asks people to do just one tiny thing: buy an unbreakable reusable cup, and take it everywhere you go, and stop using paper and styrofoam cups. If many people did that, trees would be saved.

You are like a butterfly. When a butterfly flaps its wings, the air moves, and the world is changed. Everything you do does something to change the world. The world is always changing. But you are different from a butterfly. You have choices. You can flap your wings just to get from one place to another, or you can choose to flap your wings with love and concern for others in your heart and perhaps bring more love and caring into the world.

Martin Luther King Jr., who knew very well how huge was the task of ending hatred and violence towards Blacks, was not daunted. He advised:

Put yourself in a state of mind where you say to yourself, "Here is an opportunity for me to celebrate like never before, my own power, my own ability to get myself to do whatever is necessary".

So breathe! And celebrate your power to choose just how you flap your wings each and every day.

“Tug on anything at all and you’ll find it connected to everything else in the universe”—John Muir, Founder of the Sierra Club

**A bird doesn’t sing because it has an answer, it sings because it has a song”
Maya Angelou**

GOT CONFLICT?

Sorry, no got all the answers.

Earth Scouts is a circle where we all belong—not a place where we always get our way.

Inclusiveness does not include selfishness.

You can listen to and respect everyone, but you can't always please everyone.

Sometimes: You get what you get and you don't get upset.

Remember to take turns.

Even though a hug doesn't make a skinned knee (or hurt feelings) go away, it is still better than no hug.

Be creative.

Time heals all wounds...but if you're impatient, try saying "I'm sorry".

Meditate and chant:

May I feel peaceful, happy, and light in body and spirit.

May _____ (the other person) feel peaceful, happy, and light in body and spirit.

May we feel peaceful, happy, and light in body and spirit.

--Thich Nhat Hanh, Zen Master

SCOUT PAGE: The 7 Habits of Highly Effective Earth Scouts

By Kelli Lopardo, inspired by the wonderful wisdom in the book by Stephen R. Covey titled “The 7 Habits of Highly Effective Families”—yet in no other way connected to the author or book.

Be proactive

- The Earth Scouts Mission statement calls on you to “change the world”—yet we cannot control other people, or change them. Your power to change the world is in your actions, including how you relate to people, and you ALWAYS have a CHOICE about how you act.

Begin with the end in mind

- Discuss the Earth Scout mission statement, and adopt it formally. Add to it by detailing what is “fun” for your group. Make a copy of it that can be seen at all your gatherings.

Put first things first

- You are a community. Support each other as friends, and make a positive difference through your choices and actions—it’s not just about badges—they’re just the frosting, not the cake.

Think win-win

- Work on consensus decision making habits, make sure everyone feels included in your Earth Scout Community’s discussions, decisions, and activities

Seek first to understand...then to be understood

- Use a talking stick, and really listen when it’s someone else’s turn to speak.

Synergize

- Putting everyone’s ideas together tastes better when they’re cooked up into something deliciously different.

Sharpen the saw

- Remember to celebrate, and bring your families together. Sharing time in “a circle where we all belong” is what the Earth Charter is all about

Part 5 Getting Started

SCOUT PAGE: How to grow an Earth Scouts Community in your backyard.

1. Gather some friends together.
2. Invite an adult or two to help you by being your Facilitator (someone who helps you get things done as a group).
3. If you don't think you have enough kids, your Facilitator's first job can be to help you put up some posters in your neighborhood that invite others to find out about Earth Scouts.
4. Find a place to meet
5. Decide when you will meet, and how often (at least once a month, and more often when you are planning an event or fundraiser).
6. Start working on your first badge-the Earth Scouts patch--by following the Start-up activities in this book.
7. Celebrate! When you have all earned your Earth Scouts patch, throw a party!
8. Start the Belt Weaving Project so you will have a place to display your badges.
9. Choose an Earth Charter Principle to work on as a group, and follow the badge plan in this book--or make up your own activities to earn your badge.
10. Don't forget to celebrate your achievements! Use the suggestions in this book for parties and ceremonies, or make up your own.
11. Share your story! Other Earth Scouts would love to hear about your unique community. We would like to help all Earth Scouts stay connected through our website and newsletter.

And that's all there is to it. GOOD LUCK!

Introducing Your Community to Earth Scouts

Conducting a meeting for interested parents and children

1. Decide on a place and time (libraries may have community rooms for free)
2. Advertise (see page for a “recruiting flyer”)
3. Provide adequate advance notice (3-6 weeks)
4. Provide adequate contact info (name, phone number, e-mail, web site)
5. Provide a circle of seating if possible
6. Refreshments are always a nice touch
7. Have a sign in list (parent name, child name/age, phone, email, address), and pass it around before you start. (see page 294 for “contacts template”)
8. Have at least one printed handout with your contact info on it (see page 3 for: “Earth Scouts Are...” flyer)
9. Start with a greeting and personal introduction (your story)
10. Provide an overview—what will be covered, and how long you expect the meeting to take
11. Field questions throughout, but remember to ask for questions at the end.
12. Ask that all those who are interested be sure and leave their contact info on the sign in sheet (in case there were late arrivals)

Agenda

- personal introduction
- What is earth scouts: start with the youth co-written mission statement (page 13), explain the connection to earth charter, mention that it is co-ed, child directed (older groups), and that community service is a key component
- List the 5 Badge principles, showing badge graphics
- Describe an example of the badge-earning process
- Describe a typical meeting/ activity day
- Review schedule: meeting place/time details
- Mention dues, and non-profit status (dues are for the local Earth Scouts only, the national Earth Scouts organization is a non-profit organization)
- Explain the importance of family gatherings
- Mention fundraising plans, if this is a significant part of what your group plans to do
- Inform them of where they can go for more Earth Charter info (www.earthchartersummits.org), and invite them to contact you.

Planning your First Family Gathering

Families should meet each other within your first 3 weeks of meeting as a group. It can be done any number of ways, and the culture of your community will help guide you. We did a spaghetti dinner and potluck organic salad at a community center. The two facilitators provided a crock pot full of sauce, a big bowl of spaghetti, and ice tea and water. We had disposable tableware on hand, but asked everyone to bring re-usable picnic ware if they had it. Each family was to bring an organic vegetable, washed and prepped to go into a big communal salad bowl. The goal was an informal gathering, just to get to know each other. We had music, and a nature Bing-o game for the gathering time.

First 6 weeks, 3-8 year olds

One way to launch your 3 to 8 year old Earth Scouts group is to introduce them to all 5 badge principles in the first 6 meetings. By the end, you and the scouts will be well acquainted, you will know some of the strengths and weaknesses in yourself as a facilitator, as well as in the Earth Scout participants, and this will help you choose appropriate activities for the rest of the year.

When we (Tampa Earth Scouts) planned this orientation series, our goal was to establish a strong foundation for the future, so from the very first meeting Scouts were encouraged to listen carefully to each other, and make sure everyone got a chance to participate.

We also wanted scouts and their families to get thoroughly grounded in the mission statement for the Earth Scouts :

Changing the world one fun badge at a time--youth working together to make the Earth Charter a reality at home and in the community.

So in six sessions they earn an introductory badge for all 5 main EC principles, and take action in the community for each one of those badges. The badge earning sequence (inspire-create-act) is repeated 3 times, so that the facilitator and scouts can all catch on to this rhythm. Finally, the first 6 sessions culminate in a family potluck gathering to recognize the Scout's success, and celebrate everyone's commitment to become an Earth Charter centered community.

The first meeting is INSPIRE/ CREATE and the second meeting is an ACTION*. This sequence is then repeated (this is just one format, see page 51 for other suggestions). If you aren't able to plan 6 consecutive weeks, there can be breaks in between the pairs of meetings. However, since you are establishing new relationships, it is best not to let more than a couple of weeks go by with out meeting.

*The rest of the year the amount of time from "inspire" to "Action" will vary greatly in length.

Sequence:

- 1 Peace and Non-violence Inspirational puppet play and puppet making craft
- 2 Peace and Non-violence Action: Passing out peaceful message balloons at the park

- 3 Respect for Human Rights and Economic Justice (2 principles combined)
Inspirational stories and role plays
- 4 Respect for Human Rights and Economic Justice Action:
making thank you gift baskets for trash collectors
- 5 Respect for the Earth: Inspirational nature walk and nature art
- 6 Respect for the Earth Action: Beach or park clean-up day
- 7 Family potluck and recognition ceremony*

*You may notice that the 5th EC principle, Participatory Democracy, is not given its own separate activity or action day. By using the talking stick at every meeting to ensure that everyone's voice was heard and respected, we felt that Scouts had done enough to earn their introductory badge in this area. They had essentially "acted" by forming a new community based on inclusiveness. At our potluck, we had everyone bring an ingredient for a community salad bowl. This could also be considered a symbolic "action" in "creating with everyone's input".

In the activity descriptions below we have provided alternative headings for the 5 EC principles. We were working with 3-5 year olds, and we thought that terms like "non-violence" and "economic justice" were a bit alienating. We did mention these terms in discussions, but we mainly used alternatives like "Caring and Sharing" because they were simply more engaging for this age group.

You may want to decide ahead of time how you want to include parents during the meetings. Parents can be shy, and may want to sit on the side lines—but this inevitably leads to side conversations that can be distracting to facilitator and scouts. Make sure parents who will be attending meetings with their young scouts know they are invited and encouraged to sit in the circle, and sing, chant, and dance along.

Legal Stuff: If you are working with older scouts who do not have their parents with them, make sure all caretakers are clear on the pick-up time, and what to do if they arrive early (join in!). If you find that all the scouts are gone except one, keep to the better-safe-than-sorry policy of never being alone with a child. Walk out to a public area to wait for the child's parent or guardian. This is another reason that co-facilitators are a very good idea.

Day 1
Earth Charter Principle:

We Are All One Family
(Peace and Nonviolence)

Summary

- Introductions: Learning names and defining “Earth Scouts”
- Make badge books (to collect sticker badges they will earn for participating in each session)
- Bunny Foo Foo puppet show (The Good Fairy teaches a bunny to be more peaceful)
- Puppet making
- Discussion on being peace makers

Time: 1 ½ hours

Materials needed:

- 1 piece of poster board
- hole punch (more than one would be handy)
- markers
- crayons
- scissors (for at least half the participants)
- construction paper, various colors
- sticks for puppets (Popsicle, floral arrangement spikes, or strips of thick cardboard)
- Bunny puppet print outs with directions (<http://www.tammyee.com/origami.html>)
- Mouse puppet print outs with directions (<http://www.tammyee.com/origami.html>)
- Fairy puppet print out (for a fairy outline see <http://familycrafts.about.com/cs/fairycrafts/l/blcolorfairy1.htm>)
- Puppet theater (sheet draped over chairs or ironing board, or large card board box cut to look like a stage)
- One inflated balloon (preferably helium and blue)
- Tape, several rolls, cellophane or masking
- yarn (1 skein)
- Earth ball, or ball to symbolize earth
- Talking stick (fairy wand with Earth symbol instead of a star worked for us)
- Sign-in sheet (see “Facilitator’s Toolkit” section)
- Container to collect materials fee
- Recording of “One Earth” song by Linda Arnold (Happiness Cake CD)
- recording of Raffi’s Earth Charter song “In a Circle Where We All Belong”
- system to play recorded music—or try singing a capella!

- Copies of words to the Earth Scouts Chant (adapted from Banana Slug String Band “Nature Man” rap)—optional (see toolkit)
- photocopies of badge book pages (end of this section)
- badge stickers (Facilitator’s Toolkit)
- Future meeting info handouts

Preparation:

Name Tags

- Cut construction paper to appropriate size, and an appealing shape
- Cut yarn to "necklace length"
(we saved these name tags for future use)

Badge Books

- Make photocopies of the pages provided
- Make one or two books as models:
 - Collate pages
 - Fold in half to form book with Preamble as the back cover, and table as the inner pages.
 - Hole punch at fold near top and bottom
 - Tie a loop of yarn through holes as a binding
(Alternative: bind the books with staples if you have a saddle stapler)

Puppet show:

Make puppets: 3 mice, 1 bunny, 1 fairy using templates mentioned in the list above (see the section below on puppet making)

Practice with script and theater—you will need 2 puppeteers

Puppet making activity

- Print out enough of each puppet so that each child can recreate the show at home
- Trim the origami print outs so they are ready to fold
- Provide sample puppets for everyone to look at
- Plan to demonstrate the paper folding to other helping adults prior to, or at the start of the activity so they can help the children

Discussion

- Prepare the poster board with a heading:
I feel peaceful when. . .
- Cut out construction paper balloons from different colors of paper (at least one for each participant)

SEQUENCE

Arrival of participants:

As we waited for everyone to arrive we made name tags and assembled the pages of our badge books and bound them with yarn. We also had parents sign in so we had contact info, and put out a collection can for the cost of materials.

(We kept the badge books for them, so they would have them at the next meeting.)

Sample Greeting Circle (first day):

Play Raffi song, or chant *a capella* with or without drum:

*In this world of wonder, circle where we all belong
Let us make a circle, circle where we all belong
Where we all belong. Where we all belong.(this can be the scout's part)*

FACILITATOR: Welcome Earth Scouts! My name is _____, this is _____(co-facilitator), and we will be helping you learn what Earth Scouts is all about.

Let's learn names with the earth ball. I'll say my name and roll it to someone, they'll say their name and roll it to someone else. (Roll earth ball)

Now we'll see if you know some names. Say the name of the person next to you, and give them the ball. Say "Hi _____! I'm so glad you're here!" (Go the other direction if there is still energy. Try "Hi _____, what's up?"

Does anyone want to say what they think Earth Scouts do?

(provide time for each to respond if they wish, with minimal comment on your part)

An Earth Scout is someone like you, who tries to care about the Earth and all the living things on it. Let's try to name some of those things. When I pass you the Earth ball, tell us one of your favorite living things.

(make sure everyone gets one chance to hold the ball)

That's a lot of things and there are lots, lots more. We all live together on this one planet. It's like living in one big home as one big family with all the dogs, cats, people, monkeys, trees (etc., mention some of their ideas).

I'd like to teach you an Earth Scouts song about living together as one big family on this planet.

(Sing one line at a time, encouraging the group to echo it. Then sing it again straight through. Or play the music and encourage them to sing along with it. Younger children like to pretend they are holding the earth in their hands by making a ball shape with all finger tips touching.)

*One Earth, One world,
one home for you and me,
together we can learn to live peacefully!*

Are you ready for a puppet show about peace? Let's go sit around the theater.

(Wait for them to be seated) You might know the star of this show: Little Bunny Foo Foo. If you want to sing his song with him when he's singing that would help him feel welcome. Let's get quiet, and see if he'll come out.

Puppet show: Little Bunny Foo-foo, and how he learns to be peaceful

Characters: 1 rabbit, 3 mice, 1 good fairy

Props: 1 blue balloon

Scene: little field mice are playing ring-a-round-the-rosey. Enter Foo-foo.

Foo: (Singing)_Little bunny foo-foo hopping through the forest, scooping up the field mice and bopping them on the head.

(Mice fall down as they are bopped.)

... Down came the Good Fairy

(enter Good Fairy)

Fairy: Little Bunny Foo-foo! What ARE you doing?

Foo: Oh, I was just bopping these little field mice on the head.

Fairy: I can see that! Poor little field mice (she taps them with her wand and they get up looking dazed and confused) Run along dear little mice, I'm going to have a little talk with Bunny Foo-foo.

Foo: Am I in time-out?

Fairy: Oh, Foo-foo, I'll tell you what time it is: it's time to learn about peace.

Foo: A piece of what?

Fairy: Just Peace. Now, close your eyes. Take a deep breath and blow it out just like blowing up a big balloon. How do you feel?

Foo: All quiet and cozy, just like after I taste my first bite of carrot cake.

Fairy: Well, that's what peace feels like. Doesn't that feel better than bopping field mice on the head?

Foo: I guess so.

Fairy: Well I HOPE that you choose peace instead of bopping from now on little Foo-foo_or else!

(she leaves. Field mice return, playing tag)

Foo: (sings his song and bops them one by one).

Fairy: Foo-Foo, not again!!!?

Foo: Oops, I'm sorry Blue Fairy. I didn't mean to_I just saw those little mice jumping around, and I started to get so excited and, and I just felt like I had to BOP something!

Fairy: (tapping with her wand) wake-up poor dear little mice. There, there. (She gives each one a kiss)

Mice: oh, thank you Good Fairy. Thank you. We love you so. You're so good to us.

Fairy: All right, little ones, run along and play, I have to talk to Foo-foo_AGAIN. (they leave)

Foo: Well, they seem to really LIKE you. They won't even talk to me.

Fairy: Maybe they are afraid of you--what do you expect if you bop them on the head? Do you think I am going to bop you on the head?

Foo: Oh, no. You're too nice, you'd never do that.

Fairy: Yes, I am nice. AND I am a peaceful person. I like feeling peaceful. Why don't you try it again. Oh little mice, you can come back now!
(mice return, but act scared of Foo.)
Go on now and play. I'll watch out for you.
(mice play)

Foo: (gets more and more jittery)

Fairy: Now Foo-foo, try taking a big, BIG breath, and blow it out like you're filling a big blue balloon. Feel that peaceful feeling.

Foo: Aaaahh!

Fairy: That's better, now why don't you go ask to play along with the mice.

Foo: (asks one mouse, then another_who run and hide. But the third mouse says...

Mouse: Ok, let's play hide and go seek, hide your eyes!

Foo (counts, mice hide). Ready or not here I come!
(runs and finds each mouse)

mice: (They cheer and laugh and yell)again, again!

Foo (counts...Looks up) you're right Good fairy_I like being nice_It's better to be peaceful! Good fairy? Where are you Good Fairy?

(a big blue balloon appears)

Well, thank you, wherever you are.

THE END

Post-puppet show activity: Make popsicle stick puppets of the characters.

We set up 3 tables, one for mice, one for bunnies, one for fairies, and children floated from one to the other until they had completed their own "cast of characters". Some ran out of time and took some of the materials home.

Fairy: color, cut out, glue or tape to a stick

Mouse: fold and tape to a stick

Bunny: fold and tape to a stick

(alternative to origami mouse and bunny: provide color and cut templates like the fairy, or provide a stencil form that they can trace onto construction paper and cut out. You can free hand the outline of a bunny and mouse onto stiff card stock for the stencil, or use a bunny cookie cutter--though a mouse may be harder to find.)

The origami puppets are cute, and not as difficult as they might sound. The templates from Tammy Yee's web site provide directions, and the folds are labeled alphabetically so you just make your first fold on the pre-printed line that says "a", then fold on the "b" line, and so on. Still, the origami was a little challenging, and each table needed an experienced paper folder to help guide the others. We "trained" a couple of parent volunteers during the name tag making time at the beginning. If you don't have enough helpers, try having half the group work on the fairy (which requires no folding), while the other half does the mice. You can then lead the mouse group, fold by fold. Since they need 3 mice, you can repeat the directions 2 times, then go around and help—and hopefully by the end, everyone will have got it. The bunny has a similar method to it, so it should make more sense after you have mastered the mouse.

This would also be a good time to have scouts finish their badge book, if they didn't get to it before the opening circle, since they need it for their first sticker at the end.

Post-activity discussion:

1) Sing "Circle where we all belong" to gather children and adults

2) Ask if anyone has ever felt like Bunny Foo Foo, and felt like bopping someone. *I'm sure you all know not to hurt others, but have you ever felt like bunny foofoo--have you ever felt like bopping someone? Or maybe you felt like calling someone a name, or hurting their feelings? What could we call that feeling--that "bunny foo foo feeling"? Who would like to tell us what they think Bunny Foo Foo was feeling when he bopped those mice?*

Allow several to respond. *Or maybe you have been like a field mouse, and someone was around who wanted to play, but wasn't playing nicely, and you were the one who got*

hurt. Try to remember a time like that, and what you were feeling. Who would like to tell us what kind of feelings they have when there is someone like bunny foo foo around.

Allow several to respond. Comment on the fact that some of the feelings are the same in both situations (angry, scared or nervous, sad). If these feelings were not mentioned by the scouts, do so yourself: *I think Bunny Foo Foo was very sad and mad that the mice were having fun without him, and the mice were sad and mad that they were being bopped. So they were all pretty unhappy. But the Good Fairy changed that. Who can remind us what the Fairy taught Foo Foo to do so that he would feel peaceful instead?*

(Wait for a correct response before proceeding, try to give positive feedback if responses are inaccurate but still good ways to feel peaceful)

Explain that everyone is going to help make a poster that shows all kind of ways to feel peaceful. Everyone will get a chance to put their idea on the poster.

Introduce the talking stick, and demonstrate how it is used to make sure everyone gets a chance to be heard. (Hand it to someone, then pretend like you can't talk. Gesture for them to return it, then start talking again.) Explain that Earth Scouts care about each other, and that means taking turns to talk, and really listening to person who is talking.

Re-state the prompt, handing the stick to someone who seems ready:

What makes you feel peaceful?

Record all answers on construction paper balloons and tape to poster.

Sample Closing Circle for first day:

Pass out badge books (made earlier). Explain that books will be for collecting stickers. Ask someone to read the "preamble" to the Earth Charter (page 15). Ask them to find the page for today's sticker: "All one Family" , and show them how to place the sticker in the first box. The second box will get a sticker when they have acted peacefully because "Earth Scouts always practice what they learn". Hand out peace stickers to each child. Explain that the next time they meet they will be acting like the Good Fairy, and helping others to feel peaceful.

Closing song: *Let's say good bye with our song about living together peacefully.*

*One Earth, One world,
one home for you and me,
together we can learn to live peacefully!*

Alternative Closing:

Earth Scouts Chant (hand out lyrics)

It's rather long for a young group on the first read, you might just stick to the first stanza:

I'm an Earth Scout

I teach whoever I see

Cause I want you to love the Earth

Just like me!

Earth Scouts chant

(adapted by Kelli Lopardo from the Banana Slug String Band's Nature Rap -The Air Cycle CD)

I'm an Earth Scouts
I teach whoever I see
Cuz I want you to love the Earth just like me!

We've only got one, so we've got to care!
You know there are other critters here, so we've got to share!

I'm an Earth Scout, and I've got a plan, I want you all to clap your hands.

I say we take all the people polluting our lands, we teach them respect so they understand.
We take all the people who believe in hate, we teach them to love, before it's too late.
We take all the people who are full of greed, we teach them LOVE that's what they need!

We're Earth Scouts. We hope you like our song.
If you do, just sing along.

Say Yeah! (Yeah!)
Say Yeah! (Yeah!)
Say love the earth! (Love the earth!)
Say love the earth! (Love the earth!)

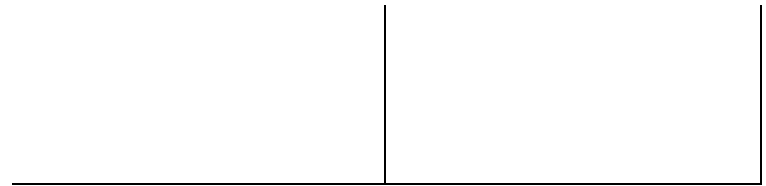
We are all one
family

Share and Care

Play Fair

Love the Earth

Working Together
Is Better





We are living at a very important time when we have the challenge of saving the Earth.

All the peoples and cultures of the world form One great family; for this reason we must unite: To respect nature, to respect human rights and to live together in peace and justice.

We have a responsibility to ourselves and to each other, now, and for the future.

Earth Scouts



Badge Book

name

Week 2
We Are All One Family
(Peace and Nonviolence)
Action Day

Summary: Scouts create peaceful feelings in their community with gifts and a positive message. Balloons with JUST BE NICE tags are handed out to children at a public park.

Materials: Blue helium balloons (enough for each scout to have one or two)
Paper tags to tie on balloon strings that say:
JUST BE NICE
Informational handouts on Earth Scouts and Earth Charter (see toolkit at end of book)
Earth Ball
Copy of email notice (at the end of this section)
Snack (optional)

Sequence:

1. Gather
2. Opening Circle
3. Explain the action and distribute balloons (emphasize safety guidelines: stay together, stay with parent, stay in park boundaries)
4. Remind everyone that they are to model "Peace and Nonviolence" at all times during the action
5. Closing circle: share feelings about the experience; distribute stickers for badge books, closing song/chant.

Opening Circle:

Call the circle the same way you did the first meeting. In a park setting, scouts may be a little more scattered, so you can link hands with the ones near by, then form a traveling line to go pick up the remaining scouts and guide them to your circle area.

Songs to sing to gather circle:

Raffi's "Where We All Belong" refrain (see first meeting)

Name song, such as:

I see a girl who we all know and Judy is her name,

I see a boy who we all know and Joey is his name.

Get on board Judy and Joey....there's room for many a'more.

When you're all settled, acknowledge everyone with a song or game (if you haven't already done so) For example:

Last time we met, we shared one of our favorite living things on this planet we all call home. This time, when the Earth Ball is passed to you, tell us the places that you have called home.

When everyone has responded, tuck the ball away, and explain the day's activity. You could read straight from the email notice (below), or have the scouts take turns reading. Start with the Earth Charter preamble, then the "Action Objective".

Before handing out balloons (and thus losing some group focus) **clearly state the safety rules**, and make sure that all scouts are partnered with adults. Also make sure they all know to return for the closing circle (and perhaps the added incentive of a light snack). You or another adult should stay at the staging area with the Earth Scouts/ Charter handouts, and scouts should know that they can direct people there if they want to know more about the group.

(sample email notice):

Tampa Earth Scouts
Action Day

When: day, month, time

Where: address, map

Badge Topic: We are all one family (Earth Charter Principle: Peace and Nonviolence)

We live at a very important time when we have the challenge
of protecting the Earth.
All the peoples and cultures of the world form one great
family;
for this reason we must unite:
to respect nature, to respect human rights
and to live together in peace and justice.
We have a responsibility to ourselves and to each other, now,
and for the future.

To fulfill this responsibility, Earth Scouts learn about these values AND practice them. The purpose of an Earth Scout Action is to empower children to see themselves as active participants in the global movement to embrace the values of the Earth Charter.

Preparation: Please take time to discuss Peace and Nonviolence with your child prior to the Action Day. For this age group (3-7) the badge title is "We are all one family". Let the puppet show and songs from our activity day inspire your conversation. Read the Action Objective to your child prior to arriving. The intention of this action day is to empower children, therefore participation is not required, and a badge can be earned in an alternative way at some other time when the child feels ready.

Action Objective:

Little Bunny Foo Foo learned a wonderful thing from the Good Fairy: he learned how to feel peaceful. When he felt peaceful, he stopped bopping and played with his mouse friends instead. On our action day, we are going to act just like good fairies, and help others to feel more peaceful. As we play with our Earth Scout friends we will remember to play nice. As a special gift, we will give the people we meet in the park a nice big balloon that has a Good Fairy message on it: "Just Be Nice". We will be showing everyone that we can live together on our beautiful planet Earth as one big family.

Week 3
Sharing and Caring / Play Fair
(Human Rights and Economic Justice)

Read and act out *Yertle the Turtle* by Dr. Seuss. Discuss/share.

Materials:

- The Book *Yertle the Turtle* by Dr. Seuss
- Name tags from first meeting, and materials to make more for new arrivals
- Newspaper
- Yarn cut in 2 foot lengths (4 pieces per participant)
- A paper crown (to be stapled to the correct diameter later)
- stapler
- Each earth scout had been asked to bring a pillow in a case (camping quality, rather than fine silk), and an old gym sock
- A hat
- 1 inch green colored squares of paper (for all participants)
- 2 squares of gold or yellow paper the same size and texture as above

Opening Circle

Check-in go-around question:

If you were King or Queen of the world, what is one thing you would do?

Prepare to act out the “Yertle” story as a group:

1. Turn the pillows into turtles by tying all four corners with the string to form feet. Then stuff the socks with wadded up newspaper, and insert into the open end of the pillow case as a head.
2. Choose a “King” or “Queen” turtle, and a “Mac”. Use the colored squares in the hat as a “lottery”, with the yellow squares designating the king and Mac. A careful count of the squares is required, so that the total number in the hat matches the number of scouts present. When the lottery is complete, place the crown on the head of one of the gold-square recipients, and dub them “king Yertle”. Ask the other gold-square recipient to please lay down in the “mud” in the center of your circle, and wait for other turtles (pillows) to be piled on them at the correct parts of the story.
3. Discuss “fair and unfair”. Was the lottery “fair”? Why or why not? Was the Facilitator’s choice of “king” fair? Why or why not? Can they think of other ways that people are picked for jobs fairly or unfairly or “less fairly”?

Read the story

Pause to allow scouts to stack their turtles on the chosen “Mac”. You won’t have the “50 or more” called for in the book, but you can improvise

Discuss story

Sum up by asking the actors to describe their experience, then giving the rest of the group a chance to comment in a go-around.

Extra Fun on the theme of sharing:

Sing “10-in-the-bed” while everyone lays in a row on their pillows, and falls off the end of the pillow bed one by one. Change the number in bed from 10 to match your group.

There were 10 in the bed and the little one said:

“Roll over, roll over”

So they all rolled over and one fell out,

Now there’s 9 in the bed, and the little one said...

...Now there’s one in the bed, and the little one said:

Hey, wait a second, I’m an Earth Scout, and Earth Scouts know how to share and play fair! So come on back, there’s room to spare!

Closing Circle

1. Pass out badge books and place stickers in the first box for “Share and Care” and “Play Fair”.
2. Go around and ask each scout to tell what they have done to make the world more peaceful, and give each a sticker to place in the second box for “We are All One Family”. Remind scouts that some of them were at the “action day” handing out balloons, but if they were not, there is still something they may have done in the past week such as sharing a toy when someone asked for it, or trying to get along with a sibling so that there was peace at home.
3. Explain the activity for next week so that scouts can think about what they want to bring for the gift baskets. Hand out something in writing that reminds parents what to bring for the next activity.

Week 4
Sharing and Caring (Human Rights)
Play Fair (Economic Justice)

Action Day

Summary:

1. Little Red Hen felt board story with new ending (Economic Justice connection: sharing the work)
2. Preparing “thank you” gift baskets for trash collectors (Human Right connection: never treat anyone like “Mac the turtle”—waste disposal is a very tough and **vital** job that is done for us, and reserves our respect and gratitude)

Prior to meeting:

Ask each scout family to contribute three different things potluck style--enough for their basket and two others. Recommend individually wrapped stuff, or zip-lock baggie servings that have been pre-packaged at home. Recommend non-perishable items, such as: bottled water, chips, pretzels, granola bars, popcorn, cookies, etc.

Ask for donations of baskets, ribbon and bows, large paper grocery bags. Baskets can often be found at Dollar stores or thrift stores. If you have been collecting “dues” to cover material costs, they may be needed for this activity.

Opening circle:

Roll the earth ball with a sharing song--tune of Muffin Man

*Oh do you know the sharing game, the sharing game, the sharing game,
Oh do you know the sharing game, its fun for you and me.
I share with you, you share with me, because we are a family,
I share with you, you share with me,
we are one family.*

Check-in:

We're going to tell a story about sharing the work. But first, let's use the talking stick to let everyone tell us how work is shared in their family.

- What is something that you do to help in your family.
- Next, what is a job that someone in your family does for you, because you can't do it yourself.

Introduce Story

Here is a story you might already know, about some animals that did NOT share the work--and not because it was too hard, but just because they didn't want to. It's called the little Red hen. Let's see what these animals learn about letting someone else do all the work.

Hand out felt pieces so each child gets to put something on the board at

the appropriate time.

Try having the group join you in the refrain: *“Then I will do it all by myself”*.

Instead of the traditional ending, after Hen declares that she could eat the bread all by herself, she gives the other animals one last chance, suggesting that they clean the kitchen to earn their slice of bread--to which they eagerly agree.

Felt pieces:

Large white piece of felt stapled to cardboard for felt board

red hen

cow

cat

pig

green wheat stalks

golden wheat stalks

sack of flour

mixing bowl

table (optional)

oven

loaf of bread

Discussion after story:

Last week we heard the story of Yertle the Turtle--does

anyone remember who was on the bottom of our turtle stack.

Holding up all those turtles would be a VERY hard job. Would any of you like to do it?

- Let's list some jobs that just have to get done, but are really hard, or messy, or smelly, or even dangerous.

Explain Action Activity:

Earth Scouts practice sharing and caring--even if we can't share by doing some of these jobs, we can show we care about the people that do them by saying "thank you". Every one of us makes garbage everyday that has to go somewhere. Today we have all brought some goodies to share with the people who collect our garbage--a really hard, sometimes dangerous job that very few of us really want to do. We will put all our goodies together in a thank you store, we will each shop at the store to fill a basket with goodies for our trash collector, and we will decorate a thank you card and a bag to hold the basket on garbage pick-up day.

Activity Set up

Allow children to self-select tables, any order they wish. Have parents accompany children, or divide parents or older kids up as table monitors.

Have a sample end product at each table i.e. a finished thank you card at the card table.

Table 1

Lay out all the non-perishable healthy snacks that were brought. Use Zip-lock bags to parcel out large bags of chips pretzels etc. and use a baggie on your clean hands to handle the food.
Give scouts three tokens (paper discs) for the “store” to choose three items.
A scout volunteer and adult helper can manage the “money” transactions.

Table 2

Paper bag decoration

Since most of us would not be able to personally greet our trash collectors, plan to protect the basket from the elements by placing it in a paper grocery bag, and placing it in a safe accessible spot i.e. the car port or porch. Make a nice big sign for the trash can lid that says “thank you, and please collect your gift bag from the----“.
Decorate the bags with markers and a big thank you label.

Table 3

Thank you cards

Several of our scouts could not write, so we provided pre-written “Thank You”s to paste on to cards that they decorated.

Table 4

Dress up the baskets with ribbons and bows. You could also line the baskets with napkins decorated with magic marker.

Notes on preparation of materials:

Try getting baskets from the thrift store for \$1 a piece. You could mention they are for a children's club, and the kids are learning to appreciate the work that people do for us in the community, and that the baskets would hold gifts for trash collectors.

Send an email reminder about bringing goodies.

Get paper grocery bags for free by asking for a donation.

There are copies of thank you cards, signs for trash cans, and labels for bags at the end of this section.

Other supplies to have on hand:

- Pre-cut construction paper for cards
- Markers
- Napkins
- Scissors
- Glue sticks
- Stapler to fasten paper bags shut
- paper coins for thank you store

Extra Note : In some areas, the trash and recyclables are collected by separate trucks on the same day. Your scouts may not want to leave out the recyclers, so you might want to plan on making two baskets--this takes more materials and should be planned for accordingly.

Closing Circle

Pass out badge books, give out stickers for the action, congratulate them on their efforts.

Give out make-up stickers for those who missed the Peace and Non-violence Action or the previous meeting.

Announcements: instructions for next meeting, preferably written on a Handout, regarding nature walk time and place, and what to bring

Earth scouts chant, or closing song

The following thank you cards should be cut in half width-wise, and glued to the inside of a card folded piece of construction paper of equal size.

Dear Recycle Collector,

Thank you for the hard work you do!
You have a very important job in our community.

Sincerely,

Of the Tampa Earth Scouts



Dear Recycle Collector,

Thank you for the hard work you do!
You have a very important job in our community.

Sincerely,

Of the Tampa Earth Scouts



Dear Trash Collectors,

Thank you for the hard work you do!

You have a very important job in our community.

Sincerely,

Of the Tampa Earth Scouts



Dear Trash Collectors,

Thank you for the hard work you do!

You have a very important job in our community.

Sincerely,

Of the Tampa Earth Scouts



cut into strips as labels for outside of paper bag

**Thank You Trash
Collectors!!!!!!**

**Thank You Trash
Collectors!!!!!!**

**Thank You Trash
Collectors!!!!!!**

**Thank You Trash
Collectors!!!!!!**

**Thank You Trash
Collectors!!!!!!**

Scout Directions for Trash Collectors' Thank You Gifts:

You will need to make 3 things for this Earth Scout Action.
You can make them in any order,

Make a thank you card. (Decide if you will need an extra one for the recycle collector.)

- Decorate a half sheet of construction paper
- Fold in half to make a card
- Glue a pre-printed thank you note to the inside (don't forget to sign your name)

Make a sign for the trash can (and/or recycle box).

- Make it big and bold, so it won't be missed.
- Make it water-proof.
- Clearly write: Trash Collector: Please collect your thank you gift from our _____(porch, car port, etc.)

Make a gift basket, and decorate a bag to put it in.

- Choose 3 items from "the store" to go into the basket.
- Make a pretty decorated paper towel nest for the treats.
- Add ribbons or bows.
- Use markers to decorate a brown paper bag to hold your basket.
- Glue a "Thank You Trash Collectors" sign to the bag.
- Seal the bag with tape AFTER the thank you card is inside.

While you're working, think about why you're glad we have trash collectors!

Week 5
Love the Earth
(Respect for Nature)

Nature walk

Opening Circle

New location, longer gathering time--plan games and songs to occupy eager scouts.
suggestions:

- Watermelon seed story adapted from Billy Jonas' *What Kind of Cat Are You?* CD

- Tree song from *Mothersong* CD by Joya

Standing like a tree with my roots dug down
stand tall arms reaching up
my branches wide and flowing
wave arms in breeze
come down the sun
make a circle with fingers on both hands and lower arms
come down the rain
fingers wiggle and descend
come down the fruits to the heart that is open
hand make a picking motion to pluck fruits
to be standing like a tree with my roots dug down....
repeat

- Demonstrate a year of seasons with one child acting the part of the sun, another the earth traveling around. Repeat the journey with a second child as earth and sun having everyone join you in announcing each month from Jan to Dec and back to Jan.
- Take some time to appreciate the dirt. Get real excited about the dirt. Tell everyone you're having dirt for lunch--and so are they. Ask what they brought for lunch. Explain that a sandwich has bread made from wheat that came from the dirt. Juice is from fruit from a tree that grew out of the dirt--go on for as long as they want showing how everything comes from the dirt. Teach them the Banana Slug String Band song from the CD *Dirt made my lunch*

Dirt made my lunch
Dirt made my lunch
Thank you dirt
Thanks a bunch
for my salad, my sandwich, my milk and my munch
because dirt, you made my lunch

When everyone is finally gathered, explain the guidelines for a safe nature hike.

- Divide into buddies, take care of your buddy and help each other stay with the group. and on the path
- No running, most living things in nature are used to quiet--quiet feet, and quiet voices will ensure that no one is disturbed .
- Drink water and stay hydrated
- Take only pictures, leave only footsteps
- Announce special precautions particular to your area snakes, poison oak ivy etc.

Have a great walk.

Closing circle

Pass out stickers for their participation. Announce the action for the following week: a beach/park clean-up.

Week six
Respect for Nature
aka
Love the Earth

Action Day

Opening circle

Play the song “Trash Rap” by Shana Banana, from the *Earth Scouts Songs* CD

Explain action

Highlight the outcomes of your clean-up efforts, such as:

Just picking up a little trash off this beach is going to have an amazing effect on the environment!

Even if we can't get it perfectly clean we will be changing SO MUCH!

- *First, you'll be making the beach look more beautiful*
- *Second, the other people here on the beach will see you being helpful and responsible--and they will probably feel like they should be more careful about dropping trash--they might even join you, and pick up something themselves.*
- *Third, people that come here tomorrow may notice that it looks cleaner--and they are more likely to keep it clean if its already clean.*
- *Fourth, the fish and birds will be safer and healthier if there is less trash to blow into the ocean--especially plastic bags and plastic soda can holders which can get tangled around birds and fish.*

So let's go make some big changes

Talk about safety:

Let's be safe

Stay with your buddy and adults

Stay within site of our gathering spot right here

No swimming (could be organized for after the action)

Wear your gardening gloves

Don't pick up broken glass, just show it to an adult

Closing Circle

Admire beach

What was the yuckiest thing we found?

What was the most dangerous thing we found?

Closing song/chant

Introduction to Earth Scouts

First 4-6 weeks for ages 8-13

First Meeting

A Treasure Hunt with an Edible End

Older children (8-13), starting Earth Scouts for the first time, will want to have fun at their first meeting, but will also want to leave with a strong sense of what they can expect from future meetings—both content and style.

Ideally, all scouts will have heard a little about the program because they and/ or their parents have attended an information meeting prior to the first scout meeting.

If you already have a strong bond as a group because you are previously connected (through a team, or church group, or home school collective, or long-time family friends), the first meeting can be less formal.

The following activity should answer these questions in the minds of the scouts:

1. What kind of things will we learn about?
2. What kind of things will we do?
3. What will I have to do (my responsibility to the group)?
4. Why are we a group?

Write them down where everyone can see them (chalk board, white board, chart paper).

Prior to meeting:

Decide if this treasure hunt will take place indoors or outdoors.

Decide if scouts will be searching out treasure items alone, or in teams.

Decide if you want everyone to get a chance to find something, or if it's "find as much as you can" until it's all found.

Prepare the items, and hide them, or plan to have them hidden by an adult helper while the scouts are busy with the opening circle.

**The simple plan is to make this a "treasure hunt". A true scavenger hunt has a list of items or clues that lead to items, which you could also do...have fun.

The simplest plan is to hide scrolls or decorated toilet paper tubes with written info rolled up and placed inside. The edible treasure is then awarded to the scout(s) when they return with the note.

You could also hide the actual edible treasure with the ES information attached to it.

For a more collaborative treasure hunt experience, each hidden treasure could be linked to only *one ingredient* that must be combined with everyone else's treasure for a real treat.

Examples:

Sandwich to share

Find zip lock baggie with:

Cheese slices

Tomato slices

Lettuce

Deli-sliced meat or veggie-alternative

A long hoagie roll or baguette sliced length wise and ready to be made into a giant sandwich to share

Snack tray

Carrot sticks

Celery sticks

Apple slices

Grapes

Cheese sticks

Crackers

Veggie dip (salad dressing or flavored sour cream)

Fruit dip (honey sweetened yogurt or cream cheese)

Earth Cookies

Sugar cookies

Blue butter cream icing

Green butter cream icing

White butter cream icing

Colored sprinkles

Plastic knives for spreading on and swirling icing

The following is the “Earth Scout Info” to be attached to each hidden treasure:
(Can be divided into any number of treasure-scrolls, depending on how many you want to hide)

The Earth Scouts Mission Statement

Changing the world one fun badge at a time--youth working together to make the Earth Charter a reality at home and in the community.

Human Rights

Providing basic needs

Food, water, health care, shelter, clothing and education

Taking a stand against discrimination

Protecting from harm

Economic Justice

Respecting producers

Demanding corporate responsibility

Participatory Democracy

Consensus group decision making process

Respecting and valuing different points of view

How citizens participate in various levels of government in the US

Peace and Nonviolence

Respecting cultural differences, and recognizing commonalities in the global human family

Resolving conflict creatively and without the use of violence

Valuing and practicing cooperation

Developing inner peace

Respect for Nature

Understanding and respecting how nature is organized (systems and cycles)

Valuing the natural world as a source of personal fulfillment

Understanding the impact of human civilization on the environment in terms of cause and effect

Photocopy page 35, “Paths to Earning a Badge”

Cut it into strips width-wise with a wavy pattern so it can be reassembled puzzle-fashion at the gathering spot.

Opening Circle

At the beginning of your first meeting you should have a circle and a go-around to check-in. Even if most people know each other's names it is important that everyone be introduced to each other in a purposeful way to build a sense of belonging. (Earth Scouts make "A Circle Where We All Belong"—Raffi EC song).

Please read the section titled "Rhythm" in Part 3, for ideas that you may want to incorporate into your circles.

A first meeting check-in might be **one** of the following:

(In this case, the facilitator should answer the check-in question first)

- Tell us your name, and how you heard about Earth Scouts, and why you came.
- Tell us your name, and all the places you have lived on the Earth.

To learn names:

Have scouts start their check-in response by repeating the name of the person who spoke before them: Hi _____, glad you're here (nice to meet you/ what's up...), my name is _____...

Follow up with:

Go around the circle in the opposite direction, and introduce the person who is next in "line" to speak, instead of yourself. To ease embarrassment, offer them a moment to prepare: "*We're now going to introduce the person on our right/left, so take a moment to make sure you have their information correct: their name and something they shared with us just now*".

Before beginning the activity instructions, acknowledge the check-in results:

Some of us know a little about Earth Scouts, but we're all about to find out a bit more.

Or

No matter where we have lived on Earth, we all share it as a home. Earth Scouts learn about doing their part to take care of the Earth, and try to have fun while doing that. We're about to learn a little more about Earth Scouts—and hopefully have a little fun.

Explain Activity:

Make sure they know the location boundaries.

Make sure they know when to return to the gathering spot.

Make sure there is an adult available to observe the hunt, as well as one at the gathering spot. (not so important if the hunt all takes place in one room).

After the hunt, before eating the treasure:

Assemble all the written info into a display with the help of the scouts:

Tape the pieces to a big piece of chart paper, or staple them to foam board or a big piece of recycled cardboard covered with background paper. This will form a permanent display to remind you of your purpose at future meetings.

Finish assembling the snack and enjoy.

The next step is to check for understanding—they have just put together a lot of information!

This step could be started at the end of this meeting, or you could just introduce it, so scouts know what is coming up at the next meeting. Don't try go through all their questions if it seems like interest is waning.

Start by having each scout write down on, their own slip of paper, something they would like more details about. *Anything*. If they can't think of anything, refer to the list of questions at the beginning (What are we going to do...), and have them write down one question that they want more of an answer for.

Collect all the slips of paper (no names necessary). Plan to go through them one by one with the group.

Closing the first meeting:

End with something to get them dreaming.

- Try reading one of the success stories in this book. Each principle in Part 5 has a story about what other kids have done to change their world. The resource section at the end of this book lists several sites that document inspiring youth initiated projects.
- You could also provide copies of the Action section for each badge and ask them to think about them so the group can discuss plans at future meetings.
- If you already know you have some interest, and the resources to attempt a specific long range project (a garden, a parade float, a camping or hiking trip, a special field trip that requires fundraising...) mention this as a "to-be-discussed" topic that they can start thinking about.

Make sure everyone takes home something in print about where and when to meet next, and how to contact you with questions.

Introduction to Earth Scouts for ages 8-13, continued

2nd Meeting

Part I

Refer to the questions that were posted at the first meeting (What are we going to learn, do, etc.), and the questions that they wrote down, and spend time answering them until scouts seem satisfied.

Visual aids: list of questions, and display board with the “treasure” information.

Part II

Formally adopt your mission statement.

Read the activity guide on wind chimes in the following section (*Alternative/ Additional Introductory Activities*). Building a wind chime together out of recycled materials can be a memorable and very special way to ceremoniously connect scouts to their mission. As the guide explains, each part of the chime represents an aspect of your scout community and mission.

Make at least one that can be hung in the room during meetings, perhaps being sounded to call the group into circle. If you have enough materials, scouts can make one to take home as well. It could also be a “Family Time” activity, where scouts duplicate the steps at home with their own unique materials.

Whether you do a wind chime, or develop your own version of a mission statement adoption, the activity will be most effective it accomplishes the following:

- ❖ Scouts understand the reason for a mission statement.
- ❖ Scouts memorize, or have their own copy of the statement to refer to.
- ❖ Scouts understand where the Earth Charter came from, and it’s purpose (read SCOUT PAGE: How the Earth Scouts Sprouted)
- ❖ Scouts could tell someone else the 5 main principles that determine badge activities, or they know where they could get that info.

Introduction to Earth Scouts for ages 8-13, continued

Meeting #3

Identifying concerns and interests

On the path to becoming effective Earth Charter oriented community members, Earth Scouts need ample opportunities to “be in charge”. This activity is meant to generate information about your group that will help the facilitator choose future activities, as well as provide scouts with a structured way to *choose* the direction the group will start off in.

Read and follow the discussion guide titled “Identifying Concerns and Choosing a Badge” on the following page.

Meeting #4

You may be continuing the discussion from meeting #3, or you may be ready for something else.

If a strong consensus was identified around a concern or activity it may be time to plunge into it. If you, as facilitator need more time to prepare research or materials for such a venture, try one of the following:

- Start the Badge Belt Weaving project (page 43)
- Create Badge Books (page 48), and a log book or scrap book to record your group’s meeting notes, activities, and other memorable events.
- Create a banner to decorate your meeting space (see Introductory activity for Participatory Democracy “Collage Diplomacy”)
- Try one of the activities in the section “Alternative Introductory Activities” starting on page 115.

Identifying group concerns, and choosing a badge to work on

For ages 8-13

(use your own intuition about the strengths and interests of your group of 3-7 year olds to choose their badge activities and actions for them).

Forward

It is probably impractical, not to mention exhausting, for scouts to democratically choose each and every activity they will do. Referring to the lists generated in the following activity, can help give scouts a sense of being involved, and will probably help you as facilitator choose more engaging activities. For example: “We are making bird feeders today—many of you chose “concern for animals” as one of your most important concerns”.

You can, as facilitator, use these two lists to develop proposals for the group when you want them to take a more formal part in choosing activities. For example: “Many of you chose camping as one of your top three ways to have fun, so we are going to discuss this, and see if we can come to a consensus about if and how we might do a camping trip”.

Also, use the lists to help guide long range planning: Are some interests better pursued at certain times of the year (i.e. camping)? Is there interest in a topic or activity that will take a particularly long time to prepare for (i.e. a parade)?

Sequence:

1. Start with the earth scouts **mission statement** (page13). Read aloud, or have a volunteer read.
2. Explain **the purpose** of the activity: the scouts will be “working together” to find out what issues and concerns they have in common, and this will help them choose activities for each badge.
3. For a little **inspiration**: everyone takes turn reading the short statements and bios of young people who have helped change the world (page 112).

4. To set the mood: have a scout read the **earth charter preamble** (page 15).
5. Do a **brainstorm** style list on chart paper that represents everyone's concerns.
 - Define “Brainstorm guidelines”: all ideas are written down, all ideas are welcomed, no discussion or criticism of ideas is allowed during the brainstorm (see page 180 for more detail)
 - Use a prompt such as:

We've heard about how other kids have taken action to make the world better, and we've read the Earth Charter Preamble which talks about our responsibility to protect the Earth so it can be enjoyed now and in the future. I want you to think about how you think the Earth, its people, and all the living things need protection. What do you know about that causes problems, or harms the Earth and the things that live on her? What needs fixing? What makes you worried, or sad, or angry? We will make a list together, and that will help us decide what we want to learn about in our Earth Scouts community, and what kind of activities we want to do to “change the world one fun badge at a time”.

- **OR** instead of a brainstorm, allow time for scouts to draw or write about their concerns, then share them with the group. Make sure that every scout is given time to share what they drew or wrote. Record their concerns on chart paper, checking with them to see if they agree with how you have recorded them.
6. **Group the concerns** under Badge Principle headings.
 - Divide into 5 small groups (if less than 10 scouts, have them work in pairs and do more than one principle—two heads are better than one for this).
 - Give each group chart paper titled with one of the 5 badge principles. Ask them to choose and write down all the concerns from first brainstorm that seem to go with their principle. It's OK if different groups choose the same concern, there really is some overlap.
 - Post the 5 new charts
 7. **Rank the concerns**
 - Ask scouts to think about their top 3 concerns. Make sure they understand that they may choose *anything* that is on the chart paper, even if it was someone else's idea.

Encourage them to think about their own concerns, and not try to go along with what seems the most popular.

- Ask everyone to mark their top 3 concerns by placing a colored dot sticker next to it on the chart paper, and hand out 3 dots to each scout. Invite them to mill about, doing this all at the same time, rather than taking individual turns.
 - Make observations. Is there a principle with more stickers than any other? Is there a concern with more stickers than any other? Or are the dots pretty evenly dispersed?
 - On chart paper, record any solid observations (i.e. a good number of us are concerned about animals in some way).
8. Finish with **positive message** about how even kids can make a difference, and that working together makes them even more powerful.
- ☀️ **Page 64 has a message to scouts who might feel overwhelmed by the burden of protecting the Earth.**
9. Repeat this activity on another day, brainstorming around the part of the mission statement that mentions “**fun**”. What does your group of scouts consider fun? (if the responses need a little inspiration, try passing around the “create” cards on page 301).

Additional resources:

Play “Turn This World Around” by Raffi, from the CD: *For the Earth Charter: Where We All Belong*

Play “Big and Little Things” by Jim Scott, from the CD *Big and Little Stuff*

Play “We Are All Connected” by Shana Banana, from the CD *Earth Scouts Songs*

Read from *EcoKids: Raising children Who Care for the Earth*, by Dan Chiras, one of the sections on: “Kids Who Are Making a Difference”

Read from : *50 Simple Things Kids Can Do to Save the Earth*, by the Earthworks Group, the “What Kids Say” section.

Youth and youth leaders* from around the world speak about serving their communities

The following six stories are from a Canadian group who set up a web site where youth service hours could be tallied, and stories could be shared. There has been minor editing to correct spelling and punctuation.

http://www.youthone.com/webathon/testimonials_en.cfm

Wing Li

Canada

I have been a volunteer in my small town community since I was 12; working with children, youth, hospital patients, and the disabled. It's an awesome thing to be passionate about because you can learn so much from interacting with others. The lessons you learn will follow you for the rest of your life! The skills are totally transferable and you go home knowing you carped the diem! (Seized the day!)

Matthew Cutler

Canada

It's amazing what one can accomplish by offering one's gifts to the world - FOR FREE! Volunteering is the backbone of our country, and is what has made me who I am today. As a senior volunteer for Scouts Canada, and working with other charitable organizations, not only have I gained significant personal skills which will better equip me for entering the 'real world', I have also networked and gained real life experiences. From meeting individuals such as the Prime Minister, Premier and Governor General, to traveling to England to meet Her Majesty Queen Elizabeth, my work has been rewarding, fulfilling and exciting. Every youth who volunteers deserves to be commended for their strength of character. It will pay off, ten-fold.

Elizabeth Onwuhara

Nigeria

I have been a volunteer for some years and a youth leader too and we are involved in youth mentoring programs, HIV/AIDS awareness campaigns and donating to the less privileged and destitute homes here in my community, and the most rewarding part of it all is the fulfillment and satisfaction of seeing youths impact the community willingly - FOR NO PRICE AT ALL!!

jin

S.Korea

I had two workcamps in France and Germany, and I had some volunteer experience in Korea also. I realized that it's not that I'm giving them or I'm helping, it was me who got so many things from my experience. I gave my labor and got so cherish memories and I learned a lot from those.

Mohamed Osman Moallin

Somalia

Somalia, being one of the less developed countries in this modern world today, has very hard circumstances of life and education since the collapse of the Somali government civil clan wars and discriminations started in different parties of Somalia which caused death, displacement, and human right aggressions of many thousands of Somali innocents.. Due to those critical situations I have voluntarily joined a local youth organization that intended to promote peace and security in the country, one of the key roles I have played during those hard days was my plan of action toward the risk, my suggestion which was finally agreed (on) and succeed(ed) was a proposal to organize a work shops for 50 (fifty) persons whom will be mainly selected from each (of these) districts:1. Youth organizations. 2. Women Organization. 3. Cultural leaders 4. Militia officers 5. Religious leaders. Now I am the coordinator of Youth Clubs registered under the Somali Centre for development of Students and Youth, and I am assigned the youth related issues for my Network (FPENS), as we provide scholarships to young female and minorities whom are suffering less rights than others. Therefore my first idea of immediate change has now been successfully implemented in many parts of the country. I still hope to continue my leading of these youth clubs into the idea of globalization, as I hope to attend IYP 2004 to express my experiences and gain the others which we are now missing local youth organization that intended to promote peace and security in the country,

Dinesh Kandel (Ravi)

Nepal

Nepal, a developing country in the Asia, where opportunities for youths are much needed to develop their skill and make them sustainable. Volunteers around the world with any sort of productive and supportive skill are important for rural Nepalese people. I have been working to arise a little opportunity for youths and children through a youth organization named 'Co-operative Youth Organization Nepal (COYON)'. The entire member in this organization is volunteers; we would welcome any volunteers around the world to come here in Nepal and share their experience and ideas to neglected people from the rural areas. Read more about our organization and the activities that we are under taking at www.coyon.org.np

*Ages were not specified for the above stories

From GYSD.org (Global Youth Service Day)

In **Salt Lake City, Utah**, Becca Robison, a 6th grader at Morgan Elementary School, and her friends made blankets for the homeless and delivered them to local shelters. Her project incorporated the fundamentals of math, sewing, and design, and explored issues related to homelessness. Her goal was to make 50 blankets, but with the help of over 100 friends from her church, school, and her little brother's Cub Scout group, she made over 100 blankets to keep people

warm next winter. She wrote to Governor Leavitt of Utah, asking him to declare April 11-13, 2003 as National Youth Service Day in Utah. She also asked her friends and classmates to sign a petition, joining in her request of the Governor. Thanks to her efforts, Governor Leavitt issued the proclamation. Becca and her project were featured in a Salt Lake City Tribune article. Ashley Connoley, Miss Teen Utah, heard about their work and volunteered to participate in Becca's project. Becca received a State Farm Good Neighbor Service-Learning Award to support her service project.

In **Los Angeles, CA**, Theo and Niko Milonopoulos were concerned about the number of shootings in the city. In an effort to effect civic change, the eleven year-old twin brothers co-founded Kidz Voice-LA, a nonprofit organization by kids, for kids, to provide youth with a voice in public policy and lobby for gun control legislation. Through petitions, public speeches, and testimonies, Kidz Voice-LA helped change their city's gun policy over the past three years, successfully coordinated a gun meltdown rally with the LAPD, and persuaded the Los Angeles City Council to pass a partial ban on ammunition sales. On National Youth Service Day 2001, Kidz Voice-LA led a .Get Out the Vote campaign and distributed 300 bilingual voter registration forms to prepare voters. Niko and Theo received a Nike-YSA Youth Action Award.

From <http://www.barronprize.org/winners/01winners.html>
A site for the Barron Prize, awarded for service

Ashley, age 16, Colorado

<http://www.barronprize.org/winners/01winners.html> - 1#1 Ashley received the Barron Prize for AfricAid, a non-profit organization she created to help African girls receive an education. Ashley was shocked and moved by the extreme poverty she saw during a trip to Africa when she was eleven years old. Determined to help the African people, Ashley pursued numerous avenues but found only dead ends and frustration. Five years later, she has raised the money, completed the paperwork, and recruited the board members necessary to form her own non-profit group. AfricAid raises money to provide scholarships for girls in Tanzania to attend a local school. Ashley's group also collects much-needed school supplies to send to schools across Africa. "I am excited to have finally found a way to help African people," says Ashley. "They have inspired me and shown me the persevering, unbreakable nature of the human spirit."

www.africaid.com

Time Estimate:

Preparation: 2 hrs

With scouts: 1 hr

What you will need

- Spoons, bamboo reeds, etc
- Twine
- Metal Ring
- Wood chime base to hang the chimes from, predrilled to accommodate each member of your community
- Wind catcher

Prepare in advance:

Before your group comes together for this activity, take some time to consider what materials scouts would like to work with, and have them draw some wind chime designs to work from.

Alternative/ Additional Introductory Activity

For ages all

Title: Earth Scout Community Chimes

Focus: Scouts create a visual representation of their group in the form of wind chimes.

Inspiration

Chimes are a beautiful way to illustrate balance and harmony. The structure of wind chimes themselves can be a metaphor for community.

- The ring that holds the chimes together is The Earth Charter. The Earth Charter is the set of principles or values that we as Earth Scouts strive to act on
- The board that holds the chimes in place, the central structure of the chimes, is your Mission Statement. It is your purpose for meeting together as a group, your compass for choosing what you will do together.
- The individual chimes are the individual Earth Scouts in your group. They have a set place in the grand design of the chime structure; in that space their potential for beautiful harmony will be realized through thoughtful actions. Each Earth Scout is valued and respected equally, but like the chimes that vary in length and tone, we recognize that each Scout is unique and will bring their own tone to the group.
- The wind catcher represents the challenges in a society that inspire change to happen. By allowing difficult issues to clash into the otherwise harmonious scouts you will challenge them to learn about the world and its people; to take action when there is a need; and to motivate positive change in their community. The initial clang in the community is at first unsettling, but the result is almost always beautiful harmonious music.

Discuss in go-around

- Read the Mission Statement at the beginning of this book.
- What are your personal goals as an Earth Scout?
- What challenges us, and moves us to act?

Activity

The group might want to buy well pitched chimes and decorate them or they might want the chimes to be as unique as they are. To do this, the scouts will need to bring something that represents themselves to add to the chimes; or they might want a uniform item that they decorate like spoons, bamboo, or recycled plastic bottles/aluminum cans. Whatever the design the idea is to have a set of wind chimes that represent your group, and can be brought along on action adventures to let the world know you are there

- Have each scout decorate the chime that represents them.
- Have the group design and decorate the board and ring that holds all the stings together in a way that connects to the Mission Statement and Earth Charter respectively.
- Have the scouts write the challenges that motivate them to act on the wind catcher.
- String everything together; don't forget the ring or the wind catcher.
- Enjoy!

Closing go-around

Ask the scouts if they feel the chimes represent their group.

More ideas

Plan to ring the chimes, and share their meaning with family at a formal ceremony to conclude your "Introduction to Earth Scouts" and to initiate your continuing commitment to work together.

Alternative/ Additional Introductory Activity

Adaptable to all ages

Time: 1 hour

At least 3 scout participants

A Spider's Quest for the Sun

Earth Charter Principle: Participatory Democracy

Valuing the input of every group member

“Tug on anything at all and you’ll find it connected to everything else in the universe”—
John Muir, Founder of the Sierra Club

All things are bound together. All things connect. What happens to the Earth happens to the children of the Earth. Man has not woven the web of life. He is but one thread. Whatever he does to the web, he does to himself”
Chief Seattle (1790-1866)

We (Tampa Earth Scouts) used this activity to start off a new group of scouts ages 4 to 8. We hoped to create an experience that we could refer to in the future. Since we wanted to foster a group dynamic in which the scouts would eventually suggest the badge activities themselves it was important that they have a metaphor like Grandmother Spider: she was small, but very clever, and took initiative and succeeded where bigger animals had failed. Grandmother Spider follows her spider silk to return to Earth with a piece of the sun, but we added a new twist when we acted out this scene. To establish a group culture of cooperation and caring we transformed the silk strand into a chorus of encouraging voices. We had 6 scouts, and they didn’t want to stop re-enacting the story until everyone had been the spider twice (with and without encouraging voices).

1. After an opening circle, name game and introductions, the facilitator introduces the story, and explains that later they will all get a chance to be a spider.

I’m going to read a story that Cherokee children might have listened to hundreds of years ago, as well as today. Who would like to help me find the country where the Cherokee live? (give several opportunities to point to a place on the Earth Ball). The Cherokee are a group of Native Americans who lived here before Europeans moved to the land we live on right now.

2. At the end of the story, the facilitator allows the group to comment (introduce talking stick briefly) and explains why ES are like the Spider.

Some Native American tribes used a talking stick to help them take turns talking in a group. Only the person holding the stick can talk, and that makes sure that it is quiet enough for everyone to hear what they are saying. Let's try talking about this story using our own talking stick. If you'd like the stick raise your hand. Would anyone like to say something about the story?

(Make sure everyone gets a say if they want to, if the group needs to move on, say something like: does anyone need the talking stick before we play our game?).

I told this story because It helps me tell you about Earth Scouts. Earth Scouts are kids who want to help their community (like bringing the sun, so the other animals could see and be warm). And like the spider, Earth Scouts know that even small people can accomplish important jobs--especially when they work together.

3. The facilitator explains the game, and chooses the first three participants.

Now you all get a chance to be spiders who are getting a piece of the sun. We have this mask (hold up paper bag), because remember, it is dark and you can't see. You get some silk to spin your web so you can find your way back safely to earth, and you have a bowl to carry the sun in. We will also need someone to be the sun.

THE GAME: The spider stands holding a bowl with a small ball of yarn in it, and an end of the yarn tied down or held by a helper. The spider has a paper bag over their head (decorated as a spider) to simulate darkness. Once the spider is "blind", the sun walks to a corner of the room and holds a bowl of oranges and a maraca or other shaker instrument. The shaking of the maraca will help guide the spider. The spider begins walking towards the sound of the sun, allowing the yarn to feed out. Once she reaches the sun she can take an orange, put it in her bowl, and follow her strand of silk back to the beginning (the sun can hold the ball of yarn to anchor it). One scout can walk along with the spider to make sure they don't bump into anything. Remember to cheer for the spider when she successfully returns with the sunlight.

4. After everyone who wants to has been the spider once, introduce the new twist of encouraging voices.

Grandmother Spider was able to bring back the sun all alone, even though she was small--she had her spider silk to help her stay connected to the Earth and find her way back safely. Earth Scouts can't spin silk, but they have something just as good--they have each other. We're going to try this one more time, but you will all help the spider by standing by with encouragement. Think about a time when you had to do something that was hard, or even a little scary (pause). Was there someone who said something to you that made you feel brave, or strong, or less worried (pause)? Who can think of something encouraging we could say to spider while she's searching for the sun? (listen to responses). OK, remember your encouraging words, and whisper them to our spider as she is searching for the sun. (Scouts can stand up to get nearer if they like).

5. Reform circle and discuss the experience.
 - Which did you like best: with or without encouraging words?
 - How did it feel to be in the dark?
 - How did it feel to get back to earth with your piece of the sun? Have you ever felt like that before, and when?

6. Wrap up the meeting by making a spider web out of yarn or string to symbolize your connection to each other, and emphasize that every single person is important to the whole.

Sit in circle. Hand out a stick to each scout. make a slip knot in the end of the ball of yarn, and slip it over the end of a stick. Show everyone how to hold their stick with a fist at each end (to keep the yarn from slipping off). A ring would also work. Pass the ball to the next, wrap around their stick, and then pass it to the next in a clockwise direction. When everyone has yarn on their stick, start rolling the ball of yarn randomly from person to person, until the center of the circle is criss-crossed with yarn. Now have everyone close their eyes. Explain that they should pretend to be spiders.

When a spider is on its web, it is waiting for a bug to get stuck... it knows the bug is there because it can feel the shaking in the web. Now hold very still, and call out BUG if you feel a pull on your stick.

Facilitator goes round the circle making gentle tugs.

Now keep eyes closed. Really keep still and feel your connection to the web, and see if you notice something.

Pick some one and silently have them release their stick and put it in the center. Ask if anyone notices a difference--and to describe it (eyes still closed).

Let everyone open their eyes. We are all connected like parts of a web. When there is a tug somewhere, we all feel it, and if we lose a part of the web, we can feel it. Earth

Scouts is about learning to see how we are connected to every living thing and every person on Earth.

6. Closing. Play *We Are All Connected* by Shana Banana,
Earth Scout Songs CD
Make announcements for next meeting.

Materials Needed

Spider's Quest for the Sun, at end of this section

Talking Stick

Earth Ball

Paper Bag spider mask

Ball of yarn

Small bowl big enough for one orange

1 orange, or enough for everyone, if you want to snack on them
maraca, drum, or shaker instrument (for a "guiding sound")

Sticks (chop sticks or rhythm sticks or paper towel tubes)

Recorded music (Shana Banana's *We Are All Connected*)

Prepare Ahead

1. Decorate a paper grocery bag to look like a spider (no holes, it's a blindfold)
2. Prepare a talking stick with an attached or imprinted list of "reminders" (see page ____)
3. Print outs of future meeting schedule, and Earth Scouts flyers for new comers.

A Spider's Quest for the Sun

(A Cherokee tale told to Sophi Lopardo by her Grandmother—original author unknown)

At first there was no light anywhere, and in the darkness everyone kept bumping into each other. “What we need in the world is light!” they all agreed, and so they convened a meeting. The red-headed woodpecker made a suggestion: “People on the other side of the world have light, so perhaps if we go over there, they will give us some.”

After much argument, Possum said: “I’ll go and get light. I have a bushy tail and can hide the light inside my fur.” So he traveled east, screwing up his eyes against the brightness. When he arrived on the other side of the world, he found the sun, grabbed a piece of it, and hid it. But the sun was so hot it burned all the fur from his tail, and when he came home, he had lost the light.

Next, Buzzard went on the quest. On reaching the sun, he dived out of the sky and snatched a piece of it in his claws. Setting it on his head, he started for home, but the sun burned off all his head feathers, and buzzard also lost the light.

Suddenly they heard a small voice from the grass. “You have done the best you can do, but perhaps I can do better.” “Who is that speaking?” the animals shouted. “I am your Grandmother Spider,” replied the voice. “Perhaps I was put in the world to bring you light.”

Then Spider rolled some clay into a bowl and stated towards the sun, leaving a trail of thread behind her. When she was near the sun, she was so little that she wasn’t noticed. She reached out gently and took a tiny piece of the sun. Placing it in her bowl, and following the thread she had spun, Spider returned from the east to west. And as she traveled, the sun’s rays grew and spread before her, across the world.

To this day, spiders’ webs are shaped like the sun and its rays. And spiders always spin them in the morning, as if to remind people of their divine ancestor.

Time Estimate:

Preparation: 10 min

With scouts: 1 hr

What you will need

- Paper or Journal
- Pens

Prepare in advance:

Write each type of thinker on a large piece of paper with the definition. Save space for the scouts to add onto the definition during discussion.

Alternative/ Additional Introductory Activity**For all ages****Title: Personality Activity****Focus: To help the scouts figure out that they are a harmonious blend of personality traits.****Inspiration**

The most important thing about this exercise is to let the scouts know the following traits are different, but equally valuable. Figuring out who your scouts are, what kind of thinkers you have in the group will help you become a more productive facilitator for your Earth Scout Community.

Here are definitions of different kinds of thinkers. Both scouts and the facilitator(s) can take turns describing themselves and each other.

- **Inquirers:** Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to make sound decisions and to solve complex problems.
- **Communicators:** They receive and express ideas and information confidently in more than one language, including the language of mathematical symbols.
- **Risk Takers:** They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe.
- **Knowledgeable:** They have spent time in school exploring themes which have global relevance and importance. In doing so, they have acquired a critical mass of significant knowledge.

continued

- **Principled:** They have a sound grasp of the principles of moral reasoning. They have integrity, honesty and a sense of fairness and justice.
- **Caring:** They show sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.
- **Open-Minded:** They respect the views, values and traditions of other individuals and cultures, and they are accustomed to seeking and considering a range of points of view.
- **Well-balanced:** They understand the importance of physical and mental balance and personal well-being.
- **Reflective:** They give thoughtful consideration to their own learning and analyze their personal strengths and weaknesses in a constructive manner.

Closing go-around

You have spent a lot of time talking. Have the scouts reflect quietly about their experience during this exercise. Once you have had a chance to stretch and do a hands-on activity, have the group come together again to chat about this learning experience. With any luck, the scouts found that they are uniquely wonderful combinations of several kinds of thinkers and the way they approach the world will change as they grow

If they want to continue to share verbally give each scout a moment to reflect on the whole activity. If it's fun, revisit this activity annually to measure growth and change in the scouts as the years go by.

End in a Group Hug!

More ideas

- I (Summer) found the definitions of thinkers on the International Bache laureate website while researching schools. The IB program was using this model to help teachers reach all of the students in their classes. We are unique; we think differently, a varied group is strong. Help them realize their strengths in their differences and help them develop that which does not come easily. Your group will be stronger for it. Altering activities to match each scout's strengths takes some extra thought and time but the result of having each scout "get it" in the end is definitely worth the extra steps. ☺
- Take a camera (homemade pinhole camera instructions can be found on the internet) and photograph people during a festival. Develop your film. Can you determine the personality of the person in the photograph?

First Badge Completion Ceremony

All ages

To be held at the end of your introductory first 4-6 weeks, to award the Earth Scouts Patch

What You Will Need

Small flower pots or decorated disposable cups

An assortment of flower seeds mixed together and distributed evenly to each scout's cup

A source of water that scouts can pour from or dip from

Empty plastic tub or other container that can hold enough soil to fill each cup

Container of soil, with scoop or trowel

Earth candles floating in a bowl of water, or placed on a flame proof surface.

Completed Badge Books (part of the Introduction sequence for younger scouts)

“Earth Scouts” patches (or homemade certificates, if these are not available)

Wind chimes, if you made them (see activity on page 115)

The Ceremony

Form Circle, sing: (choose your group's favorite song)

Light a candle for each scout, say their name, and ring their chime.

Hand out cups of seeds

Seeds come in many shapes and colors. Your cup has all different kinds of seeds. What will they grow into? Will they be tall trees, or short strawberry bushes, or small buttercups? They all need the same things to grow, and they all have the power to push their roots through the dirt, and push their first shoots and leaves through the soil to the light.

Did you know that all the air we breathe –the oxygen—comes from plants? Every single plant makes a little bit of oxygen everyday, and that's enough for all the animals and people to breathe. Earth scouts are small and young like seeds—but they can be strong enough to take good care of each other and the earth just by helping a little bit every single day. Let's help these seeds to grow, and make a wish for them to be the best plants they can be.

Pour your seeds in the bowl and say : Be your best!
Say (all together) : Be your best!

Every one put in one cup of soil, and make a wish for your sprouts to push up to the light.

Say (all together): You can do it!

Everyone put in some water and think about how thankful we are to our plant friends for the gifts they give us every day.

Say (all together): thank you for the air you will make, we will help the Earth a little bit every day too!

Mix it. Place a scoop in each scout's flower pot or cup.

These candles and seeds are for you to take home. When you light your candles, and water your plants at home, remember your earth scout friends, and remember to help a little bit each day. You can do it!

Play your group's favorite piece of music while you hand out completed badge books, and "Earth Scouts" patches, acknowledging the accomplishments of each scout.

Part 6 Badge Activities

Promoting Human Rights

What kids like you have done to promote HUMAN RIGHTS

In Tampa, Florida a group of neighborhood children and their parents decided to come together to have fun and give to their community. They live on an Island, so they call themselves the Young Islanders. I (Kelli) met some of them at their toy garage sale. For several weeks they had been gathering together toys, and had gotten up very early on a Saturday to sell them.

The money they made was to be used to buy new toys and books for children on extended stays at the hospital. They chose this charity because the hospital was actually right on their small island right in their neighborhood.

Perhaps there is no "right to play with toys", but I still think they deserve an honorary "Respect for Human Rights" badge for their efforts. These children knew what was important to their own happiness: living in a home with their families, and being able to play. But they made the important decision to think about the happiness of **other people**, not just their own happiness.

Some very important human rights activists lived in the 1800s and were called abolitionists. They worked hard to make keeping slaves illegal. They could have just tried not to think about the tough life the slaves were having. But they took action to improve the happiness of others instead.

The Young Islander kids had to drive past the big hospital complex almost everyday on their way to school or shopping. They had learned that inside that big building were children who were spending nights alone, without family, and who missed their own homes and things that were familiar to them. The Young Islanders could have tried not to think about the kids inside who were having a tough time. But like the abolitionists, and many other human rights activists, they chose to care about others.

Family Resources for Human Rights

Read: "The Sixth Day," by Hanna Bandes, from the book *Spinning Tales*, pp. 151-152

Guiding Questions: How are all people alike? How are they different? How are people valuable to one another?

Family Activity – Write the name of each family member on an index card. Give one card to each person. Ask them to turn the card over and write three things you value about this person. Draw the cards one by one and read to the group.

Family Activity: During the week, look around at the people you see and think of ways you value them. Each day, share with each other the name of one person and one or two things you value about that person

Individual Activity -- Think of one person in your life whom you sometimes don't treat with respect (a classmate, brother, sister, teacher or parent, etc.). Write down three things you can do to show this person respect and try to do them.

Read: The Rainbow Child from *Spinning Tales*, p. 121

Guiding Questions: What human rights did the people in this story learn to respect? (right to food, peace, equal rights for all regardless of color, religion, etc.)

Age 3-5

Read, *The Snuggle Bunny*, by Nancy Jewell, about a lonely bunny who found a friend.

Guiding Questions: What does it mean to be a friend?

Age 3-5

Read: Wilfred Gordon McDonald Partridge, by Mem Fox.

Guiding Questions: How did Wilfred Gordon help Miss Alison? How can you help care for elderly people?

Family Activity: Make a gift (a picture or cookies) for an elderly person (grandparent or someone in a nursing home). Visit the person and give him or her your gift. Ask what life was like when he or she was your age.

Ages 6-8

Read "Senior Friends," *Earthchild*, p. 302

age 8-13

Read: Tale of the Vanishing Rainbow, *Earthchild*, p. 314.

Guiding Questions: What do we really need to grow and progress? (material things, resources, skills, attitudes, and other people.) When we work together, what rules do we need to follow?

Music

Zucchini Brothers, In Your Garden CD
“There are many, many different people”
“Share If You Dare”

Raffi
“Turn This World Around (A Song for Nelson Mandela)”
on *For The Earth Charter: Where We All Belong, CD*
available through Earth Charter Communities USA

Human Rights Badge Introduction

Ages 8-13

Purpose: *When you are finished, you will have a list of what your ES Community agrees are human rights.*

Sit in a circle.

Introduction: The planet is divided up into countries, each with their own governments, and their own laws about how people must be treated. There is no one single rule book for the planet that says how all humans should be treated. The Earth Charter is a list of things that some people from all over the planet agree on, including how people should be treated. When someone signs the Earth Charter, they are adding themselves to this contract between people. The Earth Charter is just between people, no matter what country, no matter what government. We are just one small group from the same city, but we still may have some different ideas about how people should be treated. We're going to try making some lists, and see if we can come up with our own list of human rights, or, things humans should have that no one should be able to take away.

Remind everyone what happens in a go-around (page 180).

Do a go-around with this question:

- *What is one thing you NEED to be happy? Don't worry about whether you think it's a right or not, just answer the question: What is one thing you NEED to be happy?*

Write the responses on small cards (scouts may be able to do this themselves).
Put all cards in the center face up.

Do a new go-around. Ask:

- *What is one thing every human being NEEDS to stay alive?*

Each scout can either pick up one of the cards from the center, or make a new one if necessary. Tape the cards on a piece of chart paper titled: WHAT EVERY PERSON NEEDS FOR SURVIVAL

Discuss the new list AFTER every one has had a chance to respond in the go around.

- Does everyone agree?
- Is there anything missing?

(Older scouts can use this as a consensus practice if they have started the training in the section on Participatory Democracy).

Edit the list if the discussion changes it.

Create a second piece of chart paper titled:
What every person NEEDS to be HAPPY

Going around the circle (perhaps a different direction), allow each scout to add to the list by choosing a card still in the center, or making a new one.

Discuss the new list AFTER every one has had a chance to respond in the go around.

- Does everyone agree?
- Is there anything missing?

Edit the list if the discussion changes it.

Discussion question (use talking stick):

- What can people do if someone doesn't have something in the Survival list? (Younger kids: make up a story about a person who is missing something in the survival list, and how they got what they needed. If they get stuck, they can pass the stick to someone else to help finish the story.)
- What can people do for someone who is lacking something in the Happy list? (Younger scouts: make up a story about a person who is missing something in the happy list, and how they got what they needed)

Many people from all over the world have talked just like we have today. They created a list that they call the Universal Declaration of Human Rights. If something is a "right", it means it is against the rules to take it away from another person.

- Are any of the things left on the cards in the center "rights"? Should the community work together to make sure that everyone has them?

Edit chart paper lists if discussion warrants it.

Finally, allow scouts to copy the lists from the chart paper into their own Respect for Human Rights badge books, under the title: Our Earth Scout List of Human Rights.

Older kids might want to follow up (at a subsequent meeting) by learning more about the **United Nations Declaration of Human Rights** (Internationally agreed upon human rights).

See http://www.peacejam.org/human_rights.htm for text of the UN universal Declaration of Human rights

Also: http://www.amnestyusa.org/education/teaching_guides/

Has human rights education guides, including a book to explain the universal declaration of human rights to elementary kids

Introduction to Human Rights: **Making a Human Rights (Needs) poster**
Ages 3-7

Preparation:

- Chart paper or poster board
- markers
- Various objects that represent wants and needs—enough for each of the scouts, plus a few more
- Tag each object with post-its (optional)

1. Place a variety of objects in the center of your circle where children can see them. Write on the chart paper or poster board the words NEEDS and WANTS
2. Go around the circle asking each scout to choose an object, then tell if it is something they need, or something they want. Remove each object from the center so new objects must be chosen. Record the object in the correct column. (More scout involvement: tag each object with a post-it and its name and have the scout place the note in the correct column themselves).
3. Do a group check: Go through each column looking for things to circle that are “true needs”. Define a true need as “if we didn’t have _____, we couldn’t grow up”
4. Ask the children to think of other "needs" to add to the poster.
5. Explain that Earth Scouts want to help everyone to have the things in the NEEDS column—called Human Rights. One way to do that is to share when we can, and another way is to stick up for people if someone is trying to take away one of these special needs.
6. Play a song or sing one about sharing. See the resource section, or try
“Share If You Dare”, by the Zucchini Brothers, In Your Garden CD

or

Pass an earthball back and forth across the circle singing to the tune of muffin man:

*Oh, do you know the sharing game, the sharing game, the sharing game
Oh, do you know the sharing game, it’s fun for you and me
I share with you, you share with me, because we are one family
I share with you, you share with me, we are one family!*

Time Estimate

Preparation:

0

With scouts:

30 min

What you will need

- Story *The Doorbell Rang*
- Earth ball

Prepare in advance:

Pre-read story

Human Rights aka Caring and Sharing

For ages 3-5

Title: *Sharing Cheerfully*

Focus skills for promoting equitable distribution)

Overview

In the following lessons, children will talk about and practice sharing what they have. In talking about the issue of poverty, it is important to avoid creating feelings of guilt by stressing too heavily the extent of poverty and hunger. Children should become aware of their needs, but should not be made to feel that they must give up everything they have that they don't need to survive.

Through the lessons, they will learn that each person's ability to give is different. Some children can give many things cheerfully; others feel resentment about sharing. They should give what they can give cheerfully. Through practice in giving, and through watching others give, they will learn to set their own boundaries.

Inspiration

Read:

The Doorbell Rang, a story about sharing with others

Discussion:

- 1) Why were the children worried when the doorbell kept ringing and more children came?
- 2) Did the children really need the cookies? How many cookies did they need?
- 3) Can you think of a time when you shared something with someone else? What did you share?

Activity:

5. Remind scouts:

Learning to share takes practice. We should share what we can share cheerfully.

Ask: Can everyone share our Earth ball cheerfully? Then let's play!

Pass the ball back and forth across the circle singing to the tune of muffin man:

Oh, do you know the sharing game, the sharing game, the sharing game

Oh, do you know the sharing game, it's fun for you and me

I share with you, you share with me, because we are one family

I share with you, you share with me, we are one family!

Closing go-around

Sometimes I can cheerfully share my _____

More Ideas (for future meetings, or independent work by Scouts)

- Make a poster for their wall by cutting out magazine pictures and pasting them under the title: "What I could share cheerfully"
- Clean your room and give away things you don't need (if you can do it cheerfully).
- When you buy a new book or piece of clothing, choose one you already have to give away.
- Ask your parents if you can earn money to help others by doing special chores around the house.
- Write to Seeds magazine for a copy of *The Hunger Action Handbook: What You Can Do and How to Do It*.
- Listen to "Share if You Dare" by the Zucchini Brothers on their Garden CD

Feelings

Ages 3-8 (adaptable up to 13)

I was short on time and ideas for one of our meetings, and I came up with this at the last second. I wasn't sure about including it in this resource, and I was having an even harder time linking it neatly to a principle. But there is something elemental about observing feelings in ourselves and others. All humans smile and frown, look cross, cry, laugh. It's just harder to act on US vs. THEM when you hold this common ground in your heart. And I don't think violations of human rights, economic injustice, violent conflict, or authoritarianism would exist without an US vs THEM attitude.

At our opening circle our check-in was "how are you feeling right now"? Then we read the book *How Are You Peeling?* It has great photos of fruits and vegetables that have been decorated with faces. We took turns explaining what feelings were shown by the faces, and making our own faces. We ended by singing "if your happy and you know it" everyone taking turns leading a verse and trying to cover as many feelings as we could. After the circle we made our own fruit and veggie faces, and ate some of them (the tasty parts).

What you need

- Book: *How Are You Peeling?* by Joost Elffers, Joost Elffers, Saxton Freyman (Illustrator)
- Selection of fruits and veggies (oranges, grapefruits, apples, bell peppers, squash, blueberries (great eyes) carrots, black eye peas, potatoes. . anything really, just make sure you have something for a head, and something for eyes, the marker and carving knives can do the rest).
- Tooth picks (broken or cut with wire cutters to attach smaller parts to head)
- Permanent markers (to draw face parts) *not for the youngest scouts
- one or two paring knives (for adults)
- plastic knives (Be careful! These can still cut fingers!)
- Paper towels
- plates or cutting boards
- you might want a camera to capture these creations

Time Estimate:

Preparation:
Gathering supplies

With scouts:
30-45 min

What you will need

- Copy of the story Horton Hears a Who, by Dr. Seuss
- Many Pom poms, or cotton balls
- Sequins, or paper discs from a hole puncher
- Colored paper and a hole punch (if not using sequins)
- Glue, and q-tips, and clean-up supplies
- A clover container or tape for clover-field boundaries
- Small percussion instruments (optional)
- Short lengths of pipe cleaners as stems (optional)

Respect for Human Rights aka Caring and sharing

For ages 3-5

Title: *Taking Care of Whos*

Focus: We can protect and care for others

Inspiration

Read:

Horton Hears a Who, by Dr. Seuss

Encourage scouts to join you in speaking the “refrain”: *a person’s a person no matter how small*

Pass out percussion instruments, and have them make a ruckus when the Whos are trying to be heard—you may want to keep the instruments in a box until that part of the story to limit unwanted sound effects.

Open discussion:

Intro: *The Who’s were much smaller than Horton, but he still believed they had the right to live safe and peacefully.*

- Can you think of a person smaller than you? (Babies)
- Where might you meet a baby?
- What could you do to help take care of a baby in your family?
- What could you do to help take care of a baby you meet at the park, or the store?

Activity

Practice caring for *Whos* even if they are not your *Whos*.

1. Have scouts make their very own clover with a dust speck: by gluing a sequin or hole punched paper disc to a “clover” (cotton ball or small pom pom)
2. Talk to your dust speck and imagine you hear the *Whos* talking back
3. The facilitator plays Vlad Vladikov and takes the clovers away, placing them in a large container, or taped off area full of similar clovers

**Remind Scouts that the most important thing is that they take good care of the *Whos*—any *Who* they find.

**Remind the scouts that there is no “mine” in this game, all the dust specks need help, and shouldn’t be dropped back into the clover patch just because you don’t like the color, or you didn’t make it. Also, we’re pretending they’re dust specks with *Whos* on them, and the *Whos* will be upset if they here people fighting over them.

4. One by one (or all on the count of three if you’re feeling rowdy) have scouts try to find a clover with a dust speck, and take it back to their seat.
5. End with a chorus of “*a persons a person no matter how small*”.

Closing go-around

? If you meet a sour kangaroo on your way home today, what could you say to them to help them respect your dust speck full of *Whos*?

Comments

Gluing tiny dots to cotton ball will be challenging. Encourage scouts to apply glue to the dot rather than the clover to limit the amount of glue they use (q-tips dipped in a puddle of glue on a plastic lid might be better than squeezing the glue bottle). You will want to make sure the clovers have a few minutes to dry, or they will all stick together in the clover patch.(perhaps another round of “we’re here, we’re here, we’re here” with the percussion instruments while you wait). If you happen to have pipe cleaners, it might be fun to attach them as a stem, so the clovers are easier to hold.

More Ideas:

Listen to Shane Banana’s song : “Big, Small, Short, Tall” on the *Banana Yoga* DVD

Standing up for others

The qualities of a human rights activist

ages 8-13

What you need:

- **A selection of puppets**
- **Slips of green, red, yellow paper**
- **Pencils or pens**

In a circle:

Quietly reflect on the following questions.

In the past 2 weeks...

What did you say to someone else that was hurtful? (green paper)

What did someone say to you that was hurtful? (red paper)

What did you hear someone else say to another person that was hurtful? (yellow)

When you are ready, write your answers on the back of one or more of the colored slips of paper. Do not write your name, and do not mention any other names, either in writing, or when discussing--this is not the time to make accusations. Fold up all your slips of paper, whether you wrote on them or not, and place them in the "hat".

When you are finished, choose a puppet.

Using puppets, and the hurtful situations on the slips of paper, role play with the intention of discovering effective, positive, nonviolent ways of

1. standing up for yourself
2. standing up for others
3. rallying others to support you as you stand up for someone else

For #1 standing up for yourself:

Pick two volunteers.

Facilitator: Pick a piece of paper out of the hat.

Read the question, and the answer written on it to yourself (example:

What did someone say to you that was hurtful? Answer: You're ugly.)

Announce that in this role play "puppet A" will say something hurtful to "B" and "B" will stand up for him/herself in a positive way. Decide who will be "A" and "B", then whisper or show "A" their "line", i.e., "You're ugly".

Watch the puppets interact.

Call for applause.

Ask if any of the other "puppets" have a suggestion for another response.

Ask for new volunteers and draw a new slip of paper.

For #2 standing up for others:

Pick three volunteers.

Facilitator:

Pick a piece of paper out of the hat.

Read the question, and the answer written on it to your self.

Announce that in this role play “puppet A” will say something hurtful to “B” and “C” will stand up for “B” in a positive way.

Decide who will be “A,B and C“, then whisper or show “A” their “line”, i.e., “You’re ugly”.

Watch the puppets interact.

Call for applause.

Ask if any of the other “puppets” have a suggestion for another response.

Ask for new volunteers and draw a new slip of paper.

For #3 rallying others to support you as you stand up for someone else:

Pick 3 volunteers. Pick a piece of paper out of the hat. Read the question, and the answer written on it to your self. Announce that in this role play “A” will say something hurtful to “B” and “C” will say something to all of you to persuade you to join him/her in standing up for “B” in a positive way. Decide who will be “A, B and C”, then whisper or show “A” their “line”, i.e., “You’re ugly”. Watch the puppets interact. Call for applause. Then ask if any of the other “puppets” have a suggestion for another response. Ask for new volunteers and draw a new slip of paper.

Allow time for everyone to play at all three roles (A,B, and C) at least once. Depending on the size of the group, it may take more than one session to get through all three scenarios.

Closing go-around questions:

Which was easier for you? Standing up for yourself, or standing up for someone else? Saying something hurtful is not really a violation of human rights--so why do you think we did this to learn about the principle of the Human Rights? Tell us if and why you think you are better able to promote human rights after our puppet shows.

What human rights issue would you like to learn more about?

Some examples of Human rights activists, and what they do (Scouts could take turns reading these to the group):

Live Aid: Musical artists and others who gave a huge benefit concert to raise awareness of starvation in African countries, and raised money for food and agricultural support.

Amnesty International: Organization with members all over the world who write letters to the government officials responsible for imprisoning or endangering their own citizens because of the person's political beliefs. They focus on prisoners who suffer particularly cruel conditions. They also attempt to get letters of encouragement to those prisoners to lift their spirits.

Habitat for Humanity: Organization that raises funds and organizes volunteer labor to build homes with and for families who do not have the means to buy their own home.

Human Rights Watch: Organization that researches human rights violators around the world, and attempts to expose them to the public in the hopes of generating mass condemnation of the perpetrators, and ideally, creating pressure that improves the plight of those suffering the human rights abuses. In short, they tattle-tale to people and governments about bad people and governments. And sometimes it works.

CHALLENGE: Find out more about these or other groups, and share your research.

Most of the
adults
world-wide
who cannot read
are women

1/5 of the people on Earth are hungry.
Most live in the Southern hemisphere

1 out of 4 people on earth
do not have safe water to drink.

For one year, if everyone on Earth spent
0.5% less on military expenditures and
gave it to hungry countries instead, they
could buy the equipment they need to
approach self sufficiency.

A country with a growing population,
where a million people starved to
death every year, has successfully
solved its hunger problem with 50
years of work and new policies. That
country is China.

*Nothing living should ever be
treated with contempt. Whatever it
is that lives, a man, a tree, or a
bird, should be touched gently,
because the time is short.
Civilization
is another word for respect for life.
—Elizabeth Goudge
(1900-1984)*

Appreciate your food!

Have a nutritionist speak to your group. Ask them to help you understand the results of poor nutrition, so you can better understand the problems associated with hunger in the US and abroad. Also, ask them to explain calories, so you can do the activity below. Most communities have a WIC office (Women, Infants, and Children) —their nutritionist might be willing to volunteer their time to speak with you.

After you know a little more about nutrition, work as a group to plan a *good* 2,500 calorie diet for 1 week. That's the minimum required daily calorie intake recommended for basic health.

It wouldn't be wise to go hungry on purpose, but you could try something else to see what it's like to "walk in the shoes" of a kid who lives with hunger, or close to it. Many, many children in countries less wealthy than the US, (often referred to as "developing countries"), do not eat the huge variety of foods that a typical American child eats. A child in rural China, or many African countries, or rural Central and South American countries would probably eat the same thing, breakfast-lunch-and-dinner almost everyday. Try it yourself for one week, and see what you think about it. Here are some sample menus:

Rice, steamed seasonal vegetables, stir fried pork or chicken, no dairy (China)

Corn tortillas, corn meal mush, beans, rice, stewed pork or, chicken, tomatoes and seasonal greens, chili peppers, cheese and milk (Mexico)

Rice, yams, seasonal greens, spicy stewed meat (Nigeria)

Quinoa, potatoes, fish, seasonal greens (Peru)

All of these might eat a seasonal fruit as a treat, but only very wealthy people would have treats made from refined sugars.

Do you know someone from another country? Ask them what a typical menu would be. Maybe they have a recipe they could share.

Time Estimate:

Preparation:
10-20 min.

With scouts:
60 min.

What you will need

- Copy of story: Horton Hears a Who, by Dr. Seuss
- Copies of discussion questions on cards
- Chart paper and marker
- Note paper and pens for scouts
-

Prepare in advance:

Write out or photocopy the questions onto cards for the open discussion and small groups.

Respect for Human Rights

For ages 8-13

Title: *A Person's a Person...*

Focus Considering our role in protecting rights

Inspiration

Read:

Horton Hears a Who, by Dr. Seuss

Scouts can take turns reading one page at a time.

Open discussion:

Let scouts take turns reading questions to the group, and pass the talking stick to get responses.

Why didn't the kangaroo just make fun of Horton, and leave it at that? Why did she escalate to an elaborate kidnapping, and ultimately attempted who-icide?

What causes someone to become a sour kangaroo?

Is there any chance that the little kangaroo would be more tolerant of differences than its mother, when it grows up? Why, how, or why not?

Small group discussion:

Break scouts into pairs and have them find a spot in the room to discuss one of the question cards below. Provide paper and pens so they can take notes and share their ideas with the group when they return.

If there are not enough scouts for all the groups, you could repeat the activity at another meeting, or send the left over questions home for a family discussion—remember to share the results at your next meeting.

* If it has not already come up in the discussion, the word “discrimination” may need to be defined for scouts since it is part of the next step.

Group 1 *A person's a person no matter how small*

→How are “small” people discriminated against (teased, picked on)? (This could mean kids who are smaller than adults, or it could just mean people who are smaller than the average person in their community—discuss one or both).

→ How can “non-small” people act like Horton when they see this discrimination taking place? In other words, how can someone stick up for a smaller person who is being picked on?

→How can smaller people act like the Whos? In other words, how could a smaller person stick up for themselves if they were being picked on?

Group 2 *A person's a person no matter how tall*

→How are tall people discriminated against? (teased, picked on)

→How can non-tall people act like Horton when they see this discrimination taking place? In other words, how can someone stick up for a tall person who is being picked on?

→How can tall people act like the Whos? In other words, how could tall person stick up for themselves if they were being picked on?

Group 3 *A person's a person no matter how heavy.*

→How are people who are over-weight discriminated against? (teased, picked on)

→How can average weight people act like Horton when they see this discrimination taking place? In other words, how can someone stick up for an over weight person who is being picked on?

→How can over weight people act like the Whos? In other words, how could an over weight person stick up for themselves if they were being picked on?

Group 4 *A person's a person no matter how poor*

→How are people who have very little money (lower socio-economic group) discriminated against? (teased, picked on)

→How can affluent people act like Horton when they see this discrimination taking place? In other words, how can someone who is in the middle or upper economic class stick up for a less wealthy person who is being picked on?

→How can people with very little money act like the Whos? In other words, how could a person with very little money stick up for themselves if they were being picked on?

Group 5 *A person's a person no matter what color of skin*

→How are people with black skin discriminated against (teased, picked on, or worse)? There are many different shades of skin from pale white to near black and everything in between. There are also all kinds of discrimination to be found among people of all skin colors. But to *start* this topic, keep to black skin, and other topics can be discussed with the larger group when there is ample time.

→How can people who are not black act like Horton when they see this discrimination taking place? In other words, how can someone stick up for a black person who is being picked on?

→How can black people act like the Whos? In other words, how could a black person stick up for themselves if they were being picked on?

When groups are finished, reform circle and have them take turns, starting with group 1, reporting on what they discussed. On chart paper, keep track of comments in three columns:

What happens to Whos What Hortons can do What Whos can do

At the end, invite further comment from the group as a whole.

? Are there any repeating themes within the columns?

More ideas (for future meetings, or independent work by Scouts)

See activity on page 284, to extend the *Horton Hears a Who* story to all 5 badge principles.

Human Rights ACTIONS

Themes

All ages

(1) Providing basic needs

- Food
- Water
- Health care
- Shelter and clothing
- Education

(2) Taking a stand against discrimination

Ages 10 and up, with thoughtful parental involvement

(3) Protecting from harm

- Slave and Child Labor (see: www.teacher.scholastic.com/scholasticnews/indepth/child_labor)
- Cruel and unusual punishment
- Fear of injury (war, crime, domestic violence,)

Types of Action

- Write editorials
 - Write a letter to your school newspaper, or local paper explaining why you did any of the activities here, and why you think a particular non-profit that you worked with is worthy of everyone's support. (1) (2) (3)
- Circulate petitions
- Boycott
 - Encourage your family and others to buy rugs that are certified to be child labor-free, and to boycott (refuse to buy) rugs without this certification. (see www.globalexchange.org for more on this certification) (3)
- Letter writing
 - Older scouts, with parents: Check out the Amnesty International Website [for kids](http://www.amnestyusa.org/aikids/) for a good explanation of how to write a letter, and how letters can help end violations of human rights. There are very sad stories on this site about harm that has been done to children and families. <http://www.amnestyusa.org/aikids/> (3)
- Public education
 - Many Power companies have programs that allow you to add a donation to your payment that will assist other families having trouble affording their electricity. You could hand out brochures (provided by the power company) that explain the program at your

- bake sale, or when you are tabling at a community gathering. **(1)**
- Do a public reading of “Horton Hears a Who”, and have a forum on the topic “who gets picked on by sour kangaroos in our community?” **(2)**
- March in your local Martin Luther King Jr. Parade**(2)**
- Promote or fundraise for a non-profit organization
 - Support your local food bank with direct donations, or donations that you help collect from others **(1)**
 - If your community doesn't have a food bank, work with local officials to start one **(1)**
 - Help cook and/or serve a meal at a homeless shelter**(1)**
 - Volunteer to help at a Special Olympics event **(2)**
 - Make a care package with mittens, socks, t-shirts, long underwear, etc. for a child at a homeless shelter **(1)**
 - Organize a neighborhood group to plant, tend and harvest a vegetable garden, donate the produce to a food bank**(1)**
 - Collect food scraps (uncooked, no meat) from restaurants or schools, compost it, give it away to local gardeners in exchange for a share in the harvest to go to food banks**(1)**
 - Make "I Care" kits with combs, toothbrushes, shampoo, etc. for homeless people **(1)**
 - Gather clothing from your neighbors and donate it to a local shelter, or work with a group that already does this. **(1)**
 - Build a large collection box for your neighborhood. Paint it to look nice, get permission to put it somewhere central—a corner, a park), post instructions on it about what to donate and what not to donate—including a request not to leave a pile of stuff that doesn't fit in the box. Visit the box regularly to take the donations to a shelter. **(1)**
 - Find an organization such as “meals on wheels”, have a “for-donations” carwash and donate proceeds to be used as gas money for those who deliver meals to homebound individuals. Or just offer to wash the meals-on-wheels volunteer’s cars. This makes valuable community volunteers feel appreciated, which makes them more likely to continue contributing their time. **(1)**
 - Contact Habitat for Humanity, and find out how you can participate, fundraise, or help them find volunteers. **(1)**
 - Have a bake sale for a “ Power Bill Assistance Fund”, and choose a school or daycare to administer it. When a child’s home has its electricity turned off because the parents can’t afford the bill, the parents can apply for cash from the assistance fund (it’s not easy to do homework in the dark, or cook dinner without a stove). **(1)**
 - At “back-to-school” season, set up collection boxes in stores or schools for school supplies (post a wish list). Donate the supplies to a shelter for homeless families with children. **(1)**

- Trick or treat for UNICEF. Go to the UNICEF web site. **(1)**
- Find out if there is a “Gleaners” group in your area, and join them. Gleaners go out to nearby farms at harvest time and collect the food that is left behind by the main harvesters, and bring it to food shelters for distribution. **(1)**
- If you live near agricultural land, there may be an organization that assists migrant workers and their families. Migrant workers often live in poor, substandard housing, and have a hard time affording health care. You may be able to fundraise for them, or collect donations for them. **(1)(2)**

Economic Justice

What kids like you have done
To promote Economic Justice

Background

Cocoa is grown in tropical Africa and a few other tropical areas. Chocolate, the sweet candy, is made from cocoa. Cocoa has been harvested in Africa and sent to far away countries to be turned into chocolate for over a century (Milton Hershey started making chocolate in the 1890's, and became one of America's most wealthy people). In the year 2000, newspapers began printing stories about slave labor being used to harvest cocoa in Africa. Many people began making a big fuss about this. They wanted chocolate makers to stop buying cocoa picked by slaves, so that cocoa farmers would be encouraged to stop using slaves. Some of the people making a fuss were kids like you. The chocolate companies (like Hershey) listened to them. Senators in the US government listened to them. Grown-ups from all over the planet realized they had to do something about the unfair treatment of cocoa pickers. The work is still being done today. It is still being done because there are people, even kids who are demanding that it be done.

Cocoa pickers were having a tough life many, many, many years before US Senators Harkin and Engle began telling chocolate makers they would have to try harder to keep slave-picked cocoa out of their candy. But the reason those Senators finally did start working for Fair Trade Cocoa is because many, many people, including kids, asked them to do it, and keep asking.

Here is a letter written by kids like you. By letting a chocolate company know how they feel, they are showing that the issue of fair trade cocoa should not be ignored.

Grades 1 and 2 Hazelwood School District Hazelwood, MO
Teacher: Carrie Ziolkowski

March 21, 2003

Dear M&M/Mars,

We are 1st and 2nd graders from the GALACTIC Gifted Program in Hazelwood, Missouri. We are taking a "Chocolate" class, and we are learning about things like how chocolate is made. The last two weeks, we have learned about cocoa farmers and Fair Trade chocolate.

We want your company to use the Fair Trade system for the cocoa farmers. We think you should use the Fair Trade System because the cocoa farmers don't have enough money for going to the doctor, for buying clothes, for food, and for having a good home. It's important that you remember that your chocolate comes from cocoa farmers and without them you can't make products like M&Ms.

Thank you for taking the time to read this letter.

As a result of people making a fuss, Chocolate makers promised to find and use only fairly harvested cocoa by July 2005.(1)

In June 2004, Chocolate makers said they were working on their promise, and still planned to be ready by their deadline.(2)

In July 2005, chocolate makers explained that they were trying, but were still having a hard time making sure that the cocoa they bought was picked fairly. They said they would be more sure by 2008.(3)

Today:

What was planned has not been achieved. Candy is still made with unfairly harvested cocoa. If no one pays attention, writes letters, expresses their opinion...it may never change.

notes

(1) from the Hershey site <http://www.thehersheycompany.com/about/cocoa.asp>

The final step to be delivered under the Protocol timetable is the implementation of standards of public certification that cocoa has been grown without the worst forms of child labor, due by July 1, 2005. This is the most challenging step in the Protocol, involving the first-ever establishment of a certification process for a crop grown in the developing world. With support from the ILO, work on the design of this certification system including independent monitoring and verification as well as an international reporting process already is well underway, with model testing scheduled for the upcoming harvests this year and roll-out in the Ivory Coast and Ghana in time to meet next year's deadline.

(2) from http://www.laborrights.org/projects/childlab/cocoa_063004.htm

On June 17, 2004, the chocolate and cocoa industry, at the request of Senator Tom Harkin, conducted a public briefing to provide a review progress made toward implementation of the Harkin-Engel Protocol and elimination of child labor in cocoa production in West Africa. Representatives from the Chocolate Manufacturers Association and the World Cocoa Foundation provided the formal briefing, and additional representatives from Hershey Foods and the International Cocoa Initiative were on hand to take questions from the audience. Child labor and fair trade advocates raised a number of questions about progress toward monitoring, certification and the elimination of child labor. Unfortunately, none of the representatives on hand were able to answer these fundamental questions.

(3) from <http://www.responsiblecocoa.com/news/press-release-070105.aspx>

Joint Statement from U.S. Senator Tom Harkin, Representative Eliot Engel and the Chocolate/Cocoa Industry on Efforts to Address the Worst Forms of Child Labor in Cocoa Growing

1. Protocol Work Continues

July 1, 2005

WASHINGTON, DC, USA (July, 1, 2005) - U.S. Senator Tom Harkin (D-IA), U.S. Representative Eliot Engel (D-NY) and the global chocolate/cocoa industry today issued a joint statement on efforts to address the worst forms of child labor and forced labor in the West African cocoa sector. Rollout of the certification system -- including monitoring, data analysis, reporting and activities to address the worst forms of child labor -- as aggressively as possible in Cote d'Ivoire and Ghana, with a goal of covering 50 percent of the two countries' cocoa-producing areas by July 2008. This is a milestone on the way towards the ultimate goal of 100 percent coverage in the two countries.

1.

"The industry-funded child labor oversight organization the Cocoa Verification Working Group recently published a discouraging report on the chocolate industry's progress to eliminate the worst forms of child labor and forced labor from the cocoa fields. The report made several recommendations, and I hope that industry will take these recommendations seriously as we move forward in the Protocol process," said Harkin. "To ensure accountability, positive momentum and transparency, we have agreed to establish an independent oversight entity to monitor the further implementation of the Harkin-Engel protocol."

Family Time Resources for Promoting Economic Justice

Age 10-13

Read Dreamstarter, in Earthchild, pp. 304-305 on visiting a homeless shelter.

Guiding Questions: How did the girl in this story promote economic justice? How can we promote social and economic justice in our community?

Age 3-5

Lesson Focus: The importance of sharing.

Read, It's Mine, by Leo Lionni (on sharing). Earthchild, p. 314.

Guiding Questions: Why is it important to share what we have? In what other ways can we be good friends?

Read Stone Soup

There are several versions, I highly recommend this one—it has a song!

Some Friends to Feed : The Story of Stone Soup

by *Pete Seeger, Paul Dubois Jacobs, Michael Hays (Illustrator)*

Tom Chapin wrote a song too, see it at

<http://members.aol.com/chapinfo/tc/lss.html>

Bigger Than Yourself

Great CD by John McCutcheon

“I Got a Dime”, a song about creating wealth through combining resources

“Wathchagonnabe?”, a song that celebrates jobs and the many contributions that different workers make

If the World Were a Village: A Book About the World's People (Ira Children's Book Awards (International Reading Association))

by **David J. Smith, Shelagh Armstrong** (Illustrator)

...if the world were a village of 100 people, only 24 would have televisions in their home, 20 earn less than a dollar a day...many interesting facts plus activities for home

Stone Soup Economics

Introduction to Promoting Economic Justice

Adaptable to all ages (see page 161 for age 3-7 suggestions)

FORWARD

When I (Kelli) introduced parents in my child's playgroup to the Earth Scouts, they thought it sounded fine. When we had a parent meeting to look at the actual Earth Charter, one mother very politely said it all looked fine—except that socialism part. She was brave enough to stay involved, and trusted that the group would respect her reservations, and we did. But writing up activities for the Economic Justice Badge has definitely brought this delicate topic up again.

I've had to ask myself: does embracing the Earth Charter inherently mean a willingness to question the sustainability of the United States' version of free market capitalism? Maybe, maybe not. But hopefully our constitution does protect our right to explore ideas, and learn about alternatives. Turn on the TV, go into a retail store, try to haggle at a garage sale—and you will realize that capitalism is in no danger whatsoever. It can withstand some moderate competition with other ideas.

So, here are some other ideas.

Read Stone Soup

synopsis

A traveler arrives in a new town and is hungry. He boasts that he can make great soup just out of stones. He proceeds to coax the townspeople to bring other ingredients to make the soup just a bit better. In the end, everyone enjoys some delicious soup.

There are several versions, I highly recommend this one—it has a song!

Some Friends to Feed : The Story of Stone Soup

by *Pete Seeger, Paul Dubois Jacobs, Michael Hays (Illustrator)*

Tom Chapin wrote a song too, find it at

<http://members.aol.com/chapinfo/tc/lss.html>

Do a go-around and chart responses to the following questions:

1. Give an adjective that describes the main character (describing word like happy, sad, clever)
2. Give an adjective that describes the towns people
3. Which of these adjectives would you pick for the main character if you had to pick only one : trickster or teacher
4. What are other ways (besides tricks) to encourage others to cooperate or participate in an activity that will benefit the community?

Establish Purpose of Activity:

We will be starting some activities to help us understand Economic Justice. Justice is like fairness. Economics is pretty complicated. We are going to look at economics as how people get the things they need and want.

In the story Stone Soup, the traveler does not go to the store and buy his soup. The story shows there is more than one way to get what you need and want.

Introduce Project

For this activity, you are all going to make soup. You will make it in groups of two. In these soup cans is your “plan”. You will all have different plans, and you should try to keep them a secret, as the traveler in the story did. You will have 1 week to complete your soup activity. In a week, we will be sharing our stories with each other. I would like you all to think of a creative way to share your story. You may want to write about your soup making experience, or take photos and create a story board, or take video, or make an audio recording as you go along. Remember to plan your time to include asking for help with any of your ideas. Since you will be cooking, make sure you include your parents in your plan—it doesn’t have to be a secret from them. The purpose of the secret is to make your stories more of a surprise, so just don’t tell each other. If you have questions, just ask me.

Here is what to write for the different “soup plans” (photocopy and cut apart)

Group #1

Use the ingredients that your group facilitator will give to you to make a soup. Then give the soup away to anyone you wish. The soup must be eaten, and it must be eaten by someone other than your selves. You must get permission for all of this from your parents or guardians.

Where will you cook your soup?

Who will you give your soup to?

How will you record your thoughts and feelings and share your story?

Group #2

You must buy your own ingredients and make a soup. You must use money that you have earned, and you must spend no more than \$4. When your soup is complete you must sell it and try to make a profit (get more than \$4 for it). You must get permission from your parent or guardian for every step.

Where will you cook your soup?

Who will you try to sell it to?

How will you get your money for the ingredients?

How will you get to a store to buy your ingredients?

How will you record your thoughts and feelings and share your story?

Group #3

You must buy your own ingredients and make a soup. You must use money that you have earned, and you must spend no more than \$4. When your soup is complete you must give it away for free. The soup must be eaten by someone other than yourselves.

Where will you cook your soup?

Who will you serve it to?

How will you get your money for the ingredients?

How will you get to a store to buy your ingredients?

How will you record your thoughts and feelings and share your story?

Group #4

You must get ingredients for your soup from people you know (not from your own kitchen). You can not accept money, only ingredients. You must make a soup with the ingredients (you can get help with the recipe, and not all the ingredients must be used in the soup—you want it to be tasty). You must serve the soup to all the contributors and have some yourself—just like the story stone soup.

Where will you cook your soup?

Who will you ask for ingredients?

How will you serve the soup to the contributors?

How will you record your thoughts and feelings and share your story?

Instructions continued:

Now, pair off. You have to be able to meet with each other during the week so choose your groups with that in mind. Remember, Earth Scouts sit in a circle “where we all belong”, so be considerate of each other’s feelings as you choose partners.

Next, go someplace where you can read your plan in private and talk about it. You will have 10 to 15 minutes. When you come back, I would like to see your plans. I will come around to your groups to answer your questions.

Now take your plans home, and show them to your parents/guardians. You may have to change them a little depending on what works for your families. My phone number is on the plan if you or your family needs to call.

Now plan to do follow up calls with the parents—probably need to send a letter home directly to the parents. Definitely want to try this after you have at least met them all.

Story Sharing

Allow plenty of time for each story. Find out ahead of time what scouts are planning to present, if they will need a TV (for homevideos) or other equipment. You may need to plan more than one meeting if the projects are lengthy.

When the stories are all told:

Reflect and draw comparisons between each plan and real life.

For example:

Remember we talked about Economics being the “HOW” people get things—like soup, and Justice is whether it’s fair.

Think about the stories we’ve heard. What are examples of things that seemed fair or unfair to you as we did this project?

(listen)

All your soup plans were similar to how economics really happens in our community—there is more than one way.

- *Group #1, your project was similar to ways that our community shares its wealth with those in need. A food bank collects food donations, then distributes them to*

people without enough food. Can anyone think of other ways this kind of sharing takes place?

- *What happens in real life, in our community, that is similar to group#2's story?*
- *Continue with groups 3 and 4*

More real-life example of each soup plan

#1 Charities such as soup kitchens, canned food drives, blanket and clothing collections for shelters, toys for tots and other holiday gift collections. They depend on the donations from those who can afford it, and distribute to those in need.

#2 Business. Spends its own money and hopes to sell for a profit: grocery stores, clothing stores, etc.

#3 Philanthropy: Individuals and groups use their own money to buy and distribute things to those in need.

#4 Communalism: everyone does a share of the work or makes a contribution of resources, and everyone shares in the product. Pot luck dinner, cooperative business, worker owned business—examples are hard to come by—go figure.

CHALLENGE: Find out if and how your family is connected to any of the forms of economics that we talked about today (charities? Business owners or consumers?). Share at the next meeting.

Discussion Part 2 (at another meeting, since they have probably had enough by now)
The Earth Charter calls on us to promote economic justice. Here are 2 ways to do that.

(Write these out so all can see)

Respect the producers (people who work to make products)

Demand that businesses be responsible for their actions (pay fair wages, treat workers fairly)

Pretend that we are our soup-making was so successful, that everyone who tasted it wants more, so we are going to start an Earth Scouts Soup Company. Make a list of at least 3 things we could do as soup manufacturers who wanted to promote economic justice. For instance: how would workers be paid, and how should they get? Just use your imagination, and your own experience as a soup maker. After a few minutes we'll share our lists.

Share lists in a go-around.

CHALLENGE: Try to notice examples of Economic Justice or Injustice, and share them with the group at the next meeting.

Alternatives:

This is set up for a group of 8. If you have more, you could repeat some of the tasks (i.e. more than one group does task #1. You could make some groups larger than 2. If you have less than 8, you could stretch things to two weeks, have two teams instead of 4, give out plan #1 and #3 first, get together and share, then give them another week to try plan #2 and #4.

If cooking facilities are the issue, remember that the soup can be microwaved, or done in a crock pot, or prepped and then taken home by someone to be cooked, frozen, and reheated for the “serving” stage at the next meeting.

For younger kids, or when it's just impractical for them to do this level of "homework":

Work as one group, on one plan per meeting, using #2 and #3 and modifying the financial contribution (i.e., one vegetable each that they "bought" by doing a chore or using their own money—50 cents or less).

Young children can cut veggies with plastic knives, but they should be softened by parboiling first (plastic knives *can* cut flesh).

Make sure you record your thoughts and feelings and reflections all along, then put them into a documentary form that you can share at a family gathering.

For the discussion section simplify the comparison to that of sharing soup vs. selling soup:

- *Which did they like better and why?*
- *What things get bought and sold in our community?*
If they need help, make suggestions: *Do we buy food? Do we buy air? Do we buy clothing? Do we pay to go down the slide at the playground?*
- *What things get shared in our community? Do we share food? Do we share the air? Do we share clothing? Do we share the slide at the playground?*

Skip "Discussion part 2", and introduce the concept of "respecting producers" through other activities such as reading clothing and stuffed toy labels, reading about farming, and inventing stories with the prompt: "Where does ____ come from?".

Time Estimate:
Preparation:
Gather materials

With scouts:
30-40 minutes

What you will need

- Several rolls of pennies
- Copy of the average salary chart (page 164)
- Metal container (like a coffee can)
- Audio recording device (optional)

Prepare in advance:

Economic
Justice

For ages 8-13

Title: Penny Drop Demonstration

Focus: Thinking about fair wages

Activity:

Compare the wages of two different workers:

Each scout chooses a job from the list below, and counts out the number of pennies that person would earn in one minute.

The first scout chooses a partner—someone with a job they would like to compare to their own. They take turns spilling their pennies into a metal coffee can and “listening” to the difference in pay. Each scout then comments on why they think the difference, or similarity, is fair or unfair.

Make a recording of all the side by side comparisons you think are interesting. Brainstorm how you might use these.

Try having listeners guess which penny drop will last the longest.

Example: *Legal secretary and a coal miner, which one do you think is paid more?*

If you are comparing between countries, you may have to go to pennies/ hour instead of minutes.

CHALLENGE: Find a standardized way to dump the pennies for the most “balanced” comparison.

Further Discussion:

- Why do different jobs earn different wages?
- What benefit do you personally get from each of these different workers?
- How much would you pay them?

Closing go-around

If parents and children were given a wage in your family, how would they compare?

More ideas (for future meetings, or independent work by Scouts)

Use US min. wage and one foreign salary to answer these questions:

How much is earned in a week?

How much money is that after buying food if you live in an industrialized country?

(subtract 25% for food)

How much money is that after buying food if you live in a rural area of a developing country? (subtract 85% for food)

Poverty line for family of 4 is \$19,350/yr. Find a job that makes less than this in a year (assume 40 hr/ week, 52 weeks/ yr, so 2080 hours worked/ yr)

The Southern hemisphere which contains $\frac{3}{4}$ of the world's population claims only 20% of the world's income

Families living in industrialized countries spend 20-25% of their income on food (75% on shelter, clothes, health, and stuff)

In many developing countries, the rural poor spend as much as 85% of their income on food (15% left for shelter, clothes, health, and stuff)

The poorest countries have been spending less and less on health care and education in order to pay off increasing national debt.

The toy out of a gumball machine

A where-does-it-come-from? story

Ages 8-13

Plastic comes from petroleum that comes from the middle east and is refined in _____ and sent to a factory in China to be molded and colored and assembled and packed inside a little ball, and then packed in a box for shipping. The ball is sent by air to a warehouse in the US then shipped by air and truck to the vending machine owner (vendor) who travels to each of his/her machines filling them and collecting the quarters to pay for food, clothing, housing.

When you put a quarter in a machine to get a toy, some of the money goes to pay for the ingredients for making plastic and the energy to run the toy making machines. Some more of your 25 cents goes to the people who mix the plastic, put it into molds, and design or think up the toy, and pack it into the ball, and pack the balls into boxes, move the boxes on and off trucks and planes, ---and there still has to be some of that 25 cents left over for the vendor to live off of. In fact, the vendor pays 10 cents for each ball, so they earn (keep) 15 cents from every ball that is sold, and have to sell 100 of them to buy a large \$15 pizza.

If each ball costs 10 cents to make, and you forget about the cost of the plastic ingredients, and assume the factory owner is making a little more than the workers, then when you buy a toy in a ball:

factory owner	gets 3 cents
plastic mixer	gets 1.7 cents
plastic molder	gets 1.7 cents
ball stuffer	gets 1.7 cents
box mover	gets 1.7 cents

(this is if the money from one ball is divided equally for all workers)

Remember, the vendor gets 15 cents / ball.

Now, if YOU were PAID 1.7 cents for every ball you stuffed with a toy, and you stuffed a ball every 5 seconds for 6 hours without stopping (the whole time you were at school for instance) you would earn: \$73.44.

That's \$17,625/ year. Which, by the way, is considered poverty for a family of 4 in the US.

In fact, the worker who puts the toy inside the ball does not get even a penny from each ball. At 1 ball every 5 seconds, they get 1 penny after 12 balls are stuffed.

What a Chinese plastic toy factory worker really earns is 60 cents/hour, so if they stuffed balls for 6 hours, they get \$3.60.

They would have to stuff balls 180 balls before they earned as much as the vendor does when he/she sells just 1 ball.

ACTIVITY

Use the Chinese 60 cents/hour statistic and the cost of a different toy from China to determine how much of your money gets to the factory worker.

formula:

A) how many toys do you think they could make in 1 hour?

$\$0.60 / A = \text{how much the worker got paid for their work on the toy}$

B) cost of the toy to the final consumer (you)

C) cost of the toy to the retailer (owner of the store that sells the toy)

Suggestion: ask them or use the internet to find a wholesaler for a similar toy and call them (they often keep these prices secret for reasons of competition, but might be willing to share them for educational purposes)

$B - C = \text{how much the seller got paid for the toy}$

So:

For a plush toy, a stuffer might stuff 1 toy every 30 seconds or 2 per minute, times 60 minutes is 120 toys per hour. $A=120$

$\$0.60 / 120 = .005$ that's ½ penny for each toy

See also:

http://www.northwestwatch.org/publications/stuff_curriculum.pdf
where stuff comes from-resource tracking

Quick activities for Economic Justice

Copy onto card stock and cut out.

<p style="text-align: center;">Who works for you?</p> <p>Brainstorm a list of jobs that get done for you and your community. (postal carrier, garbage collector, teacher...)</p> <p>Hand out paper, and have scouts write or draw (or quietly think about) something to go with this title: “what would happen if there were no _____” (fill in the blank with the job they choose).</p> <p>Let scouts share their creations in a go round.</p>	<p>According to The Union Bank of Switzerland, It takes the average worker in Nairobi (African continent) 3 hours of work to earn enough to buy a Big Mac.</p> <p>It takes the average worker in Moscow (Russia) 2 hours.</p> <p>It takes the average worker in the US 11 minutes.</p>
<p>The Southern hemisphere which contains $\frac{3}{4}$ of the world’s population claims only 20% of the world’s income</p> <p style="text-align: center;">Individually, or as a group: Draw a circle and shade in the southern hemisphere. Draw a circle and shade in $\frac{3}{4}$ of it. Draw a circle and shade in 20% of it.</p>	<p style="text-align: center;">Families living in industrialized countries spend 20-25% of their income on food (75% on shelter, clothes, health, and stuff)</p> <p>In many developing countries, the rural poor spend as much as 85% of their income on food (15% left for shelter, clothes, health, and stuff)</p>
<p>Capitalism</p> <p>An economic or socio-economic system in which the means of production are overwhelmingly privately owned and operated for profit, decisions regarding investment of capital are made privately, and where production, distribution, and the prices of goods, services, and labor are affected by the forces of supply and demand.</p>	<p>Socialism</p> <p>A social and economic system in which the means of production are collectively owned and administered by all of society. The purpose: to produce a more evenly spread distribution of wealth. The idea of abolition of private property became a part of the idea in the early 19th century.</p>

<p>Communism</p> <p>A theory usually said to have come from a man named Karl Marx. It describes a form of socialism in which there is no government to make economic decisions about shared property, only people.</p>	<p>When comparing two different countries, it is natural to ask which one is more expensive to live in. This question is difficult to answer because the two countries use different currencies and the same products are not available. The Union Bank of Switzerland solved this problem by comparing the amount of time a person has to work to earn enough to buy a Big Mac. Based on their survey of 56 cities, the global average is 37 minutes.</p> <p>From http://sage.tamu.edu/topics/topic_resources/C/cost_of_living/cost_of_living.html</p>
<p>HISTORY of the 8 hour day</p> <p>In the 1800s, the workday could range from 10-16 hours 6 days a week, usually in poor working conditions. Robert Owen (Britain) called for “Eight hours labour, Eight hours recreation, Eight hours rest” in 1817, but by 1847 only women and children in England were guaranteed a 10 hour day. The Chicago labor movement rallied for an 8 hour day in 1864, and shut down the city for one week during a strike which began May 1, 1867. In the United States, employers generally accepted the 8-hour day as of 1912. The Wages and Hours Act of 1938 set the maximum standard work week to 44 hours, and in 1950 this was reduced to 40 hours.</p>	<p>Mary Harris Jones (August 1, 1837 – November 30, 1930), better known as Mother Jones, was a prominent American labor and community organizer. Jones is known as the "Grandmother of All Agitators". She is also believed to be the inspiration for the popular folk song She'll Be Coming 'Round the Mountain. In 1903, she organized children working in mills and mines in the "Children's Crusade"—a march from Pennsylvania to New York, the home of President Theodore Roosevelt—with banners demanding "We want time to play!" and "We want to go to school!" Though the President refused to meet with the marchers, the incident brought the issue of child labor to the forefront of the public agenda.</p>

HISTORY of Minimum wage.

1907, Australia established a 'living wage' for a man, his wife and two children to "live in frugal comfort"

1912, the state of Massachusetts, United States, set minimum wages for women and children

The minimum wage was established in the United States in 1938 (pursuant to the Fair Labor Standards Act), at \$.25 per hour (\$3.22 in 2005 dollars.) It had its highest purchasing value ever in 1968, when it was \$1.60/hour.

The minimum wage

The minimum rate a worker can legally be paid (usually per hour). Countries sets there own minimum wage laws and regulations, and many countries have no minimum wage.

The US minimum wage is \$5.15 per hour, although workers under age 20 can be paid \$4.25 an hour for their first 90 days. States can create there own minimum wage at a higher rate, and many do.

Economic Justice Actions

Respect the producers

- **Work to protect farm workers decreasing pesticide use, and ensuring access to health care and education for migrant workers**

Promoting an alternative

- Shop for organic food when possible
- Work with schools to use more organic products in school lunches

Promote or fundraise for a non-profit organization

- Find a local non-profit group that tries to help migrant workers, and ask how you can support them
- If there is a daycare or day camp program that serves migrant worker families, offer to read stories to the younger kids.

- **Work to protect garment workers from unfair wages and poor work conditions**

Promoting an alternative

- Encourage a school or city government to buy “sweat free” garments (not made under sweat shop conditions) such as
 - school uniforms
 - team uniforms
 - club t-shirts
 - back to school clothes

→Global Exchange has a web site with extensive information on how to initiate such a campaign: www.globalexchange.org

Public education

Such as buying and wearing non-sweatshop produced t-shirts that have messages on them about buying sweat-free products

- **Work to eliminate slave labor in Cocoa (and coffee) production**

- Create a petition

- Get signatures of those who would rather eat fair trade cocoa products, and send it to senators and Chocolate companies

- Letter writing

- To Senators Harkin and Engle, thanking them for supporting the movement to demand fair trade cocoa, and to chocolate manufacturers asking them to make products with fair trade cocoa
 - Challenge others to write letters, provide writing supplies and model letters at a table set up at a park, or festival

- see

- www.globalexchange.org/campaigns/fairtrade/cocoa/chocolatekids for sample letters, addresses, and MUCH, MUCH more

- Promoting an alternative

- Make a personal choice to buy fair trade cocoa
 - have a bake sale or cake walk and use fair trade cocoa in your goodies (Divine chocolate company has a chocolate factory that directly benefits cocoa harvesters—check it out on the web)
 - sell coupons for fair trade cocoa
 - pass out fair trade chocolates out on Halloween, Valentine’s Day, etc. (www.globalexchange.org has an online store with fair-trade holiday chocolates)
 - serve hot cocoa and coffee made with fair trade products at community functions and fairs
 - Have a fair trade chocolate tasting party
 - go on a chocolate fast, and tell your friends and neighbors why
 - Challenge adults to coffee fast with you--the loser buys fair trade product for the other

Work to gain international debt forgiveness for developing countries

- Write letters

- to Federal Government representatives asking them to work on this issue. Tell them why you think it would be better for everyone.

Demand corporate responsibility

Work to end exploitive child labor

Write letters

- to Federal government representatives asking them to work on this issue.

Public Education

- Find out as much as you can about the work started by Iqbal Masih, on the use of children to make rugs, and educate people in your community through a public forum meeting, or by displaying information at a public event such as Earth Day. Start with Kelly Frost's essay at www.myhero.com.

Promote or fundraise for a non-profit organization

- Sell blue buttons that people sew on their clothes in place of the original button, to show support for the movement to end exploitive child labor (since it is often children who are given the button sewing tasks). Send the proceeds of your button selling project to a non-profit* that helps free children from lives of work that deprive them of health and education.

* "Blue Buttons" is an original Earth Scout campaign, and an appropriate partner non-profit to receive the proceeds is still being sought—your group could help find it.

More themes to explore:

- Respectful Work Relationships
- Helping people achieve a secure and meaningful job
- Women should be full and equal participants in economic life
- Respect the rights of indigenous peoples to practice sustainable living in traditional ways

Pick some other topic that interests you, and develop your own action from the list below.

Types of action

- Write editorials
- Circulate petitions
- Boycott
- Letter writing
- Public education
- Promoting an alternative
- Promote or fundraise for a non-profit organization

Excerpts from the Earth Charter that connect with
Economic Justice

From *The Global Situation*

The benefits of development are not shared equitably and the gap between rich and poor is widening.

I. RESPECT AND CARE FOR THE COMMUNITY OF LIFE

3b Promote social and economic justice, enabling all to achieve a secure and meaningful livelihood that is ecologically responsible.

II. ECOLOGICAL INTEGRITY

7d Internalize the full environmental and social costs of goods and services in the selling price, and enable consumers to identify products that meet the highest social and environmental standards

10 Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.

- a. Promote the equitable distribution of wealth within nations and among nations
- b. Enhance the intellectual, financial, technical and social resources of developing nations, and relieve them of onerous international debt.
- c. Require multinational corporations and international financial organizations to act transparently in the public good, and hold them accountable for the consequences of their activities.

11b Promote the active participation of women in all aspects of economic, political, civil, social, and cultural life as full and equal partners, decision makers, leaders, and beneficiaries.

12b Affirm the rights of indigenous peoples to their spirituality, knowledge, lands and resources and to their related practice of sustainable livelihoods.

Participatory Democracy

What kids like you have done to promote Participatory Democracy

From:

http://www.kidsforsavingearth.org/news_report/april04kids.html

By Crestwood Student Brad Pizzalato - Our PE teacher, Ms. Shol, started an Environmental Club at our school, Crestwood Elementary in Kent, Washington. Our club name is the "Defenders of the Planet" (DOP) because we try to come up with ideas or ways to defend our planet with Energy Conservation, recycling, reusing, and cleaning up the environment, both at school and in our homes.

At our first meeting, Ms. Shol suggested we try to get a state insect elected after she read about an elementary school in Colorado which had succeeded in making a butterfly their state insect. First, we contacted Dr. Richard Zach, an entomologist from Washington State University, asking him to help us select "good bug" candidates for the state insect. With his help, we narrowed the list down to seven insects that were native to Washington state, beneficial to the environment, visible across the state, and were not harmful to people or animals. With the help of a fourth grade class who researched the seven insects, DOP voted for their top three choices. These were the ladybug, the green lace wing, and the dragonfly. We then sent out ballots to 500 schools in Washington. Students and teachers could send in a paper ballot with their voting results or e-mail their votes to our school. The results were: 15,000 votes for the dragonfly, 7800 votes for the ladybug, and 3400 votes for the green lacewing.

The whole school was involved in the campaign. We made campaign buttons, a campaign poster, created a web site, counted votes, called legislators, did interviews, wrote editorials, mapped the schools who sent in votes, tallied e-mail votes, colored campaign pictures, telephoned Senators and Representatives, made "dragonfly fact" books, and our music teacher wrote a song about wanting the dragonfly as the state insect.

We worked on a presentation for the House Committee which included why we thought the dragonfly would be a great state insect:

- *There are 400 species in the state of Washington
- *They were around in dinosaur times
- *They do not cause harm to agriculture, industry, humans, or animals
- *No other state had the dragonfly as their state insect
- *There are various names for the dragonfly: (Anax junius Drury, the mosquito hawk, common green darner)

Family Time Resources for Participatory Democracy

Read

Tale of the Vanishing Rainbow, Earthchild, p. 314
Ages 6-8 Lesson Focus: The importance of sharing and working together.

Guiding Questions: How can people help one another

As a family, build a tower of cards, blocks, or sticks. What problems did you have? How did you help each other?

Listen

Rosie Emory song, "Cooperation," from Rainbow Road CD.

Bigger Than Yourself

Great CD by John McCutcheon

"The Principal", a song about kids organizing, and negotiating with authority

"Kids on Strike", a song about kids having a voice

By Sweet Honey in the Rock

Young and Positive, CD

with awesome rap by the same title

Consensus training

Earth Scouts ACT with the principle of Participatory Democracy at every practical opportunity, because this principle is at the heart of interconnectedness, inclusiveness, and respect for the value of ALL beings.

Consensus group decision making is a process to ensure that every member participates in a decision, and that every member genuinely feels that their voice was heard, considered, and respected. Clearly, everyone *can't always get what they want*; the secret of consensus is developing a caring and mature attitude so that one may practice the art of *agreeing to disagree* gracefully.

Consensus group decision making is a skill that must be taught. It is a skill that is rarely taught, and Earth Scouts may be a child's only opportunity to encounter it before entering the adult world of group decision making. If more community organizations, governing bodies, and even businesses practiced consensus (rather than Robert's Rules, or loudest/most persuasive wins, or just whatever) the world would be transformed into a more caring, connected place.

Consensus decisions are rarely quick. You wouldn't use it to divide up tasks for putting out a fire.

Consensus decisions take maturity, patience, a well trained facilitator, and a group that is bonded in a significant way. WAIT!!!! Kids can do it!! It just takes training, and opportunities to practice. Very young children (3-7) may not even reach consensus in a relatively large group (5 or more), but they can begin practicing the skills that will make them effective group decision makers as they get older. Older children (7 and up) will need months of practice, and perhaps years depending on developmental differences, before they can follow the whole process through to completion on a decision that is challenging. All children should be given opportunities to practice their skills, and appreciate the feelings of successful group work in small groups (less than 5) and small decisions (what kind of pizza to make) before attempting something else. Children can and should have the opportunity to act as facilitators in a group--but only after the group has practiced under a well trained facilitator first.

Consensus Nutshells

What is it?

A special set of steps you follow when a group needs to make a decision. A process.

Why use Consensus?

There are no “losers” in a consensus decision. Everyone agrees to care about each other’s feelings and ideas. Consensus is the spirit of “a circle where we all belong”.

How does it work? (Make a poster of this info to help you remember the steps)

step 1: WHAT --the whole group agrees on a question, problem or topic to discuss

step 2: WELCOME-- *every single* person in the group is invited to take a turn talking

step 3: WHAT --the problem and it’s solution is announced again (because maybe it has changed now that everyone has had a chance to talk and think about it)

step 4: WHOA! --the facilitator asks if anyone has something to say before the decision is reached

step 5: WAVE --the facilitator asks everyone to show they agree or “can live with” the decision by waving two hands.

step 6: WAIT --if someone felt strongly that they could not agree, and could not stand aside, they would raise their hand instead of waving and ask the group to wait. The facilitator would help the group decide if they wanted to keep discussing, or move on to something else and try again another time.

Roles

Facilitator: Makes sure all the roles are filled, makes sure each step of the process is followed, pays attention to time-keeping, vibes, and ensures that every single person gets their chance to speak and is listened to respectfully, helps the group decide what to do if they run out of time.

Time Keeper: there should be a time limit to the discussion (everyone has to go home eventually), the time keeper should remind the group that they are approaching the time limit 10, 5 and 1 minute before the limit is reached.

Note Keeper: The discussion may have to continue another day, and a record of what was said should be available in case people forget. Any consensus agreements should also be recorded--perhaps in the community scrap book.

Cooler: there can be more than one of these. They help the group remember the goal of consensus-- “no losers”-- by speaking up if they feel that things are getting too heated, emotional or intimidating for any of the group members. They suggest a quick break to “chill out“ (perhaps a few pranayamas--that’s deep breaths, in yoga-speak), or even tell a little joke to lighten things up.

Talking Stick Keeper: reads the list of group member responsibilities at the beginning of the discussion, makes sure the talking stick is being passed fairly, and puts it away safely at the end of the meeting.

Responsibilities (write these on, or attach them to your talking stick)

Keep your ears open

Keep your heart and mind open

Use positive words*

Make good behavior choices

Use your voice

Stay on topic

*good Shana Banana song for this called “Positive Words”, on her Yoga DVD.

Two Essential Group Process Techniques

Go Around:

An activity that affirms the inherent value of every member in the group.

1. Inform the group that they will be doing a go around
2. Use a talking stick, and read the reminders attached to it
3. Go around the circle, allowing each member to speak. If they wish to pass, they may pass the stick to the next person silently or saying “pass”.
4. When everyone has had a chance to speak or pass, the facilitator announces that the stick may now be passed to anyone who wishes to speak, they should show they want to speak with a silent sign (raised hand, or colored cards or palm out-- whatever the group has decided). The facilitator should also announce how much time is left for comments and discussion.
5. Never cut the go around short so that someone feels they are less welcome to talk because time is running out. Don't start a go around on a complex or controversial topic at the end of a meeting when everyone's ability to focus is lessened by fatigue, or concerns about getting out on time.
6. When time really is up, close the discussion by acknowledging that the discussion can be continued at the next meeting if that seems warranted.
7. Behaviors to gently discourage:
 - Talking without the stick in hand (although the facilitator may need to do this from time to time to teach the process)
 - Making disruptive sounds or movements in lieu of verbal comments or to ask for a turn with the stick

Brainstorm:

Do remind everyone of the purpose of a brainstorm prior to beginning:

It's a storm of ideas, many ideas showering down on your paper/ blackboard. After the storm, you can clean up the list and focus on the most useful ideas.

Often, there is more than one answer to a question and more than one way to solve a problem. A brainstorm means that you open your imagination and speak out what ever answers come into your head. If many people do this, you could get a big list with some

good ideas that one person alone might not have thought of. If you stop worrying about whether your idea is good enough or if it will work, it can help you be creative which means you might have a good idea that you didn't even know you had.

Do remind everyone of the brainstorm rules before starting:

- “speak your ideas”
- “do not speak about other people's ideas”.

Brainstorms can be done with or without raising hands to speak. Tell the group which way they will be doing it. Don't be afraid to try “no hands”, it lends itself to a faster paced and potentially more creative session--but you might need two people recording in order to keep up.

Be diligent in recording everyone's ideas, as closely to verbatim as possible, in a way that everyone can see (chart paper, chalk board, white board). For very lengthy responses, suggest a shorter version, but be sincere in asking for their approval of your paraphrase. You may also want to provide paper and pencils and ask them to write it themselves to tape to the chart.

Backyard Meeting

A play in 5 parts to be read aloud. For ages 8-13

Statement of purpose for scouts:

We are going to role play a consensus decision from start to finish so you can “see” and “hear” what consensus process is like.

Prior activities: review page ____ “Consensus Nutshells”

Follow-up activity: Read through the check list “More Consensus Advice” and use it to evaluate the animals in the play (i.e., did they follow the advice?)

Prepare role cards ahead of time:

Use green and yellow construction paper and glue.

Cut 8 ½ x 11 paper in half . Glue a yellow half to a green half, back to back.

Write the description of the “role” on the green side.

Make 5 cards total, one for each role: facilitator, time keeper, note taker, and 2 copies of “cooler”.

Sit in a circle. The characters sit in this order (clockwise):

Snake, Nutty Squirrel, Chatter Squirrel, Dog, Cat

Props:

Role cards, talking stick with note attached, chalk board/ white board/ chart paper, pen and note pad.

Pass the role cards to the characters as follows:

Snake—facilitator, Dog—time keeper, Nutty—cooler, Cat—cooler, Chatter—note taker

Begin reading play on the following page.

**Backyard Meeting:
What Consensus Decision Making Sounds Like**

Snake: I hope we're all sitting comfortably in our circle. Let's begin with our usual chant.

ALL: Connected, connected, everything's connected,
connected ,connected --(clap)---
to everything else.

Snake: Dog, you have the time keeper card, thank you for helping us keep to our 10 minute time limit.

DOG: No problem!

Snake: Nutty and Cat, you are our coolers. you'll help us remember to chill out if things get too excited.

CAT: It's my favorite job, you know.

Snake: Chatter you have the note taking card, do you have everything you need?

Chatter: paper, pencil--yes, yes, yes, ready, ready, ready.

Snake: I'll just read our responsibilities before I pass the talking stick on:
Listen with open ears and open heart,
speak with positive words and stay on topic,
act as one family that can agree to disagree gracefully.

This meeting was called by three of us who are really missing the song birds, and want to do something to bring them back to our backyard community.

Can I see a wave of hands from those who agree that this is what we will be talking about?

(everyone except Nutty raises their 2 hands up to their chest and wiggles all their fingers back and forth)

Snake: Nutty, do you have a concern or reservation about continuing this discussion?

Nutty: It doesn't matter to me that the song birds are gone. I'd rather talk about Dog's snoring--it's been keeping me up at night.

Snake: Could you agree to the song bird topic if your concern about snoring was discussed at the next meeting?

Nutty: sure, I can wait.

Snake: Can I see another wave of hands to agree to discussing Nutty's sleeping concern next meeting.

(everyone waves fingers)

Snake: Then let's begin with a GO ROUND. Could everyone please take a turn sharing their ideas and feelings about the missing songbirds and the wish to have them return? Please try to keep it to 1 minute. Dog will ring the chime if you go over.

CAT: I'm glad we're talking about this. I haven't had a bird to stalk in months! Stalking you squirrels is OK, but I need variety. I just don't have any ideas about what to do.

DOG: I think I know why the birds have stopped coming into the yard. The squirrels keep eating all the seed in the bird feeders before the birds can get to it. I don't want the squirrels to be hungry, but I'm getting awfully tired of barking at them every time they come to raid the bird house. And bird songs help relax me, so I want them back.

Chatter: Well, we squirrels don't have a nice bowl of food put out for us, do we? Dog does, and cat does, even the birds do! I don't need birds coming back to take my share of any easy meal.

Nutty: I agree with Chatter. We don't need song birds anyway, and we should be fed just like you all.

CAT: May I speak as a cooler? We're all part of the backyard community, and no one wants anyone to go hungry. Let's all take a good stretch and I'm sure we can find a solution we can all live with.

Snake: May I speak as facilitator?
Dog suggests that the birds are gone because the bird house food is eaten by the squirrels. Are there any other ideas about why the song birds are gone?

Chatter: Well, Cat is always pouncing on them, isn't she? Maybe that scared them away.

Cat: I pounce at you and you're still around.

Chatter: Well, the song birds are just scaredee-cats.

Snake: Positive words please.

Chatter: Sorry. Songbirds are more sensitive than we are.

Nutty: So I think this discussion is better than I thought! Maybe the solution will help me after all. Let's just agree that Cat should stop stalking. That would bring the birds back and make everyone happy.

Snake: Here are the issues so far: (write)

1. Why are the birds gone
2. Does the group agree to work together to bring them back
3. How do we get them back?

Let's start with number 2, since if we don't agree on that, there is nothing more to talk about.

So let's focus our talk on the topic : Will we all work to bring the birds back?

Since Dog and Cat have already said they want this, why don't we hear from the squirrels first.

Nutty: I don't mind if they're around. There is plenty of food in the bird feeder, and the house child always fills it up when it's empty. I also care about Dog and Cat, so if they want them, I'll help.

Chatter: They don't bother me, either. We should talk about how we can be happy together.

Snake: Then we'll move on to #1. I have heard 2 ideas to explain the song bird disappearance.. They both seem reasonable, so I'd like to suggest that we check to see if the whole group could agree that both the squirrel bird seed eating and the cat's pouncing have caused the birds to disappear.

Does anyone have any concerns or reservations about agreeing to this?

(no one)

Then can I see a wave of hands for consensus--remember. we're agreeing that both bird seed eating and pouncing have caused the birds to go away.

(all wave)

Snake: Fine, now that leaves number 3. Two suggestions have been made for bringing them back. (write)

- 1) Cat stops pouncing
- 2) Squirrels stop eating all the bird seed from the bird feeder.

Let's talk about these some more, and see if there are anymore ideas. Dog, how much time do we have?

Dog: 2 minutes

Chatter: Well I hope we can think of something besides no bird seed for us.

Cat: And no pouncing is out of the question! That's what cats do best!

Dog: I don't want to see anyone hungry. But maybe the squirrels could eat some, but not all the seed, maybe they could leave some so that it's not empty any of the time.

Nutty: We do leave some, it spills on the ground. We don't eat that because of cat.

Dog: Cat could promise not to pounce when you're eating under the bird feeder.

Cat: Not pounce when they're right there on the ground? That's pretty difficult.

Chatter: You know, Dog, you bark at us too. It's too nerve wracking to eat off the ground.

Nutty: And If we have to control our appetite, it seems like others can control their barking and pouncing.

Snake: May I speak as facilitator? We only have another minute before we have to decide to stop talking and continue later, or agree to have the meeting a little longer. I've heard everyone making suggestions about what someone else can do. Is anyone volunteering to change their own behavior?

Cat: Fair enough, you're right snake. I love stalking and pouncing, but I don't want to scare everything so much that I'm here all alone. I'll leave the squirrels alone on even days, and the birds--if they come back--I'll leave alone on odd days.

Dog: I can bark at squirrels in the bird feeder, and leave squirrels on the ground alone.

Nutty: Well if Cat really can control the pouncing, I can certainly leave a few seeds in the bird feeder--I don't really like that millet stuff anyway. The peanuts are my favorite.

Dog: Well, times up. But I'd like to go on for a couple minutes.

Snake: Does anyone have any concerns or reservations about spending 2 more minutes on this?

(no one)

Fine. I think you have come very close to coming up with a plan. We've heard from everyone but Chatty, did you want to say anything before we call for consensus?

Chatty: Well, I did have an idea. But, oh, I don't know, it's kind of silly.

Dog: Go on Chatty, it might be a silly idea, but we don't think it's silly to say your ideas--you never know what might work. (plays absent mindedly with the role card and then lays it down yellow side up)

Chatty: OK, well, everyone's promises sound really good. And I agree with Nutty--I'd gladly leave some bird seed if it meant we get less barking and pouncing. But I was thinking, it might take more to get the birds back. They're pretty shy. They might not know how friendly we are. What if we dressed-up as birds for awhile. Just to sort of get their attention. I've got all these old feathers, see, lining my nest...

Nutty: It is a pretty nutty idea, Chatty, but I have to agree that birds like to see other birds around. I'd do it--for a day off from pouncing of course.

Snake: So let's see if I can sum this all up. Everyone has volunteered to do something to help bring the birds back, and the squirrels have been promised some favors in return for their contributions. If we put it all together, it would sound like this:

Squirrels will stop eating every last seed in the bird feeders, so they will never look empty. Dog will stop barking at them when they are eating fallen seed, Cat will only stalk them on --was it even or odd days?

Nutty: I have "no pouncing on even days" down in the notes.

Snake : OK, Cat will only stalk the squirrels on odd days, so they get a break, And finally, Chatty and Nutty have volunteered to dress as birds to help attract them back to the yard.

Are there any concerns or reservations about making this our plan?

(no one speaks, DOG has his/her role card turned to the yellow side)

Dog, you have your yellow card up, did you have something to say?

Dog: Oops, no that's a mistake, sorry.

Snake: Then can I see a show of hands from those who agree with this plan.

(everyone waves)

Snake: We have consensus, and a great plan! Congratulations! And Good luck bringing back the song birds!

THE END

More Consensus Advice

Read each item, and have scouts comment on whether the backyard animals followed this advice.

- Have a special carpet, or blanket that you sit on in a circle when you practice consensus
- Make cards with the roles on them to pass out
- Start your discussion with a song or chant that puts you in the mood to “*agree to disagree gracefully*”
- Raising hands can get tiresome. Try this for sharing the talking stick: pass out cards with a yellow side and a green side. keep the green side up in front of you if you’re “cool” (don’t need to talk), turn it to the yellow side if you are waiting to talk (these can have the roles written on them--less cards to make)
- Use a chalk board or chart paper to record brainstorming ideas and proposed agreements

Special notes for pre-school scouts

When the Talking Stick list of responsibilities is read (they are written on or attached to the talking stick, right?) use hand motions to liven it up for the wee ones:

- “*Check your ears--are they open, and ready to listen to your friends?*”
- “*Everyone take their favorite positive word out of their pocket, put it in your mouth, now let’s all say our favorite positive words, 1-2-3*”(wait for responses). *Those were great words! Remember to use them while we’re talking in our circle.*”
- “*Here is our talking stick, it helps us take turns talking because everyone should get a chance to talk, and everyone should be listening carefully to the person with the stick. I’m holding it, so I can talk, but if I hand it to _____(hand it to _____, then mouth words, and point to your mouth to show that you can’t make any sounds without the stick, gesture to have the stick returned to you).*”
- “*Today we’re going to talk about _____/ or Today we’re going to try to decide_____. Let’s make sure we stay on the topic. We’re going to talk for _____(probably 10 minutes, for 3-7 year olds). When we’re all done we can talk about other things. Let’s take our off-topic ideas and put them in our pocket for later (pretend to do this— nonverbally*”

During the discussion, the facilitator can remind group members by letting them know that their story or comment is off topic, but they can put it in their pocket, and can tell you about it after the circle discussion is over.

Collage Diplomacy

Participatory Democracy (all ages, 3-4 year old modifications at end of section)

Also: Economic justice (ages 5-13)

Peace and nonviolence (all ages)

Focus: Plan one or several meetings around the *cooperative* creation of a multi-media banner.

1. Establish a purpose for the banner

You may want to do this for 3-5 year olds, while older scouts may benefit from using their group process skills to brainstorm a list of possibilities, and reach consensus on one (or at least a realistic number of banners). Possibilities include: decoration for your meeting space, to drape on a table when you are in public, such as bake sales, Earth Day festivities, Earth Charter Summits, and other festivals; to carry in a parade, to donate to a community location (senior center, community center, library, children's hospital,...)

2. Collect the materials

You may want to do this alone as the facilitator, or circulate a wish list to scout families.

Possibilities include: bits of colored paper, ribbon, sequins, cloth, felt, yarn, buttons, feathers, magazine clippings, cut outs from foam vegetable trays, pipe cleaners, plastic bottle caps, random small bits of plastic from broken toys, beans, pasta, old greeting cards...scissors, glue, markers and crayons, plastic lids as glue palettes and q-tips to apply glue. Plastic baggies or shoe boxes to hold all this stuff, and store it between work sessions.

And of course, the foundation: a nice large piece of paper or heavy fabric, preferably big enough to give everyone space to sit around it at once--it does not have to be a rectangle...this maybe another interesting opportunity for group decision making.

Also, newspaper or an old shower curtain to place under everything while the work is in progress.

3. A brief guided meditation to set the mood:

Have scouts stretch, relax, and close their eyes--preferably lying down.

A word about guided meditations

These can be very powerful experiences. The trick is speaking in a soothing tone, and pausing enough to allow scouts to really "see" the story in their heads--but not so much that they drift off and lose their focus. Relaxation is key. If you have experience with yoga, try having them do some breathing and an asana or two before starting. Another good technique is lying down, and relaxing each part of the body from toe to head.

“Script”

Today we are going to produce a wonderful work of art together. Everyone will be sharing the same foundation. Just like everyone is sharing the same planet earth. Everyone on the Earth has to make decisions about how to change the earth, and how to use and share the earth's resources. Let's imagine some of the things the earth has that are shared.

Imagine a big beautiful forest. Imagine the trees, the creeks that run through the forest, imagine the birds and animals that live there. Imagine a small town on the edge of the forest, with buildings, and people.

Now imagine a place with no trees at all. A desert of drifting sand, and rock formations. There are fields of dead looking scraggly bushes, and strange prickly cactuses. Imagine the creatures that try to live there, snakes, scorpions, a few lean rabbits, hawks. Picture a big river running through a canyon, carrying water from far away mountain forests. Imagine there are big metal pipes that carry this water away from the river to a small city in the middle of the desert.

Now imagine that you are an architect who has designed a fabulous skyscraper, bigger and stronger than any other. You would love to see it built in this desert city. It would make you a famous architect, and you could afford to pay for all three of your children to go to college.

Now imagine that you live in a small house in the mountains, where you use fallen trees to carve toys and bowls. You want to stay there, and have very little money to move to a new home, but the mountain you live on is being mined for metal to make steel to make skyscrapers. The side of the mountain is blown up and dug away in huge sections, and when it rains, the soil erodes terribly. You're not sure your house is safe from the mudslides. How can the architect and the wood carver share the resources from the same mountain? Imagine how hard it might be for them to speak face to face about their different opinions and use respectful, non-violent communication.

Now imagine a conversation between a person in Las Vegas Nevada--a desert, and a person in Arcata, California--an area of red wood forests. The person in Las Vegas was born there, and grew up, and is looking for her own home. She has a job she likes, and friends. She is happy to have wood brought in from California forests so that more and more houses can be built, more people will move there, and businesses will be more prosperous.

Sitting across from her is a person from Arcata. She goes for walks in the redwood forests near her home. She has seen the areas that are clear cut, leaving only stumps as far as the horizon. She thinks that enough trees have been cut. She is so afraid that the forests will be completely gone someday that she is willing to do crazy things to preserve trees like live in a small house instead of a big one, and build it out of straw and mud instead of wood. What would their conversation sound like? How could they be

respectful of each other's opinions? How could they share the redwood forests? How could they treat each other with love, as though they were part of one big human family?

Luckily, your task today is much easier! You just have to share one large piece of paper, and some collage materials. Your challenge is to respect each others ideas about how the collage should look. You will have many opportunities to use respectful, loving communication with each other. Now you may open your eyes.

Begin Banner

*To make it more interesting, we are going to divide up the resources **unequally**-- just like on earth. Have fun practicing respectful communication as you share the resources. (suggested for ages 5/6 and up)*

Possible distribution:

- 1st scout: scissors and glue
- 2nd scout: a small amount of the coolest collage supplies
- 3rd scout: almost all the collage supplies
- 4th scout: crayons
- 5th scout: markers
- 6th scout: q-tips

Now let them run the show. Bite your tongue if you have to, but let them work it out. Interfere only if war is immanent (and to remind them not to run with scissors of course).

You may want to manage the time so that there is time to discuss their experience afterwards. This project will be far more effective if you do. A circle and brief go around with one question would be better than a hurried clean up and then drifting away home. If the collage takes more than one session, try different questions for each one.

Go around question suggestions:

(Questions are phrased to minimize “accusatory” responses, remember the note on your talking stick: use positive words)

- What did you do during the collage activity that showed respect for others?
- Did anything happen during the collage activity that made you feel like being disrespectful to others?
- Tell us what resource you were given at the beginning and what it was like to share it.
- What did you think about this activity?
- What feelings did you have while you helped with the collage?
- Are you happy and satisfied with the way the collage came out, and did you enjoy making it? Why or why not?
- (Easy, for the youngest kids) What do you like best: making a collage all by yourself, or making it as a group? Why?

Modifications for 3-4 year olds

Abbreviated meditation for 3-4 year olds (see note at end for relaxation technique)

Relax, lay down, close your eyes. Let's use our imagination to make a picture in our heads. I will tell a story, and you try to see it. While I'm telling the story let's all stay quiet so everyone can think about their own pictures.

Imagine that you have a wagon that is filled with a big pile of sticks. You want to build a house. Along comes a little pig, and she asks you if she can have some of your sticks to build her house--imagine what you might say to her.

Will you be kind and respectful?

Think about what it would be like to share the sticks. What if you decided to share the sticks by building one house together.

Who will decide which sticks to use first? Who will decide where to put the door, or how many windows you will have? What will you do if you have a disagreement?

Imagine that the house is built, and it is very nice, and you and the pig are good friends who like to share and always treat each other with kindness. Give the pig a hug.

We are going to make a picture all together on the same piece of paper. We will have to share the space on the paper, and share the nice things we have to glue on the picture and draw with, and we will be sharing our ideas about what the picture should look like. And hopefully, we will be kind and loving to each other while we do it--just like you and the little pig were in our imagination story.

Now you may open your eyes.

Cooperative art

Dividing the materials may not be necessary (or wise) for this age group. There will be plenty of opportunities for practicing respectful communication and sharing just by working on the same paper. You should, however, still refrain from solving disputes as much as possible. If there are many parents in the room, they will need to be informed of the purpose of the activity so they can curb any inclination to avoid conflicts. **THIS IS VERY TRICKY!** Adults in the room should fulfill their role of ensuring an environment that is safe for all children--emotionally as well as physically. This is not a psychology experiment. However, it also diminishes opportunities for learning and development if the moment a scout exclaims "I want the purple scissors!" an adult swoops in and produces a second pair of purple scissors. Adults as well as scouts may need to remember to be friends and hug each other when this one is over.

Closing circle for 3-4 yr olds:

Try to notice something positive that each scout does and acknowledge each scout personally in the go around circle before having the scouts respond to a closing question (suggestions in older scout section above).

Pre-meditation note:

The littlest ones might enjoy a game that helps them get out their wiggles, then calm down. Try “The Old Grey Cat Is Sleeping” (demonstrated in the video “Kids Make Music” by Lynn Kleiner)

Sing or chant while you act out with them:

(pretend to sleep)

The old gray cat is sleeping, sleeping, sleeping

the old gray cat is sleeping in the house.

(pretend to creep around)

The little mice are creeping, creeping, creeping

the little mice are creeping in the house.

(pretend to yawn and stretch)

The old gray cat is waking, waking, waking

the old gray cat is waking in the house

Now...

(get up and run around the previously cleared area that is free from serious hazards)

everyone is running, running, running

now everyone is running in the house

(collapse back on the floor, sleeping)

The old gray cat is sleeping, sleeping, sleeping

the old gray cat is sleeping in the house

...move directly into guided meditation mode before they have time to “wake up” again.

Connections

Ages 3-8

We are connected to Bees and Flowers through the honey we like to eat. When we learn to value **all the members** in our earth community, no matter how small, and recognize our connections and interdependence with others, it builds a foundation for valuing and respecting different points of view—a key element in inclusive decision making.

One of our meetings focused on the bee-flower-honey circle. We brought in some flowers and learned the different parts. We talked about the cycle of pollination, seed production, and new plants. We discussed the role of bees in pollination, and took a moment to appreciate that without pollinating insects, we would not have all the plants we have today. We talked about how we are connected to bees and plants through honey.

We played two games to celebrate bees.

In the first one, we imitated the dance that bees do to **communicate** to the hive about a new nectar source. Everyone liked this and wanted several turns.

1. Select a bee scout (the dancer)
2. Everyone covers their eyes while the scout hides a flower somewhere in the room.
3. The bee scout then does a dance for everyone to help them guess the location of the flower.

Coach the scout to make it simple, and make it repeat in a pattern.

4. When someone thinks they understand the dance, they raise their hand. When called on, they have to do the dance themselves, and then go look for the flower. If they were wrong about the location, they sit down, and the original bee repeats the dance until some one can do it and find the flower.
5. The successful bee is the new scout, and hides the next flower.

We had to emphasize imitating the dance because it was too easy to just peek or listen to know where the flower was. It also reinforced our goal **of building communication skills** since the dance had to be "understood" and "paraphrased" back to the dancer.

The next game took a little preparation. The farmer on our field trip had told us a very interesting story about how people found honey before they learned to maintain their own hives. Basically, they would follow a bee back to the hive. This of course would be rather difficult without this ingenious trick: the hunters would capture several bees in a container. Then they would let them go one by one. They would follow a bee until they lost track of her, then they would let another out of the container and follow it. From this we improvised a little treasure hunt. I made paper bees, and wrote letters on the back of each. I

handed them out one by one to the scouts. By rearranging the letters they could find the "hive". Arranged correctly, the letters spelled the name of a web site where they could see the image from a live camera inside a bee hive*. The "treasure" could also have been a sweet honey treat hidden in the room, and the letters on the bees could spell the hiding place.

We had some clever 8 and 9 year olds helping the 5 year olds on this and it was great to see the **cooperation and communication** that went on while they solved their puzzle together. With younger kids you could write "www." on one bee and ".com" on another bee, to make it easier. For pre-schoolers without spelling skills, try drawing a simple picture of your treat (a jar of honey) cut it into pieces and draw bees on the opposite side of each piece. Scouts can cooperate by putting the puzzle pieces together.

*www.honey.com Click on the honey jar marked "kids" and follow the link to "Draper's bee cam"

Cooperative Games

Materials:

- 1 or 2 trays
- up to 25 small paper cups

Activity:

Two or more scouts carry one tray with one cup of water back and forth along a designated path. They repeat the task, adding another cup of water to their tray each time.

Instructions to scouts:

There are no winners or losers in this game. It is a “challenge”, and everyone can “try-try-again” until they can walk with as many cups of water as they want to.

Hint:

Doing this outside will make it less stressful for all concerned.

Also, with less supervision, there is more opportunity for scouts to improvise their own versions of this game. Supervision should be concerned with reminding them to play with an “everyone wins” spirit.

Cooperative Games

Ages 8-13

Yurt Circle

all children hold onto a circle of large rope, close enough for shoulders to touch. They all lean back at once until they can do it without anyone losing balance.

Or

Must have an even number of participants, of roughly equal size.

Hold hands, count off,

Even numbers will lean in, odd numbers will lean out. Practice until no one falls down.

- Discuss experience and relate to community/cooperation.

Human Knot

Form circle, hold hands.

Without letting go of hands, take turns tangling the knot by going under or stepping over pairs of hands.

Try to get untied without letting go of hands, and while maintaining a spirit of helpful cooperation.

Everyone Wins!

By Sambhava & Josette Luvmour

Packed with 150 cooperative games and activities, this book is a perfect one to get a group of any size or age going on some unique games that play well. It is not only clearly and concisely written, it is also indexed by both age and group size. 96 pages of very fun easy to play games!

Available from www.rosiehippo.com

ACTIONS

For Participatory Democracy

Themes

Consensus group decision making process

- Use consensus process to plan your action for this or another badge

Respecting and valuing different points of view

- Organize a public issues forum for your neighborhood

Citizen participation in government:

1. ACTION CHALLENGE: Letter writing to public officials

Organize your Earth Scout community (scouts, facilitators, and family members) to pledge to contact their government representatives (at any and all levels, on any topics they choose) EVERY SINGLE DAY FOR ONE MONTH. If your community totals 30 people, that's just one letter, email or phone call per person. If you're successful, throw a party, and then challenge each other to keep it up for a whole year. If you're successful, throw an even bigger party, and tell the national Earth Scouts Communities office so they can inspire other Earth Scouts with your story.

See page 54 of the GYSD planning toolkit for info on contacting officials. Download it from www.gysd.org.

Go to www.YSA.org and click on the red "Advocate for Youth Service Now!" button, then use your zip code to find out who your local, state and federal elected officials are.

SAMPLE LETTER:

The Honorable (full name)

Address

City, state, zip code+4

Dear Senator (or Representative) (last name),

Text of letter, with reason you are writing in the first paragraph.

Sincerely,

(your full name)

your full address

with zip code

2. Public Education:

Imagine:

Your town is all lined up along the sides of the street, sitting in lawn chairs, standing and cheering. The sound of a marching band is vibrating through the air. You can hear the flapping and snapping of your Earth Scouts banner as it tugs at your arms in the strong breeze. You smell the slightly dizzy smell of car exhaust from one of the floats up ahead--and you are proud that your people-powered float isn't producing any pollution today. It's great to be marching in a parade!

This is a great activity for generating activities. Once you decide to march in a parade, there is enough to keep everyone busy and enthused for months!

Planning

Practice those group process skills as you brainstorm, delegate tasks, and reach consensus on a design for your float (anything from a decorated wagon to a decorated truck). Don't forget to make a timeline and set goals for project finish-dates.

Creating

Transform that inspiration from group discussions, shared stories, guest speakers, and independent research into works of art that will communicate to a parade audience. Costumes, banners*, flags, giant puppets, floats, flyers, music...the possibilities are dizzying!

* "Quick" Banner Idea: Take four large squares of fabric (red, yellow, green, blue), iron on the five badge art graphics and principle headings (color printed in reverse onto iron-on transfer paper) add misc. ribbon, decorative items, etc.(Thank you Portland, Oregon Earth Scouts for the idea!)

Documenting

Don't forget to journal, photograph, and or film your adventures, including the final performance on parade day. Share your success, and inspire other Earth Scouts by sending your story to the Earth Scouts National Newsletter.

Badges

And of course, so much work is sure to meet the requirements of a badge or two. Maybe you could design a new badge just to commemorate your participation in the parade?

4th of July parade

Highlight Participatory Democracy. As you walk by, the crowds will see banners, flags, t-shirt art, and other costumes that remind them to celebrate the great heroes and heroines of democracy--and don't forget to toss some candy that is tagged with quotes and facts.

Susan B Anthony (women's suffrage)

Elizabeth Cady Staton (women's suffrage)

Lucy Stone (women's suffrage)

Ida B. Wells (Freedom from terror and lynching, women's suffrage)

Alice Paul (leader of the National Women's Party)

Esther Morris (organizer in the first State to give women the vote--Wyoming)

Abigail Scott Duniway (helped Oregon and Washington give women the vote in the early 1900s)

Anna Howard Shaw and Carrie Chapman Catt (leaders of national women's suffrage when it was finally granted in 1920)

Try www.cawp.rutgers.edu for statistics on how many women currently hold government offices)

15th Ammendment ratified 1869--Black citizens still denied voting rights up until 1960s.

Fredrick Douglass (Black men's suffrage)

Harriet Tubman (Underground Railroad to freedom for Southern Slaves)

Martin Luther King, Jr. Day Parade

Highlight Economic Justice , Human Rights AND Peace and Nonviolence. Just before his death, Dr. Martin Luther King, Jr was organizing a poor people's march on Washington D.C. to bring attention to the injustice suffered by all races who were trapped in cycles of poverty. Access to adequate Health and Education are considered human rights, and color of skin continues to effect the fair access to these rights today, despite the great achievements of Dr. King, and those who continue the work he inspired. And of course we are truly fortunate to have the legacy of Dr. King's practice of nonviolent civil action. Virtually all marches and rallies that occur in the country today are touched by the precedent setting marches, bus boycotts, and lunch counter sit-ins inspired by Dr. King's teachings that love can be a most powerful weapon against hate.

Print Dr. King quotes on labels and stick them to candy to toss to the crowds (see page--- for quotes).

Dr. King hoped to see children of all races go to school side by side in peace. Are the schools in your area still effectively segregated? Find out. Inform the public with a banner or hand out leaflets.

Heroines and Heroes to celebrate:

Supreme Court Justice John Marshall Harlan (disagreed with “separate but equal” ruling in Plessy vs. Ferguson) “Our Constitution is color blind and neither knows nor tolerates classes among citizens”. 1896

Thurgood Marshall, George E.C. Hayes, James Nabrit (lawyers who argued and won Brown vs Board of Education (1954)

Rosa Parks, her non-violent civil disobedience sparked a bus boycott that ended the discriminatory “back of the bus” rule for blacks.

Melba Pattillo (one of the Little Rock Nine, the first to attend an all-white school after segregated schools were ruled unlawful):

“I thought a lot about how to appear as strong as I could as I walked down the halls: how not to wince or frown when somebody hit me or kicked me in the shin. I practiced quieting fear as quickly as I could.”

Peace and Nonviolence

What kids like you have done to promote Peace and Nonviolence

Found on 10000kites.org

After weeks of kite making workshops in which children and adults learned how to use art as a vehicle for communicating to the "other," more than 30,000 kites painted with messages of peace flew on May 19th and 20th from Metula to Ayalot, Anata in the West Bank, and in Rahma, Jordan.

10,000 Arab citizens of Israel participated in the project, including 4,000 from Taibe and Baka el Garbiya who flew kites by the barrier.

3,000 Palestinians participated in kite making workshops, and in the first week of June hundreds of Palestinians flew kites in Nablus, Jenin, Tul Karem, and East Jerusalem. More than 20 kite flying events took place in America, Canada, and England from April to June 2005 in solidarity with Israelis and Palestinians.

Tufik Nasra is a 16 year-old from Abu Snan. He is in the 9th grade and is the country's boxing champion for his age group. Tufik meets once a week with Jewish boxers from Haifa, Nahariya, and Ashdod who come to Cfar Yasif. He and his younger sisters Shuruk, Latifa, and Aya came to the kite fly at Rosh Haniqra. Their mother Wardi, is a member of Good Neighbors, and has passed on the values of co-existence to her children.

Tufik and his sisters loved the kite fly, and found tremendous value in "talking with kites."

"It is so important that we understand each other," Tufik said.

Tufik said that he really likes having Jewish friends, and would like to go to one of the bi-lingual schools where Jews and Arabs learn together, and both Arabic and Hebrew are taught.

"We should do this once a month, not just once a year," he suggested.

On Wednesday, April 27, ARTsmart and the department of Marital and Family Therapy sponsored "LMU Supports 10,000 Kites," along with students from St. Gerard Majella School, located on Inglewood Boulevard in Los Angeles. Students created and flew kites in support of peace between Israelis and Palestinians. The event was planned to increase awareness about the 10,000 Kites demonstration in the Middle East, where children and their families will fly kites for peace on both sides of the 36-foot high, 500-kilometer long wall that separates the Israel and Palestinian territories.

... the kites created by St. Gerard Majella students were meant to represent messages that they would like to relay to others in the community or around the world.

Third grader Steven Serrano drew a tree and house on his kite because "it reminds me of my grandma's house and I put the world [on my kite] because it makes me remember that I have to take care of it."

"I drew a message for people who are sick and [who don't] have a home," said third grader Tania Hernandez of her kite.

3rd grade students at Belvedere Elementary School in East Los Angeles.
Wrote:

We are participating in 10,000 Kites Day because we want peace in Iraq, between Palestinians and Israelis and for all people of this beautiful planet, our island home. Our goal is to bring our entire school and the community onto the playground at 1:30pm. Over 1,000 people! Our Banner/Peace Kites are are 3 feet long with messages and art work of peace. They will be carried up by helium balloons and a string to hold on the bottom. We wrote a beautiful class story:

"Peace is to have love and to stop fighting. Love is when you take care of someone. We need peace for our children and families. We wish that parents will have peace too. That our neighborhoods will be peaceful. We wish that the war wouldn't have been going on, because we should have peace, not war. I wish that the shooting in the whole wide world would stop because it is happening almost everyday, and a lot of people are dying. We need hope and peace to survive." Many students at our school will be singing songs of peace and love for the world and our community on Friday at this event. Every class is planning to participate.

Family Time Resources for Peace and Nonviolence

Read:

"Why People Speak Many Languages," from **Spinning Tales**, pp. 159-161.

Guiding Questions: How did Goadasiyo try to resolve the conflict? What did she not try that you might try in such a situation?

And

Henry & The Kite (ages 5-13)

by Bruce Edward Hall, William Low (Illustrator)

Children from little China and Little Italy in NY almost come to blows, then resolve their conflict peacefully

Ages 5-8

The Flame of Peace: a tale of the Aztecs by Deborah Nourse Lattimore

New York: Harper & Row, c1987

(further war is avoided as a result of a young boys brave and fantastic journey)

Listen

Bigger Than Yourself

Great CD by John McCutcheon, Si Kahn

"Play Fair"

"Friendship", a song about getting along with people from different cultures

CD and lyrics available from <http://www.folkmusic.com>

Linda Arnold

Happiness Cake CD

- One Earth, One world
- L-O-V-E

Evergreen Everblue

1990

by Raffi

Watch

Ages 3-10

Shana Banana Yoga

DVD or Video

Especially: song #1, Namaste

Bonus song: Positive Words

Time Estimate:

Preparation:
20-60 min
(depending on
whether you buy or
bake cookies)

With scouts:
30 minutes

What you will need

- Book: Sneetches, by Dr. Seuss
- Stars off/on machine
- Hat for McBean's "costume"
- Cookies for all
- Cut out stars and tape or star stickers
- One stuffed toy per scout

Prepare in advance:

Cut out stars

Bake cookies
(optional)

Peace and Nonviolence

For ages 3-5

Title: The Sneetches learn to share

FOCUS: To appreciate diversity, and individuality and recognize One Human Family.

Inspiration

Read:
Sneetches , by Dr. Seuss

Activity:
Act out story to re-tell it.

Have a bunch of stuffed toys on hand (they could all bring one or two). Tape stars or use star stickers for each stuff toy. Put the toys on one side of the room, and the kids on the other.

Pretend that all the toys are having a party, and the kids with no stars don't get to join in.

- Ask each child to say how they feel.

Pretend that McBean has set up his star-on machine. (A blanket draped over chairs to make a tunnel)

- Ask each child to give you some money (real play money, or pretend), and give them a star when they pass through the machine.

Have them join the circle of "star-on" toys, and

- ask each one how they feel.

Pretend the toys are upset, because they want a party for toys only, and pass them through the machine to remove their stars. Place the star-off toys in a new circle.

Give the toys a plate of cookies to share (for added incentive)

- Now ask who wants to go back through the machine to take their star off.

Pretend the toys give McBean all the cookies to put their stars back on.

Pretend everyone is going crazy going back and forth through the machine.

Pretend that McBean takes the machine away because there is no more money or cookies left.

Sit in one big circle with all the toys and kids.

- Ask who thinks McBean is happy? Why?
- How many separate groups of Sneetches are there at the end of the story? (allow for each to respond if they wish). Re-read the last page if necessary.
- Announce that you are all going to share the cookies now, whether you have stars on or stars off, just like the Sneetches learned to do.

More ideas

- Follow up with the activity titled “Comparing Cultures with Love” (following page) if you haven’t done it yet.
- Listen to John McCutcheon’s CD *Bigger Than Yourself*, the song “Friendship” is about friends from different cultures.
- Scout Challenge:
Next time you are in a group, think of one thing you have in common with all of them. Remember it, and tell the Earth Scouts group about it next time you meet.
- Draw a picture or write a story that shows how a difference between people was beneficial.
- Draw a picture or write a story about people who had problems that were linked to a difference between them.
- Older scouts
Ask: How important is it for us to think and do things the same as others?
Challenge: Notice and log the behavior of people in groups (lines, gatherings, shopping, school activities). Use the observations to start a discussion about conformity vs. standing out, as individuals and as groups. Discuss links between these behaviors and violent conflict between groups.

Comparing Cultures Lovingly

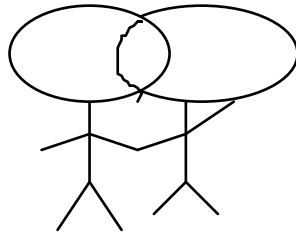
Ages 3-8

READ:

All in a Day by Mitsumasa Anno; Philomel Books, 1986. Ten internationally known artists illustrate the lives of children from 8 different countries showing similarities and differences and brief text emphasizes the commonality of humankind.

Draw a Venn Diagram on chart paper or chalk board like this:

Together we can learn to live peacefully



Our part of the Human Family

The (name of culture) part of the Human Family

Choose a culture from the book to compare to your ES group, then ask scouts to come up and write in details on the diagram.

For younger scouts, ask them to brainstorm a list of things that are the same and different *first*, then have them place those words in the correct part of the diagram. Really young kids can be handed pre-written slips of paper with the details, and can take turns taping them to the right spot with some help. You could keep your diagram and continue adding to it at subsequent meetings if you want to get more resources and spend more time on a certain culture.

Time Estimate:

Preparation:

0

With scouts:

30-40 min.

What you will need

- Copy of Peace Prize winner bios
- Map or globe
- Paper and pens for brainstorm

Prepare in advance:

Peace and Nonviolence

For ages 6-13

Title: Nobel Peace Prize Winners**Focus:** Stories about people who have helped create peace nonviolently**Inspiration**

Read:

Short biographies and quotes from the Nobel Peace Prize winners who work with kids around the world through the organization: PeaceJam. (page 311)

Discussion:

Try to find the area of the world where these prize winners come from. Use an earthball, globe, or map

Activity:

Brainstorm about people in your community who contribute to peace, or help solve problems between people so that there is less violence in your community.

Discuss the possibility of developing an Earth Scouts Peace Prize, and who you could award it to in your community.

- What would the prize look like?
- How would you present it?
- How often would you present it?
- Would you publicize the presentation? How?

Closing go-around

Which Nobel Prize winner did you want to know more about?

More ideas (for future meetings, or independent work by Scouts)

Check out the website

www.peacejam.org

The Nobel Prize

is an international award given yearly since 1901 for achievements in physics, chemistry, medicine, literature and for peace. In 1968, the Bank of Sweden instituted the Prize in Economic Sciences in Memory of Alfred Nobel, founder of the Nobel Prize.

The Prize Winners are announced in October every year. They receive their awards (a prize amount, a gold medal and a diploma) on December 10, the anniversary of Nobel's death.

Archbishop Desmond Tutu was awarded the Nobel Peace Prize in 1984 for his courageous leadership in efforts to find a nonviolent solution to the conflicts over the policy of apartheid in South Africa.

"The struggle against apartheid required and itself produced men and women of courage. Archbishop Desmond Tutu is one such outstanding patriot. . . Such is the character of a fighter against apartheid that he was 'public enemy number one' to the powers-that-be. And it is tribute to his independent mind that what he said was not always popular."

Nelson Mandela

President Oscar Arias, former President of Costa Rica, was awarded the Nobel Peace Prize in 1987 for his efforts to negotiate a peaceful resolution to the years of conflict and war in Central America.

I believe that there is great satisfaction in life that whoever wants to can help make life better for the rest of the world. I believe that everyone can do something to better the living quality of their brothers and sisters throughout the planet. Because each day the world we are living in becomes more and more interdependent. It is becoming a common village, a global neighborhood. If we understand that what happens in Angola affects me as a Costa Rican, that what happens in Mozambique will have repercussions in London, in Paris, in Rome, and in Moscow; if we really understand that the world is becoming more interdependent each day, we would concern ourselves more with what happens in the rest of the world. - Oscar Arias

Rigoberta Menchú Tum was awarded the Nobel Peace Prize in 1992 for her work as a peaceful advocate of native Indian rights in Central America and for her leadership among indigenous peoples worldwide.

What I treasure most in life is being able to dream. During my most difficult moments and complex situations I have been able to dream of a more beautiful future.

The Dalai Lama was awarded the Nobel Peace Prize in 1989 for his nonviolent efforts to resolve the Tibetan conflict and for his worldwide role as a man of peace and advocate for the environment.

He often cites a favorite verse, found in the writings of the renowned eighth century Buddhist saint Shantideva:

For as long as space endures, And for as long as living beings remain,
Until then may I too abide
To dispel the misery of the world.

Aung San Suu Kyi was awarded the Nobel Peace Prize in 1991 for her nonviolent leadership of the democratic opposition in Burma, following the principles of Gandhi. She has been under house arrest since 1989.

There are many ways of starting. I have heard that some big, international movements have started with a letter to a newspaper and people who read that letter take it up. If you have the will to do something, you can find a way. It's an old-fashioned thing to say, but I think it is still valid to say, "Where there is a will, there is a way."

Mairead Corrigan Maguire & Betty Williams were presented with the Nobel Peace Prize in 1977 for their efforts to create a grassroots movement to end the violence in Northern Ireland.

There is one thing though of which I'm absolutely certain. Everything else is up for question but the one thing that I have come to know is that human life is sacred. It's precious. It's a gift from God. I have a right to this gift from God and I give thanks for it and I rejoice in it and it's painful and it's hard but it's also joyous and it's also great fun. As I have my right to life then I acknowledge that in all justice that you too have your right to life and I have no right to take your life and I will live by that principle today. –
Máiread Corrigan Maguire

We have to create a world in which there are no unknown, hostile aliens at the other end of any missiles, and that is going to take a tremendous amount of sheer hard work. The only force which can break down those barriers is the force of love, the force of truth, soul-force...

- Betty Williams

Jody Williams of the International Campaign to Ban Landmines (ICBL) was awarded the Nobel Peace Prize in 1997 for her work in creating an international treaty to ban landmines and for the clearing of of anti-personnel landmine fields.

Landmines distinguish themselves because once they have been sown, once the soldier walks away from the weapon, the landmine cannot tell the difference between a soldier or a civilian – a woman, a child, a grandmother going out to collect firewood to make a family meal... The landmine is eternally prepared to take victims... It is the perfect soldier, the "eternal sentry."

- Jody Williams

Adolfo Pérez Esquivel was awarded the Nobel Peace Prize in 1980 for his leadership for human rights and true democracy for the people of Latin America.

I live in the hope which I surely share with many others. I am confident that one day our daily effort will have its reward.

José Ramos-Horta & Bishop Carlos Felipe Ximenes Belo were presented with the Nobel Peace Prize in 1996 for their sustained efforts to to end the oppression of the East Timorese people.

The East Timorese are not the exclusive victims of the Indonesian New Order regime installed in 1965. For more than 30 years, the Indonesian people have known massacres, imprisonment, torture, bans on writers, journalists, academics and labor leaders. Moslems, Catholics, Buddhists and Hindus have all known their share of repression. The only nondiscriminatory policy of the New Order regime is when it comes to repression. – José Ramos-Horta

Sir Joseph Rotblat was awarded the Nobel Peace Prize in 1995 for his efforts to diminish the part played by nuclear arms in international politics and, in the longer run, to eliminate such arms, and for his role in creating the Pugwash Conference.

Shirin Ebadi was awarded the Nobel Peace Prize in 2003 for her efforts for democracy, peace, and women's rights in the Middle East.

Quick Activities for Peace and Nonviolence

Conflict Resolution Role Plays:

- Ages 3-4 can watch adults perform these, while 4 and up can actually perform them.
- Copy onto card stock and cut out, keep on hand for a no-prep meeting.

Conflict Resolution Role Play

A: You are a 5 year old who sees his/her 1 year old baby brother playing with a ball. It looks like fun so you grab it away and take it to another part of the room to play with.

B: You are a 1 year old baby, you are playing with a ball, and your brother/ sister takes it away. You cry, and try to get it back. (Remember, you're 1, and not too strong, and can't talk)

Everyone else in the circle will take turns being the peacemaker. What would you do? Try to come up with more than one solution, by repeating the scene until everyone has played at least one part.

Conflict Resolution Role Play

A: You are at the top of the slide, someone is behind you waiting to go down. You are trying to decide if you really want to go down (there is a mud puddle at the bottom, and you're not sure how you are going to stay out of it).

B: You are waiting to go down the slide, the person in front of you is taking too long. You get so frustrated that you nudge them with your feet, even though you know that's not very nice.

When the Facilitator taps you on the head, it means you have the peacemaker hat on, and you must do your best to end the scene peacefully.

Play this out twice, giving each scout a turn at being peacemaker. Repeat with other kids, so everyone who wants to gets a chance to act. If there are quite a lot of kids, you could put them in groups of three (A,B and Facilitator) and send them off to corners of the room to do this, but the whole group should watch the first round together. Reconvene and do a go round to share insights ("What was it like to NOT be the peacemaker? What was it like to change into a peacemaker?")

Conflict Resolution Role Play

You are on a long car ride. It seems like you've been in the car all day. You are sitting between your two siblings. They just can't get along and it's driving you and your parents crazy. You try to tune them out by listening to your headphones, but after awhile you decide to try to be a peacemaker.

B and C: you are brothers/sisters who are so bored with the car that it is actually more interesting to fight with each other than anything else—or so it seems.

Repeat if others want to have a turn acting

Go Round questions:

What feelings did you have as the one in the middle?

Did you have more fun being in the middle, or on the side—what do you think about that?

Time Estimate:

Preparation:
10 min
(photocopying)
With scouts:
30 min x 2 sessions

What you will need

-Book:
Martin Luther King
by Rosemary L Bray

-Copies of MLKjr.
Quotes (page 215),
enough for each scout

Prepare in advance:

Photocopies of quotes

Peace and Nonviolence

For ages 5-13

Title: MLK Jr. Quote “Bee”

Focus Arming ourselves with words of truth

Inspiration

Read:
Martin Luther King
by Rosemary L Bray, Illustrated by Malcah Zeldis
Fabulous. For ages 5 and up.
Greenwillow Books, ISBN 0-688-13132-8 LE

Discussion:

Martin was inspired by the teachings of Ghandi, and this inspiration helped him change his world by bringing the principles of nonviolent civil disobedience into the civil rights movement.

- Did anything in this story inspire you?

Activity:

1. Have scouts take home a copy of Dr. King’s quotes, and try to memorize them
 2. At a subsequent meeting, have a spelling bee like contest where scouts show how well they have memorized the quotes.
- Youngest scouts can hear the whole quote read aloud with one word missing—then they try to fill in the word.
 - Older scouts can have more of a challenge by hearing the first half, and finishing the last half of the quote.
 - For more competition, the “moderator” can begin reading a quote, and scouts can “buzz in” game show style when they think they can finish it.

Closing go-around

Actions speak louder than words. What will you do this week to promote peace in your home?

More ideas: see page 200 on MLK Jr. Parades

See: <http://www.thekingcenter.org/>

Inspirational Words
From
Dr. Martin Luther King Jr.

Injustice anywhere is a threat to justice everywhere.
- MLK Jr.

I believe that unarmed truth and unconditional love will have the final word. – MLK Jr.

A nation that continues year after year to spend more money on military defense than on programs of social uplift is approaching spiritual doom. – MLK Jr.

Almost always, the creative dedicated minority has made the world better. – MLK Jr.

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that. – MLK Jr.

Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.
- MLK Jr.

He who accepts evil without protesting against it is really cooperating with it. – MLK Jr.

History will have to record that the greatest tragedy of this period of social transition was not the strident clamor of the bad people, but the appalling silence of the good people.-MLK Jr.

In the End, we will remember not the words of our enemies, but the silence of our friends. – MLK Jr.

Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. –MLK

Man must evolve for all human conflict a method which rejects revenge, aggression and retaliation. The foundation of such a method is love. – MLK Jr.

Never forget that everything Hitler did in Germany was legal. – MLK Jr.

Our lives begin to end the day we become silent about things that matter. – MLK Jr.

Put yourself in a state of mind where you say to yourself, "Here is an opportunity for me to celebrate like never before, my own power, my own ability to get myself to do whatever is necessary." – MLK Jr.

Peace Activities for All Ages

Ghandi said:

Be the change you want to see in the world.

And

*You cannot change the circumstances,
the seasons, or the wind, but you can change yourself.
That is something you have charge of.*

Maintaining inner peace is a way of maintaining peace in your part of the world.

Read and practice the following yoga activity—and then continue to explore techniques for achieving inner peace.

Finding Inner Peace Through Yoga

By Shana Banana

www.ShanaBanana.com

My 1 ½ year old daughter hears the word “yoga” and immediately bends to the side, one arm up in the air, in an almost perfect Triangle Pose. She loves the Triangle Pose because it’s fun to do, and because it’s a cool way to make a triangle with your body. She also loves the Downward Dog pose because it’s fun to do, and you can bark like a dog. Generally, she loves yoga because it’s fun to do, period.

Having fun, real fun, is the way to feel peace. It’s a feeling like you have no problems at all. It’s easy for most 1 ½ year olds, but as you get bigger, sometimes life gets more stressful, and you don’t always feel so happy. Schoolwork, family, friends, and many other things in life use a lot of energy, and sometimes you feel overwhelmed, tired, or even afraid. FEAR and FATIGUE are two things that keep us from finding inner peace, just like happiness is part of feeling inner peace.

What is “inner peace,” anyway? How does it differ from “outer peace?” Or “world peace?”

Inner peace describes the way you want to feel at this very moment, no matter what’s going on with the rest of the world. The Earth Scouts are committed to help turn around the many problems in the world, most of which are due to a lack of peace between people and their countries, their money, and their resources. When you’re at peace, you have no issues, no conflicts, even while you recognize that things aren’t perfect out there. You are happy with who you are, whom you’re with, and what you’ve got. We already know we have little immediate control over the problems and lack of peace in the world... “world peace” and “outer peace” seem like fiction sometimes with so much conflict out there. But Earth Scouts are also committed to doing something about it, and that starts at the source: YOU. If you go out there and try to solve the world’s problems with anger and frustration, you won’t get far. Energy thrives on peace, love and light, so your biggest job is going to be to make yourself at peace, deep down inside. So now we have the definition of **inner peace**: a feeling in your true self, deep down, that you are filled with love and light, are free of conflicts, and are generally accepting of the way things are, right this very moment, perfect or not.

Easier said than done, right? We often wake up in the morning filled with that inner peace—rested, refreshed, our minds free and clear of troubling thoughts. But as the day gets started, one thing after another threatens to mess up that peaceful feeling. Your toast gets burnt. Your brother is in a bad mood and won’t stop pestering you. Your running late for school. The dog pooped on your homework. Your favorite jeans shrunk in the wash. You name it...all day long, you’ll be bombarded with “stuff” that is different than how you would like it, and definitely NOT perfect, at least not by your definition!

A lot of kids deal with their disappointments, struggles, and stress by eating a ton of junk food, watching TV, playing computer games, and doing other things to block out their feelings and feel some relief. These kids never give themselves a chance to 1) acknowledge that they feel stress, fear, fatigue or unpleasant feelings (it's okay to feel these things) 2) take those feelings and turn them around by working towards inner peace and 3) help the world as a result. These kids are learning bad habits early on, always masking their stress with diversions like the ones listed above, rather than turning their energy around. Eventually, some of these kids start getting into alcohol, cigarettes, and drugs, and when they grow up, they're totally stuck.

So what is yoga, and how can it help? It was developed in India thousands of years ago as a way to exercise your body but also to calm your mind. Yoga helps you convert negative energy into positive, peaceful energy. Combined with healthy eating, it's good for the body, and believe me, the healthier you are, the happier you are, and remember, happy equals peace! If you eat healthy foods and get exercise of any kind, including sports, you're doing a LOT to turn things around already. You've probably noticed that after you get your blood flowing when your body is moving, you feel better. Taking care of your body is an important first step.

A lot of people think that yoga is just another form of exercise. But in addition to being great for the body, it also works by calming down your mind and opening up your heart. The poses in yoga are designed so that you focus on what you are doing calmly and slowly, even if you feel mental stress, anger, fatigue, or anxiety. By thinking about the poses and slow, deep breathing, your mind starts to calm down, and voila...you start to feel peaceful! You'll also find that your "heart feels open"...that's the way peaceful people feel when they are filled with love and light.

A lot of people also think that yoga has to be really quiet and serious in order to "calm the mind" and "open the heart." Sometimes it's that way, but when I do "Banana Yoga," we go totally bananas...we sing songs and are really silly! There are lots of ways to do yoga, so you can find what works best for you. If you are engaging your mind and body together, and having fun, you'll get great results towards inner peace! I've included a lesson plan you can try to show you what I mean.

Even when you're not doing yoga poses, you can still work on inner peace. Listen to your body. Are you FATIGUED? Remember, fatigue is one of the things that totally messes up your peace, and causes a lot of stress. Go to bed early. Take a nap. Take care of your body! Now, listen to your mind. Are you feeling FEAR that isn't necessary? Here's an example of necessary fear: You're in the jungle and a lion is trying to eat you. It is perfectly okay to feel fear in this instance, since it will cause you to run for your life and get away. Here's an example of unnecessary fear: You're in the deep end of the swimming pool. You're suddenly worried that a sea monster is going to eat you. Listen to this fear, and tell your mind to stop messing with you...there's NO chance that a sea monster will find its way into your swimming pool! Ignore your "monkey mind"...it's full of "stuff" and loves to talk to you about all kinds of things that don't

matter or make you worried for no reason. Finally, don't forget to breathe deeply, all the way into your belly, all day long. Thinking about slow, deep breaths calms us down instantly. When you're stressed, nervous or anxious, your breathing gets shallow and fast. Think about how you're breathing all day long, and see how much deep breathing helps. Deep breathing is a big part of yoga!

When your body is healthy, your mind is at peace, and your heart is open and filled with love, you are ready to be an "emissary of light" and go out there and make a difference. You can face the problems you see and find resolutions, working with other people and seeing great results. As long as you start with the source...a peaceful and loving YOU...your work with Earth Scouts will accomplish all of these things, and more. Congratulations on your awesome commitment!

Activity on following page

BANANA YOGA

Lesson Plan: Name That Pose!

Age Level: ALL

PURPOSE: To encourage the imagination and relate it to body consciousness and expression (mind-body connection).

OVERVIEW:

- 1) To learn a few established yoga poses
- 2) To discuss why these poses might have earned their names
- 3) To invent new, imaginative poses

DIRECTIONS:

1) Write DOG, CAT, EAGLE, BOW, HERO, LION, TREE, CHAIR, AND COBRA on the board, or show on illustrated posters.

2) Teach the yoga pose that corresponds to each word or picture (all are standard poses and can be found in yoga books*; it is recommended that teachers unfamiliar with yoga attend classes and/or consult with a certified yoga instructor to learn the poses and be able to present them correctly).

3) Classroom Discussion: For each pose, ask children why they think it has its name. Feel free to act out poses (i.e. bark during Dog Pose, sway like a tree during Tree Pose, etc.)

4) Invent new poses as a whole class (preschool-K), in teams (Gr. 1-3), or individually (Gr. 4-5). Ideas: Umbrella pose, Upside-down pose, Crazy pose, Monkey pose, etc.

* See pages 322, 320, 317 in the reference section.

Peace and nonviolence

Actions

Themes

- (1) Respecting cultural differences, and recognizing commonalities in the global human family
- (2) Resolving conflict creatively and without the use of violence
- (3) Valuing and practicing cooperation
- (4) Developing inner peace

Types of Actions

- write editorials
- circulate petitions
- boycott
- Letter writing to government officials

(2) Sadly:

The US is participating in armed conflicts all over the world. US soldiers may be fighting or teaching others to fight wars, or participating in United Nations efforts to end fighting through the use of soldiers. US tax money may be sent to assist governments or non-government groups that are fighting. US made arms (guns, missiles, etc.) are being sent to other places to help them fight or to prepare to fight.

Happily:

The US ALSO sends diplomats to areas that are fighting or about to fight wars to help them talk it out instead. The US participates in the United Nations, which is a group of many, many countries all working together to work on problems before they turn into conflicts that turn into wars.

Find out more.

Write to someone in the government to tell them what you think. Your letter could be thanking them for voting to help keep the US from fighting wars. You could thank them for voting to support talking things out.

The more you know (from research), the more effective your letter will be, but never be afraid to write anyway. Being respectful is also more likely to be effective.

Make sure you use a model letter like the one on page 198 to help you format your letter. (Go to www.YSA.org and click on the red "Advocate for Youth Service Now!" button, then use your zip code to find out who your local, state and federal elected officials are)

Most government officials will write you back, so they need to know how to contact you.

You might start a scrap book to keep copies of the letters you send and the responses you get. If you write a lot, by the time you can vote at age 18, you may have collected letters from all the Senators, Congressmen and Congresswomen, and Presidents who have been in office your whole life. Your scrapbook would also make a very interesting coffee table book to set in the Oval office when you become President someday...who knows?

- Public education

(2) Perform a play, or simply do a performance "reading".

Dr. Seuss' Butter Battle Book is an excellent way to illustrate the silliness of fighting.

There are many plays, poems, and stories on the topic of peace and nonviolence. Read them or perform them for whatever audience seems right for you: parents and family members, your school community, on community radio or public access TV, at a community center, or in the park. Plan to perform for free, otherwise you run into legal stuff. Although you could always have a donation-based bake sale along with your performance!

"Sneetches" by Dr. Seuss and The Diary of Ann Frank go with theme **(1)**

(1) March in a Martin Luther King Jr. parade, or join or organize a celebration on his birthday

- Promoting an alternative

(2) Introduce the concept of a youth court to help resolve disputes at your school. Students, teachers, and administrators would work together on a panel to "hear" cases, and help mediate differences. Often when a person feels injured by another, both parties feel less hostile if they feel they have been listened to and understood by their community. Enlist the support of local attorneys (many are highly motivated to be of public service in addition to their paid work).

- Promoting an alternative, cont'd
 - (1)** Find places to post pictures of planet earth instead of flags, or maps with borders

 - (1)** Suggest that your classroom or team recite the "Pledge allegiance to the Earth"

 - (4)** Start a yoga club at your community center or school
- Promote or fundraise for a non-profit organization

Respect for Nature

What kids like you have done to respect Nature

from <http://www.whatkidscando.org/index.asp>, link :
<http://www.whatkidscando.org/studentwork/Sewer.html>

In Pennsylvania...

After sixth graders at Huntingdon Area Middle School (HAMS) conducted water quality tests on a stream near their rural central Pennsylvania school, they made an important discovery: a leaking sewer line was contaminating local water sources.

Students launched a three-year letter-writing campaign to convince state and local officials to take corrective action. Locals credit students' efforts with Huntingdon's obtaining a \$250,000 PENNVEST grant and a \$750,000 low interest loan to replace over three miles of broken sewage lines. "It made us feel important and responsible" said one student of her involvement in the campaign. "We learned a lot about the conditions of our streams."

From this auspicious beginning eleven years ago, the HAMS Environmental Club has flourished. All sixth graders participate in a program called STREAMS (Science Teams in Rural Environments for Aquatic Management Studies), in which they learn about watershed ecology then apply their knowledge to local environmental problems. Volunteers in grade six through eight pursue independent projects in the student-led Environmental Club.

Many of Huntingdon's environmental issues involve flooding and storm water runoff. Since the Middle School is located in one such flood-prone area, students decided to construct a wetland on school property to improve drainage. Like the best contractors, they applied for the environmental permissions; surveyed where the waterline would be; spent several weeks stabilizing the discharge area with limestone to prevent erosion; raked and removed rocks in preparation for seeding; and planted trees as a buffer between the wetland and neighboring residential areas. They also raised over \$4,000 towards construction costs.

Heavy rainfall the following spring, however, revealed that their wetland could not retain all the storm runoff. Again students lobbied and raised money, this time constructing a swale measuring 550 feet long by 35 feet wide with a two-foot depth at the center. To stabilize the swale, they planted additional trees and understory shrubs. When residents of a nearby housing development found their basements no longer flooded during heavy rains, they sent club members a certificate of appreciation.

The Environmental Club also works to improve water quality of local watersheds. The Department of Environmental Protection accepted students' test results of biological, chemical, physical, and habitat indicators in two local watersheds as part of the state's assessment of all Pennsylvania streams. They have created educational outreach materials for other students and nearby

communities to demonstrate how wetlands can improve water quality, along with web-based PowerPoint presentations that document their work.

Aware of the powerful links among so many environmental issues, HAMS students also have planted over 100 street trees since 1995 and established a Tree Award program to honor those making significant community contributions, with American veterans the first recipients. They wrote and distributed a booklet about household pollutants. Their recycling program at the middle and high schools has made the school district the largest recycler in Huntingdon Borough. Students regularly publish letters to the editor in the daily newspaper, write political leaders about environmental concerns, and present at state and national conferences.

A Resolution of Appreciation issued by the Borough of Huntingdon begins:

"WHEREAS, the Huntingdon Environmental Club Students have been engaged in numerous community environmental projects and activities. . ."

Nine "WHEREAS"s later, the proclamation ends:

"NOW, THEREFORE, BE IT RESOLVED, that the Borough of Huntingdon wishes to recognize and publicly thank these students for bringing recognition to their school, the community and themselves. It is to be noted that through their actions they have practiced environmental stewardship and citizenship by example."

Family Time Resources
For
Respecting Nature

Books

- Birds Eat and Eat and Eat by Roma Gans, Ed Emberley
- Butterflies Fly by Yvonne Winer
- Attracting Butterflies and Hummingbirds to Your Backyard: Watch Your Garden Come Alive With Beauty on the Wing (A Rodale Organic Gardening Book) by Sally Roth

Games

- The Lorax Card Game by Dr. Seuss
- Save the Planet Knowledge Cards: Tips for Saving Energy & Ecosystems, Water & Wildlife by Sierra Club

Music

- **Dirt Made My Lunch, CD by The Banana Slug String Band**

Web Resources

- www.epa.gov/kids/
- <http://www.swfwmd.state.fl.us/>
- Music for “Ballet of the Unhatched Chicks”:
<http://lfa.atu.edu/music/barber/Mussorgsky/Ballet.html>

Respect for Nature Book List

Resource Books

- Birds Eat and Eat and Eat by Roma Gans, Ed Emberley
- The Very Hungry Caterpillar by Eric Carle
- Butterflies Fly by Yvonne Winer
- Over in the Meadow by Ezra Jack Keats
- Petersons Field Guides
- Golden Field Guides
- Sibley Bird Guides

Curriculum Resource Books

- Project Wild by Western Regional Environmental Education Council, Inc. Copy write 1992
- Project Wild Aquatic; Education Activity Guide by Western Association of Fish and Wildlife Agencies and the Council for Environmental Education, Inc. Copy write 1992
- Project Learning Tree Activity Guide K-6 by Western Regional Environmental Education Council and the American Forest Foundation Copy write 1992
- Environmental Education Teacher Resource Handbook edited by Richard J. Wilke, in cooperation with National Science Teachers Association. Copy write 1993

Web Resources

- Parents as Teachers:
<http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091>
- Parents Helping Parents: <http://www.php.com/en/index.php>
- Scholastic: <http://www.scholastic.com/>
- Environmental Protection Agency: www.epa.gov
- National Audubon Society: www.audubon.org
- American Horticulture Society: www.ahs.org
- Smithsonian Institute: www.si.edu

70% of the grain grown on earth is used in the US, Western Europe, Japan and Australia—most of it feeds cows.

"So let's leave some blue up above us
Let's leave some green on the ground
It's only ours to borrow,
let's leave some for tomorrow.
Leave it and pass it on down.
-Chorus to "Pass it On Down" by Alabama (country music group)

UNLESS someone like you cares a whole lot, nothing is going to get better. It's not.—From *The Lorax* by Dr. Seuss

Respect for Nature

Garden Project Overview, Ages 3-6

Little Gardeners

Children love to watch seeds grow. A full garden project might be a little overwhelming for kids in this age group. But, they are nevertheless enchanted by gardens, butterflies, and birds. Help them see they can help the earth by starting little gardens of their own with the following activities:

- **Earthworms.** Paper cups filled with humus and an earthworm to add to their home gardens.
- **Sprouting Seeds.** Find organic/natural sponges. Moisten and sprinkle rye, clover, or cress seeds and watch sprout.
- **Butterflies.** Butterfly hatching tents are very exciting for children this age. Kits are available with everything you'll need to show them the lifecycle of the butterflies.
- **Bird Migration.** Help the scouts learn about birds. Help them make non-construction bird feeders to attract birds to their home.

Time Estimate:

Preparation: 1 hr
With scouts: 1 hr

What you will need

- Earthworms
- Book
- :Earthworms (minibeasts)
- Slightly moist soil (not mud)
- Newspaper
- Paper Cups

Prepare in advance:

Ask the parents if it's "ok" for the scouts to bring home earthworms for their home gardens.

Respect for Nature**For: ages 3-5**

Title: Earthworm humus cups

Focus: To help the scouts learn about soil and how important and helpful earthworms are to the environment

Inspiration

Little wiggly scouts will enjoy this messy hands-on learning experience.

Discuss in go-around

- Who churns to soil? They will likely reply: tractors, farmers, tillers, etc.
- Ask them if any of those things have churned the soil at their house recently? They will likely laugh and say "NO!"
- Then who churns the soil at your house? Give everyone a chance to respond, and then bring out the wiggly worms
- Talk about the anatomy of the earthworm. Did you know they breathe through tiny holes along the sides of their bodies? While they are examining the worms, read a book about them

Read

Earthworms (Minibeasts) by Claire Llewellyn, Barrie Watts

Activity

Have each scout fill a paper cup with soil, shredded newspaper, and an earthworm or two. The scouts will take their new pet's home and care for them while they make new soil for their home gardens. Over a short period of time (a few days) the earthworm will eat the paper and turn it into soil.

Closing go-around

What did you learn? Where will your worms live in your garden? Will you name them? Remind them to take care of their pets and report back their discoveries!

Time Estimate:

Preparation: 1 hr
With scouts: 30 min

What you will need

- Organic sponges (no soap)
- Seeds
- Water
- Plastic bags

Prepare in advance:

If any of the scouts has a freshwater aquarium and can bring in some cycled tank water to “fertilize” the seeds they will sprout better.

Respect for Nature**For: ages 3-5**

Title: Sprouting Seeds

Focus: To inspire about plants by helping them sprout new seeds**Inspiration**

Young kids love to see plants sprout. Rye, clover, sunflower seeds, zinnia, and or cress seeds are sure to enchant your budding gardeners!

Discuss in go-around

- How does your garden grow?
- Do the scouts have home gardens? Where do the veggies at the store come from?
- Have the scouts ever grown anything before? Tell them about the seeds they are planting, then show them a picture of (or better yet) the actual plant they will grow.

Activity

- Moisten the sponges in a fresh water/tank water mixture. (If you are growing something the scouts will eat, use clean fresh water, not fish tank water).
- Sprinkle seeds on sponge and seal in plastic baggy.
- When the scouts get them home, have them place the sponges on a plate and keep the sponge slightly moist and near natural sunlight. Soon they'll have plants!

Closing go-around

Remind the scouts to care for their seeds. Plants are living things and they need to be cared for!

More ideas

- Cardboard egg cartons make great seed starters also.
- Veggies are fun and easy to grow, perhaps they can grow little bean plants.

Time Estimate:

Preparation: 1hr plus
delivery time
With scouts: 1 hr

What you will need

- [The Very Hungry Caterpillar](#)
- [Butterflies Fly](#)
- Toilet paper tube
- Wooden stick
- Heavy paper
- 6 in piece of pipe cleaner (fold in half)
- Markers or crayons
- Glue and scissors

Prepare in advance:

I found the activity described here at:
<http://www.hhmi.org/coolscience/butterfly/>

Draw the butterfly on the heavy paper for each scout, if your troop is very young; cut the butterfly out for them.

Other cool sites:
<http://www.milkweedcafe.com/ClubCathome.htm>

<http://www.milkweedcafe.com/insectkits.htm>

Respect for Nature

For: ages 3-5

Title: Butterfly Puppets

Focus: To teach scouts about butterfly metamorphosis

Inspiration

The life cycle of a butterfly is amazing. Share their transformation with your young scouts! Talk to the scouts about the magical journey the butterfly takes during its life. Read the above listed stories. [Butterflies Fly](#) is a collection of poetry with amazing illustrations. Most everyone knows Eric Carle's [Very Hungry Caterpillar](#); after the story have the scouts make chrysalis/butterfly puppets.

Read

[The Very Hungry Caterpillar](#) by Eric Carle
[Butterflies Fly](#) by Yvonne Winer

Discuss in go-around

- What did we learn from the stories about the life cycle of a butterfly?
- How long does a butterfly stay in its chrysalis?
- Why do the butterflies come in so many different colors?

Activity

- Color the butterfly (front and back) and cut it out (if it isn't already)
- Color the toilet paper tube to look like a chrysalis
- Put a small hole near the top of the butterfly's head for the pipe cleaner antennae
- Glue the butterfly to the wooden stick
- After the glue dries, curl the wings together and slide the butterfly into the chrysalis
- Pull the stick to make a beautiful butterfly come out of the chrysalis
- Fly them around

continued

Closing go-around

Thank the scouts for discovering butterflies with you. Ask them to watch for butterflies around town and have them report their sightings at the next meeting.

Time Estimate:

Preparation: 1 hr plus shipping time
With scouts:
Dedicate a few minutes each meeting until the butterflies hatch and are released

What you will need

- caterpillars
- host plants
- butterflies

Prepare in advance:

Order the caterpillars and a hatching tent. Be sure to have a few host plants available for them to devour (because they will).

Resources:

<http://www.milkweedcafe.com/ClubCathome.htm>

<http://www.milkweedcafe.com/insectkits.htm>

Respect for Nature

For: all ages

Title: Hatching Butterflies

Focus: To teach the scouts metamorphosis

Inspiration

Butterflies are an inspiring way to give the feeling of anticipation and to teach patience. The scouts will enjoy anticipating the hatching of their butterflies. Being “on-call” is an exciting feeling.

Read

Butterflies Fly by Yvonne Winer

Activity

Make an experiential scrapbook documenting the Scouts witnessing metamorphosis. Take photographs of the caterpillars eating their plants. The scouts can draw each stage of the process to include in the book. This is an ongoing activity. The caterpillars take a while to go through metamorphosis. Patience and anticipation are on the agenda. Plus, lots of fun and speculation!

Closing go-around

When your butterflies are hatched and they have been delivered to a garden that will nourish them and enable them to continue their life cycle it'll be a great time to chat with the scouts about their experience.

- What did they learn?
- What was their favorite part about the butterfly's transformation?
- Did they like waiting?
- Was the result as cool as they hoped it would be?

continued

More ideas:

- While waiting for the butterflies to hatch, work on the other butterfly activities; planting a pollinator garden is a natural companion to this activity.
- While waiting for these caterpillars to hatch, learn about other animals that change.
- Learn the difference between complete metamorphosis and incomplete metamorphosis.
- Field trip: If you can, go to a butterfly garden to be inspired by the beauty and complexity of life buzzing and fluttering about.

Time Estimate:

Preparation: 1 hour
With scouts: 30 min

What you will need

- Heavy construction paper
- White Paper
- Crayons/markers
- Tape
- Clear Contact paper

Prepare in advance:

Have a picture of a bird, a mammal, a reptile, a fish, an amphibian, a tree, and a plant cut out for each scout. Try to find pictures of local flora and fauna.

Bring in a few local field guides and animal picture books to inspire the scouts.

Respect for Nature**For: ages 3-6**

Title: Local Field Guides; Young Scouts

Focus: To familiarize young scout with local flora and fauna through field guides**Inspiration**

Young scouts like to know what they are looking at while they are outside. This simple guide will help them remember and keep track of what they see.

Discuss in go-around

Discuss with the scouts the difference between birds, fish, mammals, and reptiles. Let them know that when they go on nature walks they should learn to identify what they see. They might not know the name of all the animals they see, but they can tell you about them and how many they saw. The purpose of their guides is to give them basic information that inspires them to learn more.

- What makes a fish different from a bird?
- What makes a bird different from a mammal?
- What makes a reptile different from a fish?

Activity

Make a field guide.

- Fold the white paper in half (like a book)
- On each page, tape or glue a one picture from their group of prepared pictures (Mammal page, Bird Page, etc.)
- Using heavy construction paper, have each scout create their own cover.
- Seal the cover with the contact paper
- Staple the book together

Closing go-around

Let the scouts know you will bring their books when you all go on nature walks together. Ask them to describe their cover and tell you what animals they hope to see. They'll be able to keep track of how many animals they see each trip. 😊

Time Estimate:

Preparation: 20 min
With scouts: 45 min

What you will need

- Outdoor Adventure Kit
- Field guides
- Pencils
- Paper
- Clipboards

Prepare in advance:

- Map to the park
- Park Ranger guided walk

Respect for Nature**For: ages 3-9**

Title: Visiting Someone Else's Home, Listening to See

Focus: To teach young scouts that it's respectful to use quiet voices outside because it will help them see more wildlife

Inspiration

Small children love to play outside. It is outside where they are often allowed to use their "outside voices." Sometimes, it's the only acceptable place for the loudness that they so want to express. As much as they love to be loud, children also love to see wildlife. A good park visit includes at least one live animal in plain view. So, let's help them see more wildlife by teaching them to respect the animal's space by using our "inside voices" outside.

Discuss in go-around

This is a quiet observation exercise. Round-up the group for a quiet circle.

- Start with explaining that there are birds, insects, and animals that are staying quiet so we don't discover them. Since we want to find them, we have to be quieter than they are.
- Show the group the variety of field guides you have brought to help them identify who they hear and see.
- Have every scout close their eyes and take five slow breaths. With each breath they should open their ears a little more. Sit in silence for a moment longer then ask each scout to share who they hear.
- Once everyone has had a chance to share their observation have them break off into pairs and go out to listen and draw a picture of what they hear and/or see. Set up a picnic table with the guide books and pencils and notepads so the scouts can identify what they see and hear.

Activity

Ranger-Led Listening Walk

continued

Closing go-around

- Did you see more today than ever before?
- Do you think it was because you minded your manners while you visited the animals' home?
- Did you have as much fun playing quietly outside as you do when you play loudly?
- Sing a song, close with the group hug, and tell them to remember to let the group know each time they spot something new when they are quiet outside. 😊

Time Estimate:

Preparation: 1 hour
 With scouts:
 30 min-1 hour

What you will need

- Birds Eat and Eat and Eat by Roma Gans
- Yarn
- Birdseed
- Peanut butter
- Pine cones
- Cheerios
- Cranberries
- Honey
- Suet

Prepare in advance:

Bring bird books to the meeting. Be sure to set up a place to put the feeders together. These tend to be messy; drop cloths are a wise choice.

Gather facts about bird migrations to share with the scouts. Here are a couple resources:
<http://www.birdnature.com/migration.html>
<http://www.audubon.org/>

Respect for Nature**For: all ages**

Title: Feed the birds: The non-construction bird-feeder.

Focus: To help the scouts learn about migratory birds and to inspire the scouts to assist the birds along their treacherous journey.

Inspiration**Read**

Birds Eat and Eat and Eat by Roma Gans, Ed Emberley

Discuss in go-around:

- What did you learn about birds from this book?
- What is migration?
- How far do birds travel?
- How often do they stop for food and rest?

Let's help the out the birds by supplying them with a little extra nourishment.

Activity

Migratory birds need nourishment. Make several kinds of bird feeders and spread them around your neighborhood. Cheerio necklaces, popcorn and berry garland, dried corn cobs, granola honey and nut bars, and seeded peanut butter pine cones all make delectable treats for all the animals that are getting their nests ready for winter. Plus, they look pretty outside.

Make a variety of bird feeders.

- String cheerios on yarn
- String popcorn and berries on garland
- Hang dried corn cobs out
- Make suet logs by combining granola, honey, suet and nuts. Everything should stick together and mold into whatever shape suits you
- Spread peanut butter on pine cones, place peanut butter cone in a paper bag with a ½ cup of bird seed in it. Close and shake. The seeds should stick to the pine cone

continued.


Closing go-around

Chat with the scouts about their feeders; find out if there is a special place they will hang theirs at their homes. Tell them to:

- Hang the bird feeders outside and watch them be enjoyed by the birds.
- Keep track of your bird sightings. Some, birds are flying through for a short time and won't be back again until next year.
- Remember to replenish them when the birds have eaten everything off of the feeder, birds eat and eat and eat!

More Info

Did the scouts just love learning about birds? If so, you can increase their sightings by increasing the feeders around them. A little internet research will lead you to several varieties of bird feeders plus construction plans. Most are simple enough to do in a meeting. Others could make great at home activities to help keep families connected to their Earth Scout community.



Time Estimate:

Preparation:

5 minutes

With scouts:

45 minutes

What you will need

- Banners/
ribbon
streamers
- Outdoor
Adventure Kit
- Some Musical
Instruments

Prepare in advance:

Give parents directions to the park, specify meeting time and location.

Respect for Nature**For ages: all**

Title: Happy Day Park Parade

Focus: Finding Music and Celebration at the Park**Inspiration**

Earth Scouts celebrate in many ways. You can have the group meet on a random sunny day to simply celebrate the beautiful weather and the wonders of the park. Plan for the group to meet at a local park. A popular park will inspire the other children to join in the fun and it'll help get your message out there! The kids will love to see their fun inspire other park goers. Plus, it's really easy to include others in this activity because what they will need to participate they'll find at the park.

Discuss in go-around

Once everyone arrives at the park have them round up in a circle. Start off with a moment of silence.

- Ask the scouts to listen for a full minute. What did you hear?
- If we went on a walk, what could we find that would help us make music?

Activity

Let them know the goal is to collect something from nature that makes a musical sound. Two sticks for rhythm, grass blades for whistles, seed pods for rattles; send the scouts out in pairs to acquire their instruments. It is fun to discover the diversity of music makers found at the park (If in New York City, bring change for same). Music is everywhere. Have them look for the musical instruments for a short time then bring the group together to play their music. Sing some of your group songs, find the rhythm, and then line up, banners waving, voices loud, and parade around the park. Sing your troop's favorite songs loud and clear.

continued

Closing go-around

Make sure your scouts circle up to chat about their favorite part of the park day. A little easy music makes the day a little brighter.

More ideas:

- Say it big in a formal celebration; see “Earth Day Park Parade”.

Spring Garden Project Overview, Ages 6-13

A wonderful spring project is to create a butterfly garden. Children of all ages love to watch their garden come to life. The object of this series of activities is to introduce the group to pollinators (the birds, animals, and insects that keep a beautiful flower garden blooming), to help them identify plants that are both pretty and food for the pollinators, and to create a garden that will enrich the lives of all who stop by.

Your group's final garden could be a "thank you" present for the place that you hold your meetings; alternatively, many schools, city parks and libraries have space available for community gardening. Your group should decide where the garden should go and why it belongs there.

- Help them think about their community as a whole and that will help guide their efforts. These activities can be completed over several months. The activities along the way help the group understand the complexity of nature. The group should be able to identify local pollinators and their host plants. They should be able to design a garden that will benefit both the place where the garden will be and the pollinators it will host. The end result will be a lush garden buzzing and fluttering with life.

Look in the following pages for these activities to inspire your scouts:

- **Nurture the soil.** Did you know we have to feed the Earth? If we want lush plants and the wonderful insects that come along with them, we need to feed the Earth. Earthworms are the best way to churn the soil and to keep the hummus layer alive and well. Learn about the role of our squiggly, wiggly friends.
- **Sprout your seeds.** Older scouts will enjoy sprouting seeds for their garden project. A garden feels more personal if you sow it from scratch: soil, seed, plants, butterflies, bird feeders.
- **Glorious gardeners.** What is a pollinator garden? Plan and create a garden that nourishes both caterpillars and butterflies. See who else it nourishes as well. For this meeting bring several books with brightly colored photographs and descriptions of host plants, various garden designs, and lots of paper and coloring supplies. Have each scout design their garden, including the pollinator they hope to attract and the host plant it requires.
- **Butterflies.** What do you know about butterflies? Look up local butterflies; find out what they eat and where they frolic. Paint your favorite butterfly on a foil rectangle, pinch the foil in the center and bring your butterfly to life.
- **Bird Migration.** Who else will your garden feed? How might we attract them? Make a few different bird feeders with your scouts. Research migration patterns on the World Wide Web and track your sightings. Have you been in contact with your

local Audobon Society? They do annual bird counts, perhaps your scouts would like to ACT for nature by participating in a well organized research effort. ☺

Compost Stories:

Where would we be without earthworms and do they really whistle?

As you turn your garden soil, stop and rest now and then and look for earthworms. They are the real plow horses of fertility. "It may be doubted," Charles Darwin wrote, "whether there are many other animals which have played so important a part in the history of the world, as have these lowly organized creatures." Darwin considered earthworms of greater value than horses, more powerful than African elephants, and even more important to people than cows. Even so, as author Jerry Minnich notes in The Earthworm Book, Darwin did not give the earthworm credit for what is now considered its most important function: incubating within its digestive tract enormous quantities of microorganisms, and then casting them off to become the basis for humus.

It's amazing to think that before European settlement, there were essentially no earthworms in North America. Eleven thousands years ago, the Ice Age stripped the planet nearly bare of earthworms. They existed only in a narrow area that included the world's three great agricultural valleys: the Indus, The Euphrates, and the Nile. The soil was rich and fertile in these three river valleys, crops grew almost without cultivation, and great civilizations grew up as well. (In those days, earthworms were appreciated; Cleopatra decreed them sacred and Egyptians were forbidden to kill them.)

In that same period, few regions in what is now the United States supported extensive agriculture. The Native American population was sparse, widespread and largely based on hunting and gathering. According to Minnich, "Before European contact, the only lumbricids (the common American and European earthworm is *Lumbricus terrestris*) native to the United States were some lazy species of *Bismatus* and *Eisenia*, essentially worthless as soil builders."

So what happened? Immigrant earthworms (and their egg capsules) crossed the Atlantic wedged into the shoes of the colonists' horses and packed into the root balls of the plants the immigrants brought. Earthworms work fast; soon, New England meadows were lush, the Midwest was a vast garden, and fields of grain stretched across the continent.

Earthworms produce more compost faster and more easily than any other organism. As they burrow (constantly eating and excreting) they are bathed in a mucus that stiffens the walls of their tunnels. The tunnels turn, aerate, and moisten the soil.

Omnivorous and unfussy eaters, earthworms consume nearly everything in their paths, including sand and minerals, as they propel themselves powerfully through the earth.

When they have digested everything and excreted it, the gardener is the beneficiary. Worms neutralize their own castings (with three pairs of calciferous glands near their stone-grinding gizzards) and deposit them on account in the soil bank with five times the available nitrogen, seven times the phosphate and eleven times the potash of anything else in the top 6 inches of soil. (They dig down farther than that, too, going as deep as 15 feet, helping to drain the earth.) Castings are totally available organic humus, and every earthworm produces its own weight in castings every day, this can amount to 5 tons of castings on 1 acre of land in a year.

As if this were not enough, some researchers report that earthworms whistle while they work. One devotee of Lumbricus lyric opera, C. Merker, wrote in the 1940s that earthworms have voices and can actually sing in "a definite changing rhythm" deliberately opening and closing their mouths. Although they have no lungs, Merker could hear them sing up to 12 feet away, and much of the singing may be in search of love- for worms have five sets of double hearts and meet to copulate in good weather, producing almost two hundred offspring annually. Like the microbes, their companions under the soil, the more organic material they encounter, the faster they reproduce. This is lucky for us. Because whether they're singing or silent, where would we be without earthworms?

Note: For further fascinating facts about earthworms, see Jerry Minnich's The Earthworm Book (Rodale press, 1977) and Peter Tompkins and Christopher Bairds Secrets of the Soil (Harper and Row, 1989), from which we learned much.

Gardeners Gold or Not So Humble Humus

The same Latin word gave us both the noun humus and the adjective humble. But the contribution of humus to ideal garden soil is anything but humble. Humus is a colloid, course moisture between a solution and a suspension. It can hold water in amounts up to 75 percent its volume. Humus is the reason good soil can be held in the hand without running through the fingers, why it crumbles like chocolate cake, and why it drains well but holds moisture.

In the moisture are essential minerals, processed, prepared, and served up by microbes for the use of plants. They neither evaporate nor leach away; they contain a feast, a plant's picnic ready to spread in the form of a soft, dark loam that is rich in organic matter and nutrients. Like most ideals, ideal soil is rare, but soil is always improving itself. Any soil can be helped along with humus- that is, its composition can be manipulated to suit the gardener's requirements. After all, in the long run, the soil makes the plant, and the plant makes the soil.

Think of humus not as feeding plants but as feeding the soil itself. An experiment for the scouts: place an earthworm in a container with some direct and old newspaper, and watch the earthworm do its thing and create soil that can be donated to their garden.

Time Estimate:

Preparation: 30 min
With scouts: 45 min

What you will need

- Paper
- Drawing Materials

And/Or

- Plastic bins
- Earthworms
- Soil
- Used Paper

Prepare in advance:

Chat with the parents of your scouts about the scouts having earthworms as pets; you might find most won't mind if the worms go directly to their own garden.

Respect for Nature**For: ages 6-13**

Title: Nurture the Soil

Focus: To educate the scouts about soil and earthworms**Inspiration**

Compost Articles: Gardeners Gold or Not So Humble Humus & Where would we be without earthworms and do they really whistle? (previous pages)

Discuss in go-around

- Did you know we have to feed the earth? If we want lush plants and the wonderful insects that come along with it we need to feed the Earth.
- Who churns the soil? Earthworms are the best way to churn the soil and to keep the hummus layer alive and well. Learn about the role of our squiggly, wiggly friends.

Clean Activity

Earthworm comic strip: Have the scouts write a story about an earthworm and put it into a comic form.

Messy Activity

Earthworm pets: Kids using compost -a little dirt, and used paper plus earthworms in a clear plastic bin will allow the scouts to actually see how earthworms enrich soil. The troop could have a group pet or each scout can monitor their own worms in small plastic bins. Be sure to keep the soil slightly moist, not wet.

continued

Closing go-around

- How does your family nurture your soil? How do you do it?
- Compost mixed soil, humus, and earthworms create the best fertilizer and are easy on the environment.
- Make sure the scouts know to respect the worms as living beings. They need water, food and sunlight to survive.

More Ideas

- If the scouts are uncomfortable caring for them they can be added to their home gardens.
- If the scouts have a group compost system, they can deposit their worms into the mix to facilitate the production of rich soil.
- If your group is doing garden project this is a good activity to do early on so the scouts can use the soil they produced to enhance their garden.

Time Estimate:

Preparation: 20 min

With scouts: 45 min

What you will need

- [Petersons First Guides: Butterflies and Moths](#)
- Foil Rectangles
- Paint
- Paint brushes
- Drop Cloth

Prepare in advance:

Have the art table set up in advance of the meeting so the scouts can paint when they are ready to.

There are butterfly farms that send caterpillars ready to hatch. This would be an exciting addition to this meeting if you don't have access to a local butterfly garden or if the scouts want to have their own butterflies.

Here are a couple of resources for <http://www.milkweedcafe.com/>

<http://en.wikipedia.org/wiki/Butterfly>

Respect for Nature**For: ages 6-13**

Title: Foil Butterflies

Focus: To teach the scouts about butterflies**Inspiration**

Butterflies are beautiful jewels in our gardens that remind us to be free.

Read

[Butterflies Fly](#) by Yvonne Winter; illustrated by Karen Lloyd-Jones

[Petersons First Guide: Butterflies and Moths](#)

[The Butterfly Alphabet](#) by Kjell B. Sandved

Discuss in go-around

- What do you know about butterflies?
- What do you know about the life of a butterfly? Look up local butterflies; find out what they eat and where they frolic.
- Have any of the scouts been to a butterfly garden?

Activity

Paint your favorite butterfly on a foil rectangle.

Let the paint dry.

Pinch the foil in the center and bring your butterfly to life.

How will your butterfly fly?

Closing go-around

This is the part of several activity meetings that will result in the scouts creating a butterfly garden for the community. Get the scouts thinking about where they would want to plant that garden and what kind of pollinators they would like to attract to it. 😊

More ideas

- If each scout paints three or more butterflies they can create a mobile. Attach each butterfly to a string. Hang the strings from a wire hanger or a couple of light wooden sticks that are bound in an "X" shape.
- Instead of foil butterflies, you could have them paint sunlight catchers. Use clear acrylic squares instead of foil rectangles and hang the dried painting in a window.

Time Estimate:

Preparation: 20 min

With scouts: 1 hour

What you will need

- How Groundhog's Garden Grew
- From Caterpillar to Butterfly...
- Attracting Butterflies and hummingbirds
- ...
- Paper
- Drawing supplies

Prepare in advance:

Web resources:

Butterfly Garden books:

<http://www.butterflybuzz.com/site/561023/page/290624>

American

Horticultural Society:

<http://www.butterflybuzz.com/site/561023/page/290624>

Respect for Nature**For: ages 6-13**

Title: Glorious gardeners

Focus: To help the scouts learn about pollinator gardens.**Inspiration**

This meeting should have a short introduction circle. The scouts need time to create their gardens and even more time to share them with the group. It will be better to have time at the end of the meeting than to have some scouts rushed or unable to share their design because the group ran out of time.

ReadHow Groundhog's Garden Grew by Lynne CherryFrom Caterpillar to Butterfly (Let's Read and Find Out Science, Stage 1) by Deborah HeilmanAttracting Butterflies and Hummingbirds to YourBackyard: Watch Your Garden Come Alive With Beauty on the Wing (A Rodale Organic Gardening Book) by Sally Roth**Discuss in go-around.**

- What is a pollinator garden?
- What is a host plant?
- What insects are pollinators?
- Are insects the only pollinators?

For this meeting bring several books with brightly colored photographs and descriptions of host plants, various garden designs, and lots of paper and coloring supplies.

continued

Activity

Plan and create a garden that nourishes both caterpillars and butterflies. Have each scout design their own garden. Their design should include the pollinator they hope to attract and the host plant it requires. Let them know that gardens that host a variety of pollinators tend to do better so try to have as much variety in the plan as possible.

Closing go-around

Have each scout share their garden plan. Plan to have this part of the meeting take the longest. If your group is working on a public garden project, then this is a great activity to allow each scout to create a plan they will later contribute to the group plan. Your group should collaborate on the final garden design.



Time Estimate:

Preparation: 30 min
With scouts: 1 hr to
several meetings

**What you will
need**

- Local Field Guides: Peterson's and Golden make great guides.
- White paper
- Heavy construction paper
- Clear Contact Paper
- Stapler
- Glue/tape
- Pens, pencils, markers

**Prepare in
advance:**

Reserve a conference room in a local library or collect several guides for the scouts to use at your usual meeting place. Each scout should bring money for the copier/printer. Find out in advance how much it will cost.

Respect for Nature**For: ages 9-13**

Title: Local Field Guides

Focus: To help the scouts become more familiar with local flora and fauna**Inspiration**

Wouldn't it be wonderful if your scouts had a guide they created that included local species, a wish list of species they hope to find, and the clues they need to help them remember the species while they're in the field? Here is a chance to create your own!

Read

Local Field Guides: Petersons™ Field Guides, Golden™ Field Guides, and Sibley™ Bird Guides are wonderful.

Activity

They can work as a group or individually to complete their guidebooks. If you have the group work on it, then have two pairs of buddies work on a topic.

- Give each group a topic: birds, mammals, reptiles, plants/trees, etc.
- Have them select a few animals to include in the book that they are likely to see on their adventure hikes.
- Tape or staple a photo and the description of each species into the book and leave space to document when and where they see each species.
- Once each group has prepared a couple of pages for the guide, compile all the pages and make a copy for each scout. Each scout should design their own cover with construction paper. If you cover the finished product with contact paper, it will be water resistant.

Now they have a field guide/outdoor adventure journal to track what they see when they are adventuring outdoors. Leave extra space for new sightings!
(Continued)

Closing go-around

Ask each scout what they contributed to the guide and why. Everyone should have an opportunity to share something about their experience creating a personal field guide.

- Are there any species missing?
- Did anyone include plants?
- Should the group plan to continue this exercise at a future meeting?
- Will they use this instead of printed guides, or will they use it in tandem making it more like a journal?

More Ideas

- The scouts can do this activity independently between meetings. It will be more like a research project, but the opportunity to have a better field guide with clear details might be worth it to the scouts.
- They can have a group website on which they post information they intend to share. Check out www.multiply.com.

Time Estimate:

Preparation: 10 min

With scouts: 45 min

What you will need

- Outdoor Adventure Kit
- Listening Ears
- Field Guides
- Note pads and pencils

Prepare in advance:

- Map to park for parents/drivers
- Arrange with Park Ranger for a guided walk if you are not comfortable identifying wildlife.
- If your scouts are lucky enough to have digital cameras, have them bring them along to help them “capture” the species they see/hear.

Respect for Nature**Ages: 9-13**

Title: Listening to See

Focus: To teach the scouts to respect nature by quieting down, listening carefully, and opening up to the opportunity to see more wildlife**Inspiration**

If your scouts want to see more wildlife on nature walks they must learn to be quiet. This exercise will hopefully increase their wildlife sightings as well as help them find a new way to identify who’s calling whom in the forest.

Group Activity

This is a quiet observation exercise. Round up the group for a quiet circle.

- Start with explaining that there are birds, insects, and animals that are staying quiet so we don’t discover them. Since we want to find them, we have to be quieter than they are.
- Show the group the variety of field guides you have brought to help them identify who they hear and see.
- Have every scout close their eyes and take five slow breaths. With each breath they should open their ears a little more. Sit in silence for a moment longer, then ask each scout to share who they hear.
- Once everyone has had a chance to share their observations, have them break off into pairs and go out to listen and write down what they hear and see. Set up a picnic table with the guide books and pencils and notepads so the scouts can identify what they see and hear.

continued

Buddies Listening Walk Independent Activity

To help the scouts identify animals, have them take short notes about markings that the bird/animal has (i.e. sm. bird, red under wing, yellow beak) so that they can really put those field guides to good use.

Closing go-around

After a short time the group should reconvene and share their discoveries. Older scouts should be able to identify the species that they hear and/or see.

- What did you hear but did not see?
- What did you hear and see?
- Did you see something you have never seen before?

More Ideas

If they do this exercise often they will soon witness the subtle changes in the environment

Time Estimate:
Preparation: 10 min
With scouts: 1 hr

What you will need

- Heavy Construction Paper
- Crayons/markers

Prepare in advance:

Inform yourself about the two species: Peterson's field guides, Sibley's field guides
Find a couple of good photographs of the Scrub Jay and the Blue Jay.
The scouts will draw the scrub jay and note the differences between these seemingly similar birds.

If birds aren't your group's thing, find a local species in a similar predicament. Many endangered species have a more common species that mimics them. Find a native representative species and help the scouts spread the word!

Respect for Nature

For: ages 5-13

Title: Identifying Differences: Finding delight in details.

Focus: To teach scouts to identify subtle differences between species

Inspiration

Through this exercise the scouts will learn the differences between 2 seemingly similar bird species. One, the blue jay, is very common and generally considered a nuisance. The other, the scrub jay, is endangered due to habitat loss. Because they are so similar in appearance the fact that the scrub jay's numbers were plummeting went unnoticed for a while. Habitat encroachment is the most challenging threat to native wildlife. Help the scouts learn to recognize the details of native species and to help protect the habitats they require to succeed.

Discuss in go-around

- Set the scene: Tell the scouts about the birds they are about to see. Bring out the photographs of the birds. Talk about what each bird looks like.
- What features do they have in common?
- Do they eat the same food?
- Do they live in the same place?
- Share the posters in the closing go-around.

Activity

Now, have each scout grab a piece of paper and crayons, pencils, or markers. And ask them to draw the scrub jay. While they are drawing the scrub jay, tell them about the trouble they have had maintaining their place in their habitat.

- **Younger Scouts:** Wanted! More Scrub Jays! Draw the Scrub Jay. Note the differences between the Scrub Jay and the Blue Jay. On their posters have them write about the habitat of the jay and where people might spot one. Like a real “Wanted” poster, it’s all in the details. 😊

- **Older scouts:** Information/education poster with the objective to increase awareness and education about this endangered species. Note the differences between the Scrub Jay and the Blue Jay. On their posters have them write about the habitat of the jay and where people might spot them.

Closing go-around

- What have we learned and who will we share these wonderful posters with?
- What do we want to learn next?

Time Estimate:

Preparation: 10 min
With scouts: 1 hr

What you will need

- Thick cardboard cut into 6in X 6in squares
- Cereal boxes cut into 5in X 5in squares
- Paper
- Heavy Rubber bands

Prepare in advance:

Collect and/or have the troop collect cardboard boxes and cereal boxes.

Select a park where the scouts can collect a variety of specimens to press and save.

Have a photo reference of poisonous plants to share with the scouts.

Respect for Nature**For ages: all**

Title: Art and Nature and Recycling, oh my!

Focus: To create art from found objects.

Inspiration

It's fun to pick flowers when you're on a nature walk. It's exciting to see a new leaf. Help the scouts learn to re-use old items to save new ones.

Discussion/go-around

Today you will go on a nature walk to find specimens to press in your flower press. Think about the thickness of the flowers and leaves you pick to press. Thin items generally press better than thick ones, but don't be afraid to experiment. You never know what will happen until you try. ☺ Don't pick more than one of anything if you don't see 10 more in the same space. We wouldn't want to be the reason there isn't clover in the field anymore right? Be aware of what you're picking: Does it have thorns? Is it poisonous? If you aren't sure, ask an adult.

Activity: Press your flowers and leaves

The flower press is simple.

Make a sandwich out of the cardboard and bind it closed with the rubber bands:

- Thick Card Board
- Cereal box
- Paper with flowers
- Cereal box
- Paper with leaves
- Cereal box
- Paper with flowers
- Thick Card Board

Closing go-around

Give everyone an opportunity to share their experience. Ask if the group would like to take some of their pressed items and create a group pressed-flower card to deliver to the groundskeeper at your school, church, or city park to express your gratitude for their work. If they would, set the meeting time and remind them to bring their pressed items so you can put the card together.

More Ideas:

- **Specimen Print Tee-Shirts: Great group shirt project.** When you go out as a group it's easy to keep track of who is in your group if they are wearing similar shirts. Each scout should bring a white/light colored shirt to the meeting. You will need fabric paint and permanent fabric markers. Take the leaves and flowers you find on your walk. Use guides to identify the leaves that will make the best stamps. Paint the leaves then press or stamp them onto the tee shirt. Near the leaf stamp write the name of the plant it came from.

Time Estimate:

Preparation: 1 wk

With scouts: 1 hr

**What you will need
(adjust list based
on the projects you
pick for the scouts)**

- Clean plastic bottles
- Clean glass bottles
- Clean tin cans
- Old filament line
- Milk Cartons
- Cardboard tubes
- Crayons and Markers
- Glue
- Scissors

**Prepare in
advance:**

Send a letter with the scouts and let them know they will need to bring in as many clean recycled items as possible.

Print activities you like from the internet, including directions to give the scouts a variety of things to do with their “trash” to choose from. The scouts should be able to complete at least one project.

Respect for Nature**For ages all**

Title: Reduce Reuse Recycle

Focus: Waste not, want not; an age old adage that many have forgotten. Help the scouts find new ways to use the things we toss into recycling bins.

Inspiration

It is likely that everyone in your group knows something about recycling. We know that recycling is becoming more common, but something that is less common is reusing these items. For the meeting bring several craft projects that the scouts can do while at the meeting. By the end of the meeting there should be items left over. What will you do with them? Plan future projects with your scouts once they have enjoyed the experience of reusing what the thought was useless.

Discuss in go-around

- “What do you recycle?”
- “Have you ever thought about using the things you recycle differently?” For example, if you cut a 2 liter bottle in half (leaving the top and bottom separate) wouldn’t the top make a great funnel?
- The activity today will allow us to think about recyclable trash in a new way.

Resources

Here is a list of sources to find ways to use the items the scouts bring in.

<http://www.enchantedlearning.com/crafts/earthday/>

<http://www.homeschoolzone.com/pp/recycle.htm>

<http://www.epa.gov/recyclecity/>

Activity

Have the scouts put the items they have brought on the art table when they come in for the meeting. Encourage them to use items they didn't bring for their art project. Have them look at the activity projects you have brought in for them to do and choose one. Once they have selected their project let them gather the materials they will need to complete it and follow the directions provided.

Closing go-around

Toward the end of the meeting, after everyone has completed their projects regroup for closing a discussion. Have each scout share their project, describing what is was and what it is now.

- Did the scouts enjoy making something new out of something old?
- Do you have additional items left over?
- What should we do with them?
- Would you like to make some toys or bird feeders for disadvantaged children?
- If your scouts are older, would they like to visit a preschool and make the crafts with younger children? Imagine the possibilities!

More ideas

- There are several craft ideas that center on holidays, seasons, etc. this is an inexpensive way to ensure you have supplies for seasonal crafts.
- Invite senior citizens to craft with your scouts.
- Find an opportunity for your scouts to teach other or younger scouts about crafting with recycled items.
- Need a fundraiser? Is there a local craft fair your scouts can participate in to raise funds for the troop? What if every craft they sold was made of recycled materials?

Time Estimate:

Preparation: 10 min

With scouts: 30 min

What you will need

- Food token: pieces of cardboard
- Labeling device to distinguish predators
- 4 or 5 hula hoops to serve as “cover”
- Pen/paper to track the number of captures (optional)
- whistle

Prepare in advance:**Respect for Nature****For all ages**Title: Quick Frozen Critters from Project Wild**Focus To teach the scouts about predator/prey relationships while keeping them active!****Inspiration**

The relationship between predators and prey is an extremely important aspect of ecology. To help break down the complexity, play a game to help the scouts understand all of the elements better. Prey use many different behaviors to protect themselves from predators. They freeze, find cover, and/or alert other prey of potential danger. Predators use several methods to capture prey; patience and speed are generally traits found in successful predators. In both cases they require enough food to survive.

Activity Set up

- Select a predator/prey pair: cottontails & coyotes or ground squirrels & hawks; Scout ratio should be 4 prey : 1 predator
- Divide your play space into three parts: Think of the space like a soccer field: The “food source” is on one goal side; the “shelter” is on the other goal side and there are randomly tossed “temporary cover” hula hoops in between the goal areas.
- There should be three food tokens per prey in the food source area.
- Predators should be clearly identified with a vest or sash.
- Use a whistle to signal the beginning and end of each round.
- No behavior is allowed that will harm any of the players.

Play Game as Follows

- Whistle blows to initiate start of round.
- Prey start from “Shelter” and try to get to “Food Source” without being tagged by the predator. One food source may be taken on each trip. They need all three food sources to survive. To protect themselves on their journey prey may: Freeze (no speaking or moving) when a predator is within five feet of them; run to “cover” with at least one foot in the hoop; and/or alert other prey that a predator is near. If a prey has successfully gathered three pieces of food they may remain in the shelter until the end of the game.
- The predators may start from any place between the two goal areas. They may capture any prey that isn’t frozen or in “cover”. When they tag a prey, they must take them to the sidelines until the end of the game. They need two prey to survive.
- A limit of five to seven minutes is suggested for each round. Everyone should have an opportunity to be both predator and prey.

Closing go-around

- What did we learn?
- Was it harder to be predator or prey?
- Was it hard to choose between caution and the need for food to survive?
- How would the elements of the game apply to local wildlife?

Time Estimate:

Preparation: 30 min
With scouts: 45 min

What you will need

- Plastic beads
- Black string
- Water Cycle Poster/Picture

Prepare in advance:

Cut string for bracelets or necklaces

Bring plastic beads: yellow, clear, green, white, blue, and brown.

This activity was seen at the Temple Terrace Riverfest Celebration. Southwest Florida Water Management District passed out little pre-made kits to the kids. It was a huge hit at the park. 😊

Respect for Nature

For: ages 5-13

Title: Water Conservation

Focus: Teach the scouts to understand our resources so we can protect them

Inspiration

Through the water cycle, nature cleans the water and moves it from the ocean, to the air, to land then back to the ocean again.

Discuss in a go-round:

Show the scouts that water is part of an endless cycle called the water cycle. What is the water cycle?

Water Cycle Wristbands Activity

Your bracelet/necklace will represent the elements of the water cycle because each bead will represent a part of the cycle.

Yellow: Solar Energy is energy from the sun that powers the water cycle.

Clear: Evaporation occurs when the sun heats the water on the land and water bodies and that water turns into vapor and moves into the air and becomes clouds.

Green: Transpiration is water vapor created when trees and plants give off moisture.

White: Condensation occurs when water vapor cools and combines to form clouds.

Blue: Precipitation is the water falling from the clouds in the form of rain or snow. It creates run-off that moves water from land to water bodies so that water can evaporate.

Brown: Percolation is water movement through the ground; this water replenishes the aquifers.

- Thread the different colored beads on the string.
- Tie the string around your wrist or neck.
- By rotating the beads around the string you have created the water cycle.

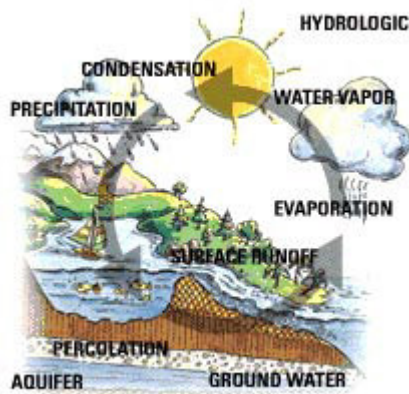
Closing Go-Round

Discuss how to protect this vital resource. Challenge the scouts to use less water and report their conservation efforts at the next meeting.

The Water Cycle, overview

The **water cycle** or **hydrologic cycle** is a continuous cycle where water evaporates, travels into the air and becomes part of a cloud, falls down to earth as precipitation, and then evaporates again. This repeats again and again in a never-ending cycle. Water keeps moving and changing from a solid to a liquid to a gas, over and over again.

Precipitation creates **runoff** that travels over the ground surface and helps to fill lakes and rivers. It also **percolates** or moves downward through openings in the soil to replenish **aquifers** under the ground. Some places receive more **precipitation** than others do. These areas are usually close to oceans or large bodies of water that allow more water to **evaporate** and form clouds. Other areas receive less **precipitation**. Often these areas are far from water or near mountains. As clouds move up and over mountains, the water vapor condenses to form precipitation and freezes. Snow falls on the peaks.



Would you believe that a dinosaur could have once used your last drink of water?

Water on earth today has been here for millions of years. Because of the **water cycle**, water moves from the earth to the air to the earth again. It changes from solid to liquid to gas, over and over again.

Information and graphics from:
<http://www.awwa.org/Advocacy/learn/education/WaterCycle.cfm>

Time Estimate:
Preparation:
10-20 min
With scouts:
30-45 min

What you will need

- The book *Salmon Forest* by David Suzuki
- Chart paper/ chalkboard
- Cycle cards

Prepare in advance:

Cards with cycle parts (following pg.)

Respect for the Earth

For ages 5-13

Focus: Cycles in Nature and in Life

Inspiration

Read:

“Salmon Forest” by David Suzuki

Discussion:

? What cycles do we see in nature?

Draw the scouts' responses as word/arrow diagrams on chart paper

Provide cards with parts of cycles (next page) Have scouts help sort them into the correct cycles in the center of the circle.

Activity:

Play “Salmon, Mosquito, Bear” (an action version of Rock, Paper, Scissors where each team decides which they will be and pose, salmon eats mosquito, mosquito eats bear, bear eats salmon)

Closing go-around

Finish this sentence:

I would like to find out more about...

More ideas

Tell or teach someone in your family this week about a cycle

Cycles to sort (photocopy and cut apart)

N e w M o o n	Rivers/ lakes/ springs
Waxing crescent moon	E v a p o r a t i o n
Waxing Gibbous moon	Seeds in the ground
F u l l m o o n	S p r o u t s
Waning gibbous moon	Plants with flowers
Waning crescent moon	Fruits with seeds
Clouds and condensation	
R a i n	

Respect for Nature

Species Exploration: Habitat Encroachment

In 5 minutes, or more...

This exercise focuses on habitat loss, a general global environmental issue of concern, that affects each region uniquely. It's important to know the species that are impacted by habitat encroachment. Learn about a species and their habitat to get a clear picture of the interconnected web of life.

Here in Florida, I might select the manatee, because it's an aquatic mammal suffering from extreme habitat encroachment, and its placement on the species of concern list it makes an ideal local candidate for species exploration. If your group is in Maine you wouldn't be quite as motivated to ACT to protect the manatee. Look locally for appropriate species that will inspire action in your scouts.

If you have a group of highly motivated scouts, ask them to look beyond their back yard to see the impacts that negatively affect nature. Each region has its challenges, by exploring more than one; the scouts will gain a better understanding of global geography and physical ecology. This activity should be adjusted so that it suits the age group of your scouts.

- Young children need the basic facts about the species: they will be curious about where it lives, what it eats, what its babies do.
- Older scouts will be able to explore in greater detail the factors that influence habitat loss and the impact that loss has on the species in question.

A good project is to "adopt" a listed animal by agreeing to raise money for organizations that maintain the species' safety. The scouts can then monitor its progress for a year, sometimes even visiting the animal regularly.

Before each meeting set out information about an animal or plant that is being threatened by habitat encroachment, also known as habitat loss. Supply books, photos, a puzzle, play dough, and/or coloring pages to engage the scouts while they are waiting for the group to gather for the meeting.

- Explore a plant
- Explore a tree
- Explore seeds
- Explore an insect
- Explore an arachnid
- Explore a mammal
- Explore a bird
- Explore a fish
- Explore a crustacean
- Explore a marsupial
- Day vs. Night (nocturnal vs. diurnal)

Respect for Nature Actions

Themes

1. Understanding and respecting how nature is organized (systems and cycles)

- Support your local environmental education center: nature park, aquarium, zoo, beach, botanical garden...

2. Valuing the natural world as a source of personal fulfillment

- Plant a garden or tree where the whole neighborhood can enjoy it
- Adopt an acre of a rainforest
- Clean up trash along a river or in a park
- Celebrate Earth Day with a parade, or service project—see activity details on following page

3. Understanding the impact of human civilization on the environment in terms of cause and effect

- Organize a clean up day. You'll need to: set the date; notify participants; provide refreshments, sunscreen and bug repellent; provide trash bags, gloves, space to put recyclable materials, and record the Earth Scout's experiences.
- Set up a recycling system for your home and participate in your neighborhood curbside recycling pick-up
- Visit Local Public Works: See how your water is purified, your waste gets processed, and the energy that powers your home is produced. How can you help your community improve these processes?
- Organize a carpooling campaign in your neighborhood to cut down on air pollution
- Save all the packaging from the food you eat for 1 week. Weigh it. Do it for another week, but try to reduce the amount of packaging you use.
- Measure the amount of food waste generated at a restaurant, school, or your home. Create a poster that shows how much waste that would be in a year. List all the resources that go into generating that food, and are thus "wasted" along with the food.
- Create a campaign to encourage biking and walking
- Test the health of the water in your local lakes, rivers, or streams

•

Time Estimate:

Preparation:

5 hours

With scouts:

2 hours

What you will need

- Troop Banner
- Outdoor Adventure Kit
- Musical Instruments
- Hand streamers

Prepare in advance:

If you are celebrating Arbor Day; in advance of the Park Parade call the park department and see if your group can plant a tree.

If the park is having a formal celebration, see if your Earth Scouts can be on the formal publications as the Parade or part of the Parade Celebration.

Bring:

Tree, Shovel, Water, Gloves, Soil + Compost mixture to feed tree, and water

Respect for Nature

For: all ages

Title: Earth Day Park Parade

Focus: To inspire Celebration of the Earth in the scouts

Inspiration

“Get Active” and inspire others by joining in a formal celebration of the Earth on Nationally selected days. Try a “Celebrate the Earth” day at a park: days to look for include Arbor Day, Earth Day, Estuary Day (research local celebrations). Plan for the group to meet at a local park. A popular park will inspire the other children to join in the fun and it’ll help get your message out there! Don’t forget to bring information about Earth Scouts, there will certainly be interested families who want to join in the fun.

Read

See Earth Day Book List and pick your favorite

Discuss in go-around

When your group has arrived to the park have everyone circle up to chat about:

- Why is it important to get together with the community to celebrate the Earth?
- Do we as an organized group have a message we want to share with other members of the community? What is it?

Park Parade and/or Tree Planting Activity

Sing some of your group songs, find the rhythm with some natural instruments, and then line up, banners waving, voices loud and parade around the park. Sing your troops favorite songs loud and clear.

Closing go-around

Did you feel like you inspired someone to feel more connected today? Have everyone share their “feeling inspiring” moment. End with a *group hug*: sit in your circle, cross your arms across your chest and hold your neighbor’s hand, the leader will start the squeeze and each scout will pass the squeeze along.

More ideas

Meet with the park manager prior to the event and discuss where you’ll be able to plant the new tree and what they suggest you bring for planting. They might have a specific species they want planted based on where you will be planting it. Please pay attention to this detail because not all trees can grow in the same spot and the park manager will know what will survive the best in their park. Acquire a young native tree species (there are many resources for trees to be planted for Arbor Day) and bring it to the park. Plant it, water it, sing for it and celebrate your addition to the park! Take photos to commemorate the event and give a framed one to the park with a “thank you” from the troop. ☺

Activities that Combine Principles

Time Estimate:

Preparation: 15min to 1 hr (depends on access to photocopier)
With scouts: 20-30 min.

What you will need

- 2 copies of “Earth Charter quotes & bios” template

Prepare in advance:

- cut 1 “Earth Charter quotes & bios” template into cards, make sure there are enough for 1 card/scout
- save one copy as an answer key

All 5 Principles

For ages 8 and up

Title: Quote Matching Game

Focus: Easy Earth Charter fun

Inspiration

Activity

1. Select a number of different quote/ biography cards, enough to give everyone in the circle one card.
2. Pass them around the circle so that each person gets one
3. Do a go around reading.
 - a. Those with the quotes read first, out loud, and tell how they think their quote connects to the Earth Charter (or ask for help from the group).
 - b. Those with a bio read it out loud, and tell who they think said their quote. . .but they don’t get to know the answer until all of the bios have been read.
 - c. When everything has been read, and the guesses have been made, the facilitator can use the “answer key” to reveal the truth.

Closing go-around

Which person and or quote do you think you will remember the best after today, and why?

More ideas

- Do further independent research on one of the quoted people, or on an issue that arose from discussions today.
- Check out the website wikipedia.com, where much of the biographical info came from
- Come up with your own personal Earth Charter connected quote. Make of book of “famous things said by us”

Quotes and Bios template

Use with activity on previous page.

Also, use as a “memory” matching game during gathering time.

Wendell Berry, writer, poet,
Kentucky farmer.
Advocate for sustainable
farming.

“The care of the Earth is our most ancient and most worthy, and after all our most pleasing responsibility. To cherish what remains of it and to foster its renewal is our only hope.”

Aldo Leopold (January 11, 1887 - April 21, 1948) was a United States ecologist, forester, and environmentalist. Leopold wrote *A Sand County Almanac*, which has been read by millions and has informed and spurred the environmental movement and a widespread interest in ecology as a science. By the same token, the Wilderness Society and Leopold’s work in it were important precursors to the environmental movement that coalesced around the time of the first Earth Day. **From Wikipedia, the free encyclopedia**

“We end, I think, at what might be called the standard paradox of the 20th century: our tools are better than we are, and grow faster than we do. They suffice to crack the atom, to command the tides. But they do not suffice for the oldest task in human history: to live on a piece of land without spoiling it.

Adlai Ewing Stevenson II (February 5, 1900 – July 14, 1965) was an American politician and statesman, noted for his skill in debate and oratory. He was twice an unsuccessful candidate for President of the United States (1952 and 1956). **From Wikipedia, the free encyclopedia**

“We travel together, passengers on a little spaceship, dependent upon its vulnerable reserves of air and soil, all committed for our safety to its security and place, preserved from annihilation only by the care, the work and, I will say the love we give our fragile craft. We cannot maintain it half fortunate, half miserable, half confident, half despairing, half slaves to the ancient enemies of mankind and half free in liberation of resources undreamed of until this day. No craft, no crew, can travel safely with such vast contradictions. On their resolution depends the security of us all”

Nancy Wynne Newhall (May 9, 1908– July 7, 1974) was an American photography critic. She is best known for writing the text to accompany photographs by Ansel Adams and Edward Weston, but was also a widely published writer on photography, conservation, and American culture. **From Wikipedia, the free encyclopedia**

“The Wilderness holds answers to more questions than we have yet learned to ask”-

Frank Lloyd Wright (June 8, 1867 – April 9, 1959) was one of the most prominent and influential architects of the first half of the 20th century. To this day he is easily America's most famous architect **From Wikipedia, the free encyclopedia**

“Study nature, love nature, stay close to nature. It will never fail you.—

Henry David Thoreau (July 12, 1817 – May 6, 1862; born **David Henry Thoreau**) was an American author, naturalist, transcendentalist, pacifist, tax resister and philosopher who is famous for *Walden*, on simple living amongst nature, and *Civil Disobedience*, on resistance to civil government and among 22 other books that Thoreau published. He was a lifelong abolitionist, delivering lectures that attacked the Fugitive Slave Law while praising the writings of Wendell Phillips and defending the abolitionist John Brown. Among his lasting contributions were his writings on natural history and philosophy, where he anticipated the methods and findings of ecology and environmental history, two sources of modern day environmentalism. **From Wikipedia, the free encyclopedia**

“What’s the use of a house if you haven’t got a tolerable planet to put it on?”-

Gary Snyder (born May 8, 1930) is an American poet (often associated with the Beat Generation); and an essayist, lecturer, and environmental activist who is frequently described as the 'laureate of Deep Ecology' — roles reflecting his immersion in both Buddhist spirituality and nature. **From Wikipedia, the free encyclopedia**

“Find your place on the planet. Dig in, and take responsibility from there.—

George Washington Carver (c. Spring of 1864 – January 5, 1943) was an African American botanist who worked in agricultural extension in the Southern United States. He taught former slaves farming techniques for self-sufficiency and is known for suggesting hundreds of uses for the peanut and other plants to increase the profitability of farming. **From Wikipedia, the free encyclopedia**

“Reading about nature is fine, but if a person walks in the woods and listens carefully, he can learn more than is written in books, for they speak with the voice of God.—

"When **Edward Abbey** died in 1989 at the age of sixty-two, the American West lost one of its most eloquent and passionate advocates. Through his novels, essays, letters and speeches, Edward Abbey consistently voiced the belief that the West was in danger of being developed to death, and that the only solution lay in the preservation of wilderness. Abbey authored twenty-one books in his lifetime, including *Desert Solitaire*, *The Monkey Wrench Gang*, *The Brave Cowboy*, and *The Fool's Progress*. His comic novel *The Monkey Wrench Gang* helped inspire a whole generation of environmental activism-- cover text from the Edward Abbey Video

The idea of wilderness needs no defense, it only needs defenders

Albert Einstein(March 14, 1879–April 18, 1955) was a theoretical physicist, and is widely regarded as the greatest scientist of the 20th century. He was one of the major proponents of the theory of relativity, and proved the famous equation $E=mc^2$. He was awarded the 1921 Nobel Prize for Physics for his explanation of the photoelectric effect in 1905 (his "miracle year") and "for his services to Theoretical Physics." Born in Germany to Jewish parents, he temporarily renounced his German citizenship and took Swiss citizenship in 1901. He remained a Swiss citizen for the rest of his life, but temporarily regained German and in 1940 permanently added American citizenship. **From Wikipedia, the free encyclopedia**

A human being is part of a whole, called universe, a part limited in time and space. He experiences himself, his thoughts and feelings as something separated from the rest...a kind of optical delusion of his consciousness. This delusion is a kind of prison for us, restricting us to our personal desires and affections for a few persons nearest to us. Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty.—

Theodor Seuss Geisel (March 2, 1904 – September 24, 1991), better known by his pen name, **Dr. Seuss**, was a famous American writer and cartoonist best known for his children's books. He also wrote under the pen names **Theo LeSieg** and **Rosetta Stone**. **From Wikipedia, the free encyclopedia**

UNLESS someone like you cares a whole lot, nothing is going to get better. It's not.—

William Shakespeare (baptised May 7 [O.S. April 26] 1564 – May 3 [O.S. April 23] 1616) was an English poet and playwright. **From Wikipedia, the free encyclopedia**

One touch of nature
makes the whole world
kin—

Helen Adams Keller (June 27, 1880 – June 1, 1968) was a deafblind American author, activist and lecturer. Helen went on to become a world-famous speaker and author. She is remembered as an advocate for the sensorially handicapped, but also supported progressive causes. She was a suffragist, a pacifist and a birth control supporter. In 1915 she founded Helen Keller International, a non-profit organization for preventing blindness...Helen Keller was a member of the Socialist Party and actively campaigned and wrote in support of the working classes from 1909 to 1921. In her words, "I have visited sweatshops, factories, crowded slums. If I could not see it, I could smell it." **From Wikipedia, the free encyclopedia**

“Life is a daring
adventure or nothing”-

Louis Daniel Armstrong (usually pronounced "Louee" in the French pronunciation with a silent s) (August 4, 1901^[1] – July 6, 1971) (also known by the nicknames **Satchmo** and **Pops**) was an American jazz musician. Armstrong was a charismatic, innovative performer whose musical skills and bright personality transformed jazz from a rough regional dance music into a popular art form. Probably the most famous jazz musician of the 20th century, he first achieved fame as a trumpeter, but towards the end of his career he was best known as a vocalist and was one of the most influential jazz singers. **From Wikipedia, the free encyclopedia**

I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful
world
I see skies of blue and clouds of white
The bright blessed day, the dark sacred
night
And I think to myself what a wonderful
world

Karen Louise Erdrich (born June 7, 1954) is a Native American (Ojibwa) author of novels, poetry and children's books.

In our beginnings, we are formed out of the body's interior landscape. For a short while, our mothers' bodies are the boundaries and personal geography which are all we know of the world...Once we no longer live beneath our mother's heart, it is the earth with which we form the same dependent relationship, relying ...on its cycles and elements, helpless without its protective embrace.

Annelies Marie "Anne" Frank (June 12, 1929 – ca. March 1945) was a German-born Jewish girl who wrote a diary while in hiding with her family and four friends in Amsterdam during the German occupation of the Netherlands in World War II. After two years in hiding, the group was betrayed and transported to the concentration camp system where Anne died of typhus. **From Wikipedia, the free encyclopedia**

The best remedy for those who are afraid, lonely or unhappy is to go outside, somewhere where they can be quiet, alone with the heavens, nature and God. Because only then does one feel that all is as it should be and that God wishes to see people happy, amidst the simple beauty of nature. As long as this exists, and it certainly always will, I know that then there will always be comfort for every sorrow, whatever the circumstances may be. And I firmly believe that nature brings solace in all troubles.

Elizabeth Goudge (1900-1984) English Author. Goudge was awarded the Carnegie Medal for *The Little White Horse* (1946), the book which J. K. Rowling, author of the Harry Potter stories, said was her favorite as a child. **From Wikipedia, the free encyclopedia**

Nothing living should ever be treated with contempt. Whatever it is that lives, a man, a tree, or a bird, should be touched gently, because the time is short. Civilization is another word for respect for life.—

Rachel Louise Carson (May 27, 1907 – April 14, 1964) was a Pittsburgh, Pennsylvania-born zoologist and biologist whose landmark book, *Silent Spring*, is often credited with having launched the global environmental movement. *Silent Spring* had an immense effect in the United States, where it spurred a reversal in national pesticide policy.

In 1980 she was posthumously awarded the Presidential Medal of Freedom, the highest **From Wikipedia, the free encyclopedia**

Chief Seattle (also **Sealth**, **Seathl** or **See-ahth**) (c.1786 – June 7, 1866) of the Suquamish and Duwamish Native American tribes in what is now the U.S. state of Washington. A prominent figure among his people, he became a convert to Roman Catholicism and pursued a path of accommodation to white settlers. This speech became famous again when a third version of it began to circulate in the 1980s. The newest version appears to bear little resemblance to the old, and is widely believed to be the work of Ted Perry, an East Coast scriptwriter, for a 1972 ABC film about ecology called *Home*. **From Wikipedia, the free encyclopedia**

Maya Angelou (born **Marguerite Ann Johnson** on April 4, 1928 in St. Louis, Missouri, USA) is an African-American poet, memoirist, actress, and civil rights activist.

Angelou's early activism led Martin Luther King, Jr. to request that she become the northern coordinator for the Southern Christian Leadership Conference in the 1960's. In the early and mid-1960s, Angelou was an editor for newspapers in Africa, including *The Arab Observer* in Cairo, Egypt and *The African Review* in Accra, Ghana. A moving poem that Maya Angelou wrote is called 'Still I Rise' it was written against the white oppression she faced. **From Wikipedia, the free encyclopedia**

The “control of nature” is a phrase conceived in arrogance, born of the Neanderthal age of biology and the convenience of man.—

“All things are bound together. All things connect. What happens to the Earth happens to the children of the Earth. Man has not woven the web of life. He is but one thread. Whatever he does to the web, he does to himself”

“A bird doesn’t sing because it has an answer, it sings because it has a song”

John Muir (April 21, 1838 – December 24, 1914) was a Scottish-American polymath: environmentalist, naturalist, explorer, writer, inventor, engineer and geologist. He is, however, probably best remembered as one of the greatest champions of the Yosemite area's natural wonders. He also anticipated modern conservation biologists by recognizing that everything in nature is connected and that the preservation of large tracts of unfragmented wilderness was the only real way to ensure a healthy ecosystem. . He attended the University of Wisconsin for several years, but instead of graduating from a school built by the hand of man, Muir opted to enroll in the "university of the wilderness" and thus walked a thousand miles from Indiana to Florida. He also founded the [Sierra Club](#).

“In the end, our society will be defined not only by what we create, but by what we refuse to destroy”-

John C. Sawhill was president and CEO of The Nature Conservancy and President of New York University.

Born in Cleveland, Sawhill graduated from Princeton University's Woodrow Wilson School of Public and International Affairs in 1958. He earned a Ph.D. in economics in 1963 from New York University, where he served as professor of economics and president of the university from 1975 to 1979. During his ten-year tenure, The Nature Conservancy became the world's largest private conservation group and protected more than 7 million acres (28,000 km²) in the United States alone. **From Wikipedia, the free encyclopedia**

“Tug on anything at all and you’ll find it connected to everything else in the universe”—

Time Estimate:
Preparation:

With scouts:

Could be done in two consecutive meetings

What you will need

- Story: Horton Hears a Who, by Dr. Seuss
- Scratch paper, pencils, crayons, markers for each scout
- Poster paper for each scout
-

Prepare in advance:

none

All 5 Principles

For ages 8-13

Focus **Moving from concern to action**

Title: Yopping

Inspiration

Reading #1:

All of Horton Hears a Who, by Dr. Seuss, **or** at least the end, starting with Horton being roped and tied.

Activity I:

Intro: Today we will learn about YOPS and SHIRKERS.

Think to yourself about a time you were a shirker. Everyone has been a shirker at one time or another. Try to remember what you wanted to do instead of YOP—was it playing with a yo-yo like Jo-Jo...or something else? Were you caught? What happened? Did you ever get to make up for your shirking by YOPing later?

→Draw a picture or write a brief story about your shirker memory. You will have 5-10 minutes.

? Ask if anyone would like to share their memory.

Activity II:

The Whos had to be heard so they made a lot of noise.

There are many ways to make noise.

Ask yourself everyday—what did I YOP about?

Here's how:

Make a poster for your house (not just your room)

Title it:

“How did you YOP today?”

(continued next page)

Help everyone in your family understand what this phrase means. At dinner, in addition to asking “How was your day?” ask each other, “How did you YOP today?” If you, or someone in your family feels like a shirker because they can’t think of anything they YOPPED about, the rest of the family can be like the mayor, and give them some ideas about how to YOP the next day.

Brainstorm a list of ways you and your family like to YOP, and add it to your poster.

Possibilities:

- Buy organic food (tells stores and farmers: We’re here!! Keep selling this stuff!)
- Recycle (tells your town: We’re here! People DO want recycle centers, and containers around the town)
- Ride public transportation (tells the transportation operators: We’re here! Keep providing this service to decrease the number of cars polluting the air)
- Write a letter, email, or make a call to a government official or representative (tells them: We’re here! People do really care about _____).
- Pick up a piece of trash and throw it away (says to anyone who is watching: We’re here! There **are** people who care about the environment.)
- Turn off an unused light or keep a faucet from running too long (your low energy and water usage tells the utility company: We’re here! There are people who are willing to conserve).

Reading #2:

In the story of Horton, Jo-Jo not only stopped being a shirker and joined the noise making to save his city, he played a very important, even magical role. His YOP was the “one last YOP (that) put it over”. Without Jo-Jo’s YOP, the Whos would have been boiled in beeselnut oil.

There is a story—a true story—that many people believe is *proof* that huge amounts of change can happen when there are just enough people trying to make it happen. In other words, success is achieved the instant that there are enough people. The story is often referred to as *The Hundredth Monkey*, and here it one version of the story:

THE HUNDREDTH MONKEY

BY KEN KEYES, JR.

There is a phenomenon I'd like to tell you about.

In it may lie our only hope of a future for our species.

Here is the story of the Hundredth Monkey:

The Japanese monkey, *Macaca fuscata*, has been observed in the wild for a period of over 30 years.

In 1952, on the island of Koshima scientists were providing monkeys with sweet potatoes dropped in the sand. The monkeys liked the taste of the raw sweet potatoes, but they found the dirt unpleasant.

An 18-month-old female named Imo found she could solve the problem in a nearby stream. She taught this trick to her mother. Her playmates also learned this new way and they taught their mothers, too.

This cultural innovation was gradually picked up by various monkeys before the eyes of the scientists.

Between 1952 and 1958, all the young monkeys learned to wash the sandy sweet potatoes to make them more palatable.

Only the adults who imitated their children learned this social improvement. Other adults kept eating the dirty sweet potatoes.

Then something startling took place. In the autumn of 1958, a certain number of Koshima monkeys were washing sweet potatoes — the exact number is not known.

Let us suppose that when the sun rose one morning there were 99 monkeys on Koshima Island who had learned to wash their sweet potatoes.

Let's further suppose that later that morning, the hundredth monkey learned to wash potatoes.

THEN IT HAPPENED!

By that evening almost everyone in the tribe was washing sweet potatoes before eating them.

The added energy of this hundredth monkey somehow created an ideological breakthrough!

But notice.

A most surprising thing observed by these scientists was that the habit of washing sweet potatoes then jumped over the sea —

Colonies of monkeys on other islands and the mainland troop of monkeys at Takasakiyama began washing their sweet potatoes!*

Thus, when a certain critical number achieves an awareness, this new awareness may be communicated from mind to mind.

Although the exact number may vary, the Hundredth Monkey Phenomenon means that when only a limited number of people know of a new way, it may remain the consciousness property of these people.

But there is a point at which if only one more person tunes-in to a new awareness, a field is strengthened so that this awareness is picked up by almost everyone!

Your awareness is needed in saving the world from nuclear war.

You may be the "Hundredth Monkey".

(Ken Kesey mentions Nuclear war, but this idea could be connected to a variety of issues, from shouting loud enough for a sour kangaroo to hear you to world peace. Some people say the scientific research referred to in this story is flawed or exaggerated...some people think the "hundredth monkey" phenomenon is supported by enough evidence—you could always do your own research)

Discussion #2 (post Hundredth Monkey story)

Intro:

Consider women's suffrage—many, many people, women as well as men, thought women getting to vote was ridiculous, even harmful, and were sure it wouldn't happen. But it eventually became an unstoppable idea—perhaps in part because the magic number of supporters was finally reached.

? How did the mayor get Jo-Jo to join the other Whos and support their action?

? What are other methods for getting someone to join a group/ movement/ action?

Closing go-around

? How did you YOP today?

More ideas (for future meetings, or independent work by Scouts)

Find out more about the women's suffrage movement.

Time Estimate:

Preparation: 10 min
With scouts: 1 hour

What you will need

- Over in the Meadow by Keats
- Elephant Story
- Felt story board (if you want to have a visual aid)

Prepare in advance:

Felt Story Board to set the scene for the river story.

Older scouts will be able to draw/write a story board or comic strip to express their understanding of perspective. Having them share their insight will help you see their perspective.

Younger scouts will spend a long time describing their perspective; if you give them their time and require that the group be patient for each scout to contribute; the group will be richer for it.

All Five Principles

For: ages 3-9

Title: Perceptive Perspectives

Focus: To help the scouts learn about perspective

Inspiration

We share a place, but see it differently, use it differently, feel it differently. Keep track of each scout's contribution to the discussion. They'll learn how they can have different points of view but still be part of the same community.

Read

Over in the Meadow by Ezra Jack Keats

The Fable of The Elephant and the 3 Blind Men (can be found in various anthologies) This is a nice version:

Seven Blind Mice by Ed Young, Philomel Books

Discuss in go-around

In the story by Ezra Jack Keats we learn about many animal families in a meadow.

- Do the animals in the meadow ever meet?
- What is a predator? Are any of the animals in the story predators?
- What is prey? Are any of the animals in the story prey?
- What would happen with the animals if we walked into the meadow?

Get Active

Have the scouts got the wiggles because there is too much sitting and chatting? Try these:

- Free play with kids pretending to be the animal's in the story.
- Line the scouts up, have them look to one side and report what they can actually see. They will soon see that the person in the front of the line sees a completely different scene than the people down the line. What does this mean to you and your scouts?

Group Story Activity

This can be a talking stick activity in which each child will get a turn directing the course of the story.

- **Start with a scene:** In the river there is a duck, a turtle, a fish, and a child. The duck floats on top of the surface of the river. The turtle basks on a fallen tree trunk. The fish swims below the surface near the bottom of the riverbed. The child sits on the river's edge dangling his feet into the cool flowing water.
- **The scene is set:** What happens to each of these characters is up to the children who continue the story in turns. The object of this activity is to allow the children to see that each character has a different perspective on the river. They share a place, but see it differently, use it differently, feel it differently

Discuss in Go-Around

Engage the children in questions to inspire conversation about how each character perceives the river.

- How is the river useful to each character?
- How does each character impact the others experience on the river? When the child splashes what happens?
- Does the basking turtle jump into the river, does the fish swim beyond its territory, and does the duck fly away?

Closing Go Round

Group hug: Sit in your circle, everyone cross their arms and hold the hands of the scouts on either side of them. The leader will initiate the "hug" by squeezing their neighbor's hand. The squeeze will be passed around while you sing your goodbye. Everyone will feel acknowledged and important, heard and respected.

Facilitator's Tool Kit

Enjoy yourself!

Have faith in yourself!

And remember, you are a champion for a more peaceful, healthy, just, and safe world for all; as well as helping to ensure there will be new champions to take your place in the future.

Preparing for and Conducting your First Earth Scouts Meeting

- **Call/ mail/ email announcement-time/place 2 and 1 week prior to date**
 - **(calling + one other method is best for the first meeting)**
- **prepare flyer or handout that they can take home if they want to recruit other members**
- **Prepare materials for their belts (or a sample belt)**
- **Prepare materials for making badge books**
- **Prepare a visual aid of the Badge principles (can be very simple— their first project can be to help embellish it)**
- **Prepare copies of youth version of Earth Charter**
- **Find a talking stick**

Have a sponge activity for the gathering time (writing/ drawing/ game...)

Facilitator's Meeting Plan

Date _____

Location

Focus (could be more than one)



Opening check-in

Main activity

Discussion questions

Closing go-around

Reminders/ announcements

Notes

Parent Name	Child Name/age	Phone Number	E-mail	Address

Documenting your invaluable experience for future Earth Scout Communities

PLEASE DO. Use any format you wish. Have the scouts keep a journal, and take turns making an entry at the end of each meeting. Archive your activity notes. Keep copies of flyers, press releases, agendas, etc. Use these documents to put together informal summaries of your tribe's history so we can include it in the upcoming Earth Scouts Guide Book.

Earth Scouts Meeting Notes

Date _____

Who was there?

_____	_____
_____	_____
_____	_____

Badge Principle(s) for the day: (circle)



Badge Activity for the day: (circle one, and describe)

Inspiration

Create/ Share

Change the World

Additional Notes

Info for next meeting

Advice on field trips

Our (Tampa Scouts) first field trip, a nature walk, was planned and executed by Summer. She had been to the site many times, with children. She had a list of supplies that the Scouts would need that she shared with the parents in person at the preceding meeting, as well as by email. We planned a gathering spot that was near a bathroom. There was one late comer that kind of stretched out our gathering time, but we improvised a few games. Prior to starting our nature hike, Summer announced the rules, and set everyone up with a buddy. Her rules were simple and kid friendly:

- stay with your buddy
- walking feet
- you will see more creatures if you use soft voices
- rule of 10 (don't pick it unless there are at least ten, as in 10 flowers)
- take only pictures, leave only footprints (much excitement would be had never the less when a pacifier and water bottle with sentimental value accidentally fell into the swamp below our board walk, and could not be retrieved).

She happily shared the guide duties with an enthusiastic scout, who made sure we stopped at every numbered trail marker and read from the pamphlet that the nature center had provided.

Here is her supply list

- closed toe shoes
- sunscreen
- insect repellent
- water
- snacks
- rain gear

We had a closing circle at the end, after another bathroom stop.

Some went home, some stayed for a sack lunch and lovely nature crafts that Summer provided. It was a great day.

A year later, another parent and I (Kelli) planned a field trip to a small farm on the edge of a residential neighborhood. Neither one of us had been on the site (though I had been by the gate once, when I was sort of lost). Everyone was notified of the time and place by phone. We gathered at a nearby library that most of the scouts had never been to. It was one family's first time ever with the group. The guide was the owner of a farm and small honey production site, whom another parent had spoken with by phone but never met. There was no opportunity to circle up before the trip began. One scout never made it because they couldn't find the library. Half our group was attacked by fire ants because they wore sandals. Half the group missed most of the trip because they opted not to walk through the cow pasture and risk further ant bites or cow patty encounters. The kids missed a lot of the farmer's comments and explanations because

they spread out too far to hear him. There was no closing circle, or even a formal thank you to our tour guide because people were attending to snacking needs, ant stings, and rushing off to the bathroom and other appointments. The scouts were able to say they visited a honey farm, and it made our subsequent meeting about bees, honey, and pollination more relevant—but it was not a great day.

Here is Summer's recipe for a great field trip

- Put the day on your calendar in advance (anticipation is fun)
- Put a description of the trip, the location and time, map, and list of stuff to bring in writing, and get it to everyone one to two weeks ahead of time.
- Call all scouts to confirm attendance (so you know who to wait for)
- Visit the site yourself, notice parking, bathrooms, and eating options
- Make sure scouts know how long the trip will be so they don't need to leave early
- Make time to circle up before starting to make behavior expectations clear.
- Use a buddy system.
- Circle up at the conclusion to share feed back on the experience
- Have a plan in advance for thanking the host of the field trip

LEGAL STUFF:

All the field trips we have ever done have been HIGHLY supervised. All scouts have been accompanied by a parent, family member or a guardian personally appointed by their parent. At no time have I as a facilitator been "officially" in charge of some one else's child on a field trip.

Adventure Preparation

When taking a group of children of any age on an outdoor adventure it is wise to plan ahead. Have an outdoor kit prepared and bring it along wherever your group goes.

A good Adventure Kit will include:

A Good Adventure Kit will include:

- Insect repellent, Deet-free if possible
- Sunscreen SPF 30+
- Paper towels or wet wipes
- Water (a small sealed bottle is good to have handy to wash out a small wound; a gallon will prevent the troop from dehydrating)
- A First Aid Kit: including bandages, sterile gauze, antiseptic ointment, an antihistamine crème, tweezers, mirror, scissors, matches, and pain medication.
- A box of large trash bags (great for an impromptu clean up or to make a poncho in the event of rain)

- Small field guide

If your scouts have made the following, bring them along also:

- Local field guides
- **Homemade easy-seats:** This is an easy meeting activity for all ages. The scouts will like having a guaranteed clean dry seat when they are out and about.
 - First, cut two pieces of the contact paper 12in X 18in for each scout (leave the backing on);
 - Second, give each scout several pieces of paper (cushion);
 - Third have the scouts use a hole punch to punch holes all the way around their rectangles of contact paper (if you tape the pieces together they won't shift during this process and they'll have nicely lined up guide hole to sew);
 - Last, place the paper between the contact paper and sew the pieces together with the twine. Make a strap if you like so they can carry them easily.
 - You'll need:
 - contact paper or water proof wall paper
 - hole punch
 - tape
 - recycled newspaper
 - yarn or twine

The scouts will be capable of managing their own necessities and they should come to a meeting prepared for the activity. But we all know that the likelihood that everyone comes every time completely prepared is slim to none. A good leader is prepared for their group and their potential needs. Consider the skill set of your group's age and adjust your preparedness accordingly.

- Older scouts can carry their own water, be responsible for coming prepared for the hike by bringing their own insect spray and sunscreen, and be better able to help plan the adventure.
- Younger scouts require more supervision and assistance managing the items that will make the adventure more comfortable, but they are completely capable of weighing in with opinions about what they will learn on their walk.

My Earth Scouts Badge Work

Name _____

Enter the dates that you completed or worked on each of the three areas, and a brief description of what you did

Earth Charter Principle	Inspiration	Create	Change the World
Peace and Nonviolence 			
Respect for Nature 			
Human Rights 			
Economic Justice 			
Participator Democracy 			

CREATE CARDS

1. Copy these pages onto card stock
2. Cut out*
3. Laminate
4. Single-hole punch in top left corner
5. Bind all cards together with a loose-leaf ring
6. Give the card stack to any scout who seems inspired, and ready to create

*sheets must be cut before laminating to insure a proper seal around each card

SCULPT

Play dough, clay,
beeswax, woodworking,
plaster molding

WRITE

Poems, speeches,
stories, essays, letters,
brochures, web sites, a
plan for a new video
game

CREATE MUSIC

Write song lyrics,
improvise on an
instrument

DRAW

Pencils, crayons,
markers, pen, on big
paper or small, or on the
computer

PAIN

Watercolor, tempura,
acrylic, fabric paint

On

paper, wood, ceramics,
fabric, walls(with permission)

COOK

Theme cakes, theme
meal...

TEXTILES

Sew, knit, crochet,
needlepoint, weave,
quilt, felt board shapes

COLLAGE

With magazine pics,
found objects, cloth,
buttons, feathers,
fabric, text, yarn,
colored paper shapes,
bric-a-brac...

MAKE A PUZZLE

From your own art, or
someone else's

OR

MAKE A BOARD GAME

PUPPET SHOWS

- Make puppets or use pre-made puppets
- Write a script
- Use a published script or story
- Make scenery and a theater...

MOVE

- Create a ballet or jazz dance routine
- Pantomime
- Use sign language to tell a story or sing a song
- Create a new sport or game based on movement

RECORD

Use a camera

- make a photo journal, or photo-collage

Use a video camera

- make a short film (fiction or documentary)

Use a tape recorder

- record an interview or a radio drama or radio news report

COLLECT

- Make a scrapbook
- Make a mobile
- Compile an anthology
- Show-and-tell

RESEARCH AND EXPERIMENT

- Use the library, interview experts, poll friends, use the internet
- observe-hypothesize-experiment-and interpret results



By Tracy Copes



By Tracy Copes



By Tracy Copes



By Tracy Copes

EARTH SCOUTS:

Changing the World One Fun Badge at a Time

**Do you wish your child could
participate in a scouting program
that is welcoming and inclusive?**

Would you like to help build an organization that is guided
by the principles of the Earth Charter?

- RESPECT FOR NATURE
- ECONOMIC JUSTICE
- UNIVERSAL HUMAN RIGHTS
- CULTURE OF PEACE

If yes, please contact us for more information!



www.earthscouts.org

Earth Scouts are organizing in your community! Contact:



By Tracy Copes

Activities for Frequent Use

By Sue Carter

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.

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.

Further Resources

(Please assume that all resources are intended for teachers and parents, and are not necessarily appropriate for young children to view alone)

On the Web

www.GYSD.org

Global Youth Service Day web site

Has a downloadable pdf version of a 73 page youth-led service **project planning took-kit.**

A must read!!!!!!

PeaceJam: geared towards high school, but info is applicable to younger children

<http://www.peacejam.org/>

http://www.peacejam.org/human_rights.htm

for text of the UN universal Declaration of Human rights

www.YSA.org

links to plan it! –interactive site that helps youth plan a service project

www.youthlink.org

<http://www.bls.gov/bls/blswage.htm>

US Dept of labor, wage statistics

http://www.crfc.org/ti_lessons06.html

has lessons for middle-school kids to teach at “teach-ins” for “youth for justice”

housing discrimination, job discrimination, use of torture.

http://www.amnestyusa.org/education/teaching_guides/

human rights education guides

references a book to explain the universal declaration of human rights to elementary kids

<http://www.amnestyusa.org/aikids/> has letter writing tips and topics for grades 4-9.

***the AmnestyUSA.org HOME site is written for adults, with fairly disturbing content.

The kids link is for older, supervised kids, as the content is still quite serious.

<http://innercitystruggle.org>

InnerCity Struggle was founded in 1994 as an independent center that would build community leadership to improve the quality of life in Boyle Heights and East Los Angeles.

ICS has worked with youth and parents, developing leadership, and organizing around education, immigration, violence prevention and welfare policy reform. In 1998, the Violence Prevention Coalition honored ICS with the prestigious Angel of Peace award.

<http://www.thekingcenter.org/>

All about Martin Luther King, Jr.

<http://nobelprize.org/peace/>

<http://www.youthactivism.com/>

This site aims to prove that MINORS can play a MAJOR ROLE. Our national clearinghouse also provides help and information to parents, mentors, teachers, principals, policy-makers and other adult allies who want to collaborate with youth to achieve positive community change

Big section on successful youth led actions

www.teacher.scholastic.com/scholasticnews/indepth/child_labor

A very comprehensive look at child labor around the globe, with a “meet these kids” approach, geared towards age 10 and up due to serious nature of content.

<http://www.barronprize.org/winners/01winners.html>

The Gloria Barron Prize for Young Heroes honors outstanding young leaders who have made a significant positive difference to people and our planet. Their leadership and courage make them true heroes — and inspirations to us all. **Lots of youth action success stories.**

<http://www.mtholyoke.edu/offices/comm/takethelead/projects/index.shtml>

Take the Lead is designed for idealistic, action-oriented young women who want to make a difference in the world. It's a long weekend of fun, highly interactive workshops and activities that build leadership skills. Participants are a diverse group of 40 high-school juniors from across the country. **Source for successful youth actions stories**

<http://www.thehersheycompany.com/about/cocoa.asp>

on socially responsible harvesting

<http://www.nestle.co.uk/OurResponsibility/DevelopingWorldIssues/International+Cocoa+Initiative.htm>

<http://www.hrw.org/wr2k6/>

human rights watch

facilitator resource, **not for young kids due to graphic descriptions of human rights violations

http://www.northwestwatch.org/publications/stuff_curriculum.pdf

where stuff comes from-resource tracking

homeschooling.gomilpitas.com/explore/activism.htm

lists opportunities for youth activism

www.deafhomeschool.com take links to “service projects”

http://homeschoolcentral.com/study/foreign_language.htm

links to sights that help you learn a different language

<http://www.nationalgeographic.com/maps/>

maps and geography info

<http://www.unicef.org/>

take link to “voices for youth”

trick-or-treat for UNICEF, and other info for kids, safe water game

This is for older kids, there are statistics about child mortality, etc.

<http://www.worldwildlife.org/endangered/index.cfm>

www.rootsandshoots.org

resources and activities for kids from the Jane Goodall Institute

<http://www.kidsforsavingearth.org>

Online environmental club, many resources

<http://www.whatkidscando.org>

Great site that encourages kids to change their world

Educators for Social Responsibility **www.esrnational.org**

Green Teacher **www.greenteacher.com**

www.earthball.com besides a source for buying an earthball to pass, roll, toss, and sometimes even kick around your circle, this site has other neat stuff about our home planet.

The Southern Poverty Law Center has a Teaching Tolerance Program that offers materials—much of it free—on social justice, human rights and non-violence issues for teachers. If you go to this link, you can plug in information about activities that you might be interested in:<http://www.tolerance.org/teach/expand/act/activity.jsp?ar=451>

Good resource for finding good EC oriented literature: 800-545-7475,
www.dawnpub.com, Dawn Publications

BOOKS

Spinning Tales, Weaving Hope, Stories, storytelling & activities for peace justice and the environment by Ed. E. Brody, J Goldspinner, K. Green, R. Leventhal, and J Portino
Well indexed so you can look up by age suitability or theme.
Available from <http://www.quakerbooks.org>, and www.rosiehippo.com

PLT Activity Guide, K-6

Download from <http://www.plt.org>

EcoKids: Raising Children Who Care for the Earth, by Dan Chiras, 2005, New Society Publishers, Canada.

Earthchild 2000, by Kathryn Sheehan and Mary Waidner, Council Oak Books, Tulsa, OK.
Available from <http://www.acornnaturalists.com>

50 Simple Things Kids Can Do to Save the Earth ,& Recycler's Handbook, Earthworks Group, 1990, Andrews and McMeel, NY.
available from <http://www.alibris.com> (used book site)

Earth Day Book Titles

There are many books that celebrate the earth and show you how to keep the earth clean and healthy. If you want to learn more about Earth Day, check out these books at your local library or book store:

Celebrating Earth Day (Circle the Year With Holidays), written by Janet McDonnell and illustrated by Diana Magnuson.

Clifford's Spring Clean-Up, written by Norman Bridwell.

Earth Day, written by Linda Lowery and illustrated by Mary Bergherr.

Earth Day, written by Willma W. Gore.

Every Day Is Earth Day: A Craft Book (Holiday Crafts for Kids), written by Kathy Ross and illustrated by Sharon Lane Holm.

For the Love of Our Earth, written by P.K. Hallinan.

Gover's 10 Terrific Ways to Help our Wonderful World, written by Anna Ross and illustrated by Tom Leigh.

Just a Dream, written by Chris Van Allsburg.

Keeper of the Swamp, written by Ann Garrett and illustrated by Karen Chandler.

Mother Earth, written by Nancy Luenn and illustrated by Neil Waldman.

Mr. Garbage, written by William H. Hooks and illustrated by Kate Duke.

Pollution? No Problem!, written by David Morichon.

Tanya's Big Green Dream, written by Lida Glaser and illustrated by Susan McGinnis.

365 Ways for You and Your Children to Save the Earth One Day at a Time, written by Michael and Pat Hilton.

Compiled by Susan Donnelly, Mango Elementary, Florida USA

Art for Peace Teacher's Kit can be obtained through Students Art for Peace Headquarters, at 5350-A Riverfront Dr. Bradenton, FL 34208 USA. Email: artpeaceman@aol.com. This is a global student art exchange program whereby students create art that expresses a message of peace. The headquarters arranges the exchange between countries. It is a wonderful experience for children to send and receive art from other kids around the world that echoes the message of peace.

Further literature resources

All in a Day by Mitsumasa Anno; Philomel Books, 1986. Ten internationally known artists illustrate the lives of children from 8 different countries showing similarities and differences and brief text emphasizes the commonality of humankind.

Circle of Gold by Candy Dawson Boyd; Demco Media 1984. This story deals with accepting consequences, resisting impulses to lie and cheat, dealing with frustration, keeping out of fights and communicating feelings.

Eagle Song by Joseph Bruchac; Puffin 1999. A fourth grader encounters stereotypes about his Native American culture. Deals with anger management, making friends, and cultural issues.

Stay Away from Simon by Carol Carrick; Houghton Mifflin, 1989. This is a story about Lucy and her brother who must examine their feelings about a mentally handicapped boy they fear when he follows them home one day. Deals with fear, empathy, accepting differences, perceptions, fairness, and dealing with gossip.

The Hundred Dresses by Eleanor Estes; Voyager Books Harcourt Brace & Co. 1972. This is a story about teasing, empathy, peer pressure, and taking responsibility.

Cages by Peg Kehret; Simon & Schuster, 1993. A story about a girl who gets caught stealing from a department store and must do community service at the humane society

Yang the Third and Her Impossible Family by Lensey Namioka; Bantam Doubleday Dell Books for Young Readers, 1995. This is a story about a girl that moves from China to America and finds it hard fitting into American society. This deals with peer pressure, setting goals, and accepting differences.

The Daydreamer by Ian McEwan; Harper Collins Children's Books, 1998. This story deals with bullying and empathy.

For more resources go to the Committee for Children web site. They have a fabulous list of books and other resources that address violence, resolving conflicts, respect, and safety.

Henry & The Kite

by Bruce Edward Hall, William Low (Illustrator)

Children from little China and Little Italy in NY almost come to blows, then resolve their conflict peacefully

How Are You Peeling? (Hardcover)

by Joost Elffers, Joost Elffers, Saxton Freyman (Illustrator)

Ime

Available from <http://www.goldenrod.com>

Peace Crane by Sheila Hamanaka

New York: Morrow Junior Books, c1995

The Great Peace March by Holly Near

New York, New York: Henry Holt and Company, Inc., c1993

The Flame of Peace: a tale of the Aztecs by Deborah Nourse Lattimore
New York: Harper & Row, c1987
(further war is avoided as a result of a young boys brave and fantastic journey)

The Tree By Dana Lyons & David Danioth, forward by Julia Butterfly Hill and Pete Seeger. A perfect testament to our old growth forests, The Tree introduces us to the forest and its creatures, including humans, through snap shots of the tree's 800 year old life. Very powerfully written and yet contains a simple message. Beautiful illustrations. Ages 4-8
Available from www.rosiehippo.com, 800-385-2620

inspiration for facilitators

One Makes the Difference: Inspiring Actions that Change our World (Paperback)

by Julia Hill (Author),

The Legacy of Luna: The Story of a Tree, a Woman and the Struggle to Save the Redwoods -- by Julia Hill;

Stone Soup

There are several versions, I highly recommend this one—it has a song!

Some Friends to Feed : The Story of Stone Soup

by *Pete Seeger, Paul Dubois Jacobs, Michael Hays (Illustrator)*

Tom Chapin wrote a song too, see it at <http://members.aol.com/chapinfo/tc/lss.html>

The Rainbow Fish

by Marcus Pfister, J. Alison James (Translator)

Sharing 101 for 3-5 year olds

Seven Blind Mice

By Ed Young, Philomel Books

Encourages one to appreciate that there are different points of view, and the shows the value of considering many point of view to arrive at a more complete picture.

The Spider Weaver, A Legend Of Kente Cloth

By Margaret Musgrove, Illustrated by Julia Cairns; The Blue Sky Press

Gorgeous book, relates an African tale about how men in an Ashanti village learn the secret of weaving the traditional patterns still worn and revered today.

Fly Like A Butterfly, Yoga for Children

By Shakta Kaur Khalsa, Sterling Publishing Co.

Illustrated with photos of kids; has poses, as well as little stories for children to act out with a series of poses.

1000 Families: The Family Album of Planet Earth

by Uwe Ommer

Families : Around the World, One Kid at a Time

by Sophie Furlaud, Pierre Verboud, Uwe Ommer (Photographer)

Children Just Like Me (Children Just Like Me)

by Anabel Kindersley, Barnabas Kindersley, Barnabas Kindersley

If the World Were a Village: A Book About the World's People (Ira Children's Book Awards (International Reading Association)

by David J. Smith, Shelagh Armstrong (Illustrator)

...if the world were a village of 100 people, only 24 would have televisions in their home, 20 earn less than a dollar a day...many interesting facts plus activities for home

Martin Luther King

by Rosemary L Bray, Illustrated by Malcah Zeldis

Fabulous. For ages 5 and up.

Greenwillow Books, ISBN 0-688-13132-8 LE

Celebrity Activists: Economic Causes by Kathy Katella. Short, easy reader

A History of US

by Joy Hakim

10 volumes, from the Ice age to 1999

Beautifully told and illustrated encyclopedia of history. Propaganda free accounts of war and corruption as well as inspirational accounts of heroes and heroines in the battles for human rights, economic justice, and peace. Perfectly phrased for kids 5 and up.

Oxford press, ISBN 0-19-512769-2

104 Activities That Build: Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills - Alanna Jones;

☀**Team-Building Activities for Every Group** - Alanna Jones

Designing Student Leadership Programs: Transforming the Leadership Potential of Youth - Mariam G. MacGregor

Leadership for Students: A Practical Guide for Ages 8-18 --Frances A. Karnes;
Paperback

Bread for the World (BFW): (800-82-BREAD)

Seeds magazine (404-371-1000) ask for a copy of *The Hunger Action Handbook: What You Can Do and How to Do It*.

The Hunger Project: (415-928-8700) *The Ending Hunger Briefing Workbook*

Earthtales: Storytelling in Times of Change by Alida Gershie. London: Greenprint, 1992. An extensive collection of well-chosen tales. Useful as a storytelling source.

Hidden Stories in Plants: Unusual and Easy-to-tell Stories from Around the World Together with Creative Things to Do While Telling Them by Anne Pellowski. New York: MacMillan, 1990.

The Rain Forest Storybook: Traditional Stories from the Peoples of South America, Africa, and South-East Asia by Rosalind Kervin. Cambridge University Press, 1994

Spinning Tales, Weaving Hope: Stories of Peace, Justice and the Environment by Ed Brody, Jay Goldspinner, Katie Green, Rona Leventhal, and John Porcino of Stories for World Change Network. Philadelphia, Pa.: New Society Publishers, 1992. Favorite tales for telling contributed by professional storytellers.

Earth Care: World Folktales to Talk About (Linnet Books, 1999) is designed as a companion to *Peace Tales: World Folktales to Talk About*. All the tales in *Earth Care* are chosen because they make some point about human's relationship to the earth. They are brief and allow for audience interaction.

These 2 are from a web site <http://www.youthactivism.com/>:

KNOCK-YOUR-SOCKS-OFF? TRAINING TEENS TO BE SUCCESSFUL ACTIVISTS!

The Complete Guide for Facilitating a 1-2 Hour Workshop

This interactive workshop developed by Wendy Lesko will inspire young people to make an impact in their corner of the world. The training package has everything but snacks (and socks)! The 50-page facilitator's manual contains a minute-by-minute script for both a 60-minute workshop and a longer version. The *Knock-Your-Socks-Off* videotape features a series of short clips that show young people as successful community activists. Skill-based activities and video clips are geared specifically for older teens plus there are separate age-appropriate materials for younger teens. Reproducible handouts for participants, even pre- and post-assessment forms, are included. Room setup, other logistics, training checklist all are spelled out. Anyone, including youths, can facilitate this youth leadership advocacy training.

MEGA-PLANNER

This comprehensive resource includes two publications. **MAXIMUM YOUTH INVOLVEMENT:** The Complete Game plan for Community Action, a 170-page manual, answers nearly 100 questions on how adults and organizations can support young people as effective advocates in changing community.

DVDs, CDs

Banana Yoga DVD and Video

For anyone willing to have FUN (a sure thing for ages 3-8)
available from <http://www.shanabanana.com>

Earth Scout Songs, CD by Shana Banana
Available from <http://www.shanabanana.com>

For The Earth Charter: Where We All Belong, CD
By Raffi, available through Earth Charter Communities USA (813) 254-8454

Evergreen Everblue
1990
by Raffi

We're All Interconnected, CD by Rosie Emery

Little Blessings, Mothersong Santa Cruz CD by Joya Winwood

In Your Garden CD by The Zucchini Brothers
"Share If You Dare"
"Bad Pollution"

Big and Little Things, CD by Jim Scott

Bigger Than Yourself
Great CD by John McCutcheon
The Principle (Song about kids organizing to make something happen at their school)
Someone Else Decide (Song about using a mediator to solve conflicts)
I Got a Dime (Song about pooling economic resources)
Friendship (song about getting along with people from different cultures)

And much, much more!

CD and lyrics available from <http://www.folkmusic.com>

Dirt Made My Lunch, CD by The Banana Slug String Band

Adventures on the Air Cycle, CD (has the “Nature rap”)

Available from <http://www.bananaslugstringband.com>

Connected chant comes from one of these

Happiness Cake, CD by Linda Arnold

(“One Earth” song)

Plant a Dream

CD by John Archambault and David Plummer

Earth Mamma, CD

Available at earthmama.org

Sacred Planet (2004)

Starring: Robert Redford, Arapata McKay **Director:** Jon Long **Rating:** 

Disney’s glitzy look at native cultures

The Lorax

movie, by Dr. Seuss

Also: The Sneetches movie

Tapes or CD

A Planet with One Mind: 7 stories for all ages

and

A People with One Heart: 7 stories for all ages

You will recognize this wonderful voice and music from the Moody Blues. Mike Plinder shares with us inspiring fiction from around the world, showing that people separated by oceans and cultures can easily share humor and wonder through stories. The music, stories and voice will delight the whole family! Available from www.rosiehippo.com

Games and Toys

Ages 8 and up

National Geographic Geo Bee® Challenge game: a board game that teaches about countries, landforms, cultures, history and the environment. Under \$30 from National Geographic, www.shopNG.org or 888-225-5647

GeoSafari Traveler

Handheld, game-boy-type thing with 5000 questions and answers about countries, cities, oceans "and more". \$60. from National Geographic, www.shopNG.org or 888-225-5647

Ages 3 and up

Fly and Discover Talking Globe

Plastic toy globe with buttons, music and sound effects teaching geography, animals and nature. \$35 from National Geographic, www.shopNG.org or 888-225-5647

All ages

Earth Ball

Large inflatable globe with a satellite's view of earth. Beautiful, sturdy, comes with a brochure full of great facts. www.earthball.com, 888.98EARTH

Kid's Yoga Deck and Yoga Book

From www.rosiehippo.com

Deck of 50 cards describing poses. 160 page book with activities, games and postures. Feel good, feel PEACEFUL, make the world more peaceful by starting with yourself.

Everyone Wins!

By Sambhava & Josette Luvmour

Packed with 150 cooperative games and activities, this book is a perfect one to get a group of any size or age going on some unique games that play well. It is not only clearly and concisely written, it is also indexed by both age and group size. 96 pages of very fun easy to play games! From www.rosiehippo.com

National Office for Earth Charter Communities USA
Tampa, Florida; 813-254-8454;www.earthcharter.org www.eccommunities.org

EARTH CHARTER: INTERNATIONAL PEOPLE'S DECLARATION OF INTERDEPENDENCE

"A bold, courageously optimistic vision towards a better world."

History:

- Conceived in 1987 at UN Environment & Development Conference and originally attempted at Rio Earth Summit in 1992, which was attended by over 18,000 NGO members
- New grassroots drafting initiative launched in 1994 by Mikhail Gorbachev, President of Green Cross International, Maurice Strong, UN Undersecretary General, and Ruud Lubbers, former Prime Minister of the Netherlands.
- Steven Rockefeller chaired International Drafting Committee
- Earth Charter Committees formed to oversee grassroots input into unprecedented open drafting process around the world (Thousands of people in 77 countries involved over the course of ten years).
- Launched at The Hague Peace Palace in June 2000 with the grassroots Earth Charter Community Summits recognized as the major USA effort.

What it is:

- **An international people's treaty of hopes and aspirations for a caring and environmentally sound world.**
- Recognizes humanity's environmental, economic, social, cultural, ethical and spiritual problems and aspirations are interconnected.
- Major Commitments: *Respect Earth and life in all its diversity; Care for the community of life with understanding, compassion and love; Build democratic societies that are just, participatory, sustainable and peaceful; Secure Earth's bounty and beauty for present and future generations.*
- 16 principles on respect for nature, universal human rights, eradication of poverty, democracy, and a culture of peace.
- Rests on more than 50 United Nations declarations including the Universal Declaration of Human Rights plus over 200 NGO agreements, perspectives from contemporary science, theology, and cosmology, 30 years of people's treaties, environmental ethics, teachings of indigenous peoples, and best practices for sustainable communities.
- **Unique in addressing the interconnection of all life on the planet**

The Earth Charter has been endorsed by over 14,000 organizations including: US Conference of Mayors, Calvert Fund Ltd., Worldwide Federation of Engineering Organizations (8 million members), International Baccalaureate Organization, Parliament of World Religions, International Academy of Science, International Sierra Club, World Conservation Congress and International Council for Local Environmental Initiatives (860 cities globally)

Earth Charter Community Summits: The National Launch of a Declaration of Interdependence in USA

Earth Charter Community Summits were launched in 2001 in the USA connecting 12 cities; over 50 cities have been hosts to date. The purpose of the annual Summits is to popularize the EC and to inspire the implementation of its principles on personal, community, and national levels. With the Earth Charter as the centerpiece, each city designs their program to inspire the folks in their own communities. The Summits are held the second Saturday in October and connect the cities via webcast so participants experience a national collective sense of enthusiasm for the EC.

Summit Outcomes include: Endorsement by local governments and integration into business organizations' mission statements, public schools' lesson plans, universities curricula and degrees, interfaith discussions, and individual lifestyles. New initiatives include Earth Charter Living Television Series and Earth Scouts for boys and girls ages 3 to 15 years, to be launched in Tampa in May 2006. Tampa is developing model for an intensive citizen engagement project to develop quality of life indicators using the Earth Charter as an ethical framework. Longer-range plans for ECCUSA include League of Earth Charter Voters, Earth Charter Community Champions Awards, Earth Charter Expo and certification process for businesses that are fulfilling EC principles

The Art of Earth Chartering Guide offers discussion and action suggestions for a series of six meetings to engage family, friends and community members with the Earth Charter. For more information www.eccommunities.org.

Join Us in Living the Earth Charter into Being

THE EARTH CHARTER

PREAMBLE

We stand at a critical moment in Earth's history, a time when humanity must choose its future. As the world becomes increasingly interdependent and fragile, the future at once holds great peril and great promise. To move forward we must recognize that in the midst of a magnificent diversity of cultures and life forms we are one human family and one Earth community with a common destiny. We must join together to bring forth a sustainable global society founded on respect for nature, universal human rights, economic justice, and a culture of peace. Towards this end, it is imperative that we, the peoples of Earth, declare our responsibility to one another, to the greater community of life, and to future generations.

Earth, Our Home

Humanity is part of a vast evolving universe. Earth, our home, is alive with a unique

community of life. The forces of nature make existence a demanding and uncertain adventure, but Earth has provided the conditions essential to life's evolution. The resilience of the community of life and the well-being of humanity depend upon preserving a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air. The global environment with its finite resources is a common concern of all peoples. The protection of Earth's vitality, diversity, and beauty is a sacred trust.

The Global Situation

The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, and a massive extinction of species. Communities are being undermined. The benefits of development are not shared equitably and the gap between rich and poor is widening. Injustice, poverty, ignorance, and violent conflict are widespread and the cause of great suffering. An unprecedented rise in human population has overburdened ecological and social systems. The foundations of global security are threatened. These trends are perilous—but not inevitable.

The Challenges Ahead

The choice is ours: form a global partnership to care for Earth and one another or risk the destruction of ourselves and the diversity of life. Fundamental changes are needed in our values, institutions, and ways of living. We must realize that when basic needs have been met, human development is primarily about being more, not having more. We have the knowledge and technology to provide for all and to reduce our impacts on the environment. The emergence of a global civil society is creating new opportunities to build a democratic and humane world. Our environmental, economic, political, social, and spiritual challenges are interconnected, and together we can forge inclusive solutions.

Universal Responsibility

To realize these aspirations, we must decide to live with a sense of universal responsibility, identifying ourselves with the whole Earth community as well as our local communities. We are at once citizens of different nations and of one world in which the local and global are linked. Everyone shares responsibility for the present and future well-being of the human family and the larger living world. The spirit of human solidarity and kinship with all life is strengthened when we live with reverence for the mystery of being, gratitude for the gift of life, and humility regarding the human place in nature.

We urgently need a shared vision of basic values to provide an ethical foundation for the emerging world community. Therefore, together in hope we affirm the following interdependent principles for a sustainable way of life as a common standard by which the conduct of all individuals, organizations, businesses, governments, and transnational institutions is to be guided and assessed.

PRINCIPLES

I. RESPECT AND CARE FOR THE COMMUNITY OF LIFE

1. Respect Earth and life in all its diversity.

- a. Recognize that all beings are interdependent and every form of life has value regardless of its worth to human beings.*
- b. Affirm faith in the inherent dignity of all human beings and in the intellectual, artistic, ethical, and spiritual potential of humanity.*

2. Care for the community of life with understanding, compassion, and love.

- a. Accept that with the right to own, manage, and use natural resources comes the duty to prevent environmental harm and to protect the rights of people.*

b. Affirm that with increased freedom, knowledge, and power comes increased responsibility to promote the common good.

3. Build democratic societies that are just, participatory, sustainable, and peaceful.

a. Ensure that communities at all levels guarantee human rights and fundamental freedoms and provide everyone an opportunity to realize his or her full potential.

b. Promote social and economic justice, enabling all to achieve a secure and meaningful livelihood that is ecologically responsible.

4. Secure Earth's bounty and beauty for present and future generations.

a. Recognize that the freedom of action of each generation is qualified by the needs of future generations.

b. Transmit to future generations values, traditions, and institutions that support the long-term flourishing of Earth's human and ecological communities.

In order to fulfill these four broad commitments, it is necessary to:

II. ECOLOGICAL INTEGRITY

5. Protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.

a. Adopt at all levels sustainable development plans and regulations that make environmental conservation and rehabilitation integral to all development initiatives.

b. Establish and safeguard viable nature and biosphere reserves, including wild lands and marine areas, to protect Earth's life support systems, maintain biodiversity, and preserve our natural heritage.

c. Promote the recovery of endangered species and ecosystems.

d. Control and eradicate non-native or genetically modified organisms harmful to native species and the environment, and prevent introduction of such harmful organisms.

e. Manage the use of renewable resources such as water, soil, forest products, and marine life in ways that do not exceed rates of regeneration and that protect the health of ecosystems.

f. Manage the extraction and use of non-renewable resources such as minerals and fossil fuels in ways that minimize depletion and cause no serious environmental damage.

6. Prevent harm as the best method of environmental protection and, when knowledge is limited, apply a precautionary approach.

a. Take action to avoid the possibility of serious or irreversible environmental harm even when scientific knowledge is incomplete or inconclusive.

b. Place the burden of proof on those who argue that a proposed activity will not cause significant harm, and make the responsible parties liable for environmental harm.

c. Ensure that decision making addresses the cumulative, long-term, indirect, long distance, and global consequences of human activities.

d. Prevent pollution of any part of the environment and allow no build-up of radioactive, toxic, or other hazardous substances.

e. Avoid military activities damaging to the environment.

7. Adopt patterns of production, consumption, and reproduction that safeguard Earth's regenerative capacities, human rights, and community well-being.

- a. Reduce, reuse, and recycle the materials used in production and consumption systems, and ensure that residual waste can be assimilated by ecological systems.*
- b. Act with restraint and efficiency when using energy, and rely increasingly on renewable energy sources such as solar and wind.*
- c. Promote the development, adoption, and equitable transfer of environmentally sound technologies.*
- d. Internalize the full environmental and social costs of goods and services in the selling price, and enable consumers to identify products that meet the highest social and environmental standards.*
- e. Ensure universal access to health care that fosters reproductive health and responsible reproduction.*
- f. Adopt lifestyles that emphasize the quality of life and material sufficiency in a finite world.*

8. Advance the study of ecological sustainability and promote the open exchange and wide application of the knowledge acquired.

- a. Support international scientific and technical cooperation on sustainability, with special attention to the needs of developing nations.*
- b. Recognize and preserve the traditional knowledge and spiritual wisdom in all cultures that contribute to environmental protection and human well-being.*
- c. Ensure that information of vital importance to human health and environmental protection, including genetic information, remains available in the public domain.*

III. SOCIAL AND ECONOMIC JUSTICE

9. Eradicate poverty as an ethical, social, and environmental imperative.

- a. Guarantee the right to potable water, clean air, food security, uncontaminated soil, shelter, and safe sanitation, allocating the national and international resources required.*
- b. Empower every human being with the education and resources to secure a sustainable livelihood, and provide social security and safety nets for those who are unable to support themselves.*
- c. Recognize the ignored, protect the vulnerable, serve those who suffer, and enable them to develop their capacities and to pursue their aspirations.*

10. Ensure that economic activities and institutions at all levels promote human development in an equitable and sustainable manner.

- a. Promote the equitable distribution of wealth within nations and among nations.*
- b. Enhance the intellectual, financial, technical, and social resources of developing nations, and relieve them of onerous international debt.*
- c. Ensure that all trade supports sustainable resource use, environmental protection, and progressive labor standards.*
- d. Require multinational corporations and international financial organizations to act transparently in the public good, and hold them accountable for the consequences of their activities.*

11. Affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, health care, and economic opportunity.

- a. Secure the human rights of women and girls and end all violence against them.*
- b. Promote the active participation of women in all aspects of economic, political, civil, social, and cultural life as full and equal partners, decision makers, leaders, and beneficiaries.*
- c. Strengthen families and ensure the safety and loving nurture of all family members.*

12. Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health, and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.

- a. Eliminate discrimination in all its forms, such as that based on race, color, sex, sexual orientation, religion, language, and national, ethnic or social origin.*
- b. Affirm the right of indigenous peoples to their spirituality, knowledge, lands and resources and to their related practice of sustainable livelihoods.*
- c. Honor and support the young people of our communities, enabling them to fulfill their essential role in creating sustainable societies.*
- d. Protect and restore outstanding places of cultural and spiritual significance.*

IV. DEMOCRACY, NONVIOLENCE, AND PEACE

13. Strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice.

- a. Uphold the right of everyone to receive clear and timely information on environmental matters and all development plans and activities which are likely to affect them or in which they have an interest.*
- b. Support local, regional and global civil society, and promote the meaningful participation of all interested individuals and organizations in decision making.*
- c. Protect the rights to freedom of opinion, expression, peaceful assembly, association, and dissent.*
- d. Institute effective and efficient access to administrative and independent judicial procedures, including remedies and redress for environmental harm and the threat of such harm.*
- e. Eliminate corruption in all public and private institutions.*
- f. Strengthen local communities, enabling them to care for their environments, and assign environmental responsibilities to the levels of government where they can be carried out most effectively.*

14. Integrate into formal education and life-long learning the knowledge, values, and skills needed for a sustainable way of life.

- a. Provide all, especially children and youth, with educational opportunities that empower them to contribute actively to sustainable development.*
- b. Promote the contribution of the arts and humanities as well as the sciences in sustainability education.*
- c. Enhance the role of the mass media in raising awareness of ecological and social challenges.*
- d. Recognize the importance of moral and spiritual education for sustainable living.*

15. Treat all living beings with respect and consideration.

- a. Prevent cruelty to animals kept in human societies and protect them from suffering.*
- b. Protect wild animals from methods of hunting, trapping, and fishing that cause extreme, prolonged, or avoidable suffering.*
- c. Avoid or eliminate to the full extent possible the taking or destruction of non-targeted species.*

16. Promote a culture of tolerance, nonviolence, and peace.

- a. Encourage and support mutual understanding, solidarity, and cooperation among all peoples and within and among nations.*
- b. Implement comprehensive strategies to prevent violent conflict and use collaborative problem solving to manage and resolve environmental conflicts and*

other disputes.

d. Demilitarize national security systems to the level of a non-provocative defense posture, and convert military resources to peaceful purposes, including ecological restoration.

e. Eliminate nuclear, biological, and toxic weapons and other weapons of mass destruction.

f. Ensure that the use of orbital and outer space supports environmental protection and peace.

g. Recognize that peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.

THE WAY FORWARD

As never before in history, common destiny beckons us to seek a new beginning. Such renewal is the promise of these Earth Charter principles. To fulfill this promise, we must commit ourselves to adopt and promote the values and objectives of the Charter.

This requires a change of mind and heart. It requires a new sense of global interdependence and universal responsibility. We must imaginatively develop and apply the vision of a sustainable way of life locally, nationally, regionally, and globally. Our cultural diversity is a precious heritage and different cultures will find their own distinctive ways to realize the vision. We must deepen and expand the global dialogue that generated the Earth Charter, for we have much to learn from the ongoing collaborative search for truth and wisdom.

Life often involves tensions between important values. This can mean difficult choices. However, we must find ways to harmonize diversity with unity, the exercise of freedom with the common good, short-term objectives with long-term goals. Every individual, family, organization, and community has a vital role to play. The arts, sciences, religions, educational institutions, media, businesses, nongovernmental organizations, and governments are all called to offer creative leadership. The partnership of government, civil society, and business is essential for effective governance.

In order to build a sustainable global community, the nations of the world must renew their commitment to the United Nations, fulfill their obligations under existing international agreements, and support the implementation of Earth Charter principles with an international legally binding instrument on environment and development.

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.

Visit earthchartersummits.org for information on Earth Charter Community Summits