

## Suggested Activities for working with *THE EARTH CHARTER*

The 4-page table below takes the major themes of the Earth Charter and suggest activities for each.

Developed for: School Year 2001 – 2002, for pupils of 6th grade (11 years old)

Collegi Públic (Public School) *Santa Maria del Mar* – Cala d’Or (Mallorca)

THEMES TO DISCUSS	SUGGESTIONS	SCHEDULE
<p><b>I. RESPECT AND CARE OF LIVING THINGS</b></p> <p>1. Know about and respect people, plants, and animals.</p> <ol style="list-style-type: none"> <li>a. Because they are living beings.</li> <li>b. Because they are necessary.</li> <li>c. Because they produce good and beautiful things.</li> </ol> <p>2. Take care of and love people, plants, and animals.</p> <ol style="list-style-type: none"> <li>a. Because they form part of nature.</li> <li>b. Because they need protection.</li> <li>c. Because they provide us with the means to live.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about plants, animals, and the different races of people that we know. Also talk about those we don’t directly know but whom we know live in other parts of the world. Locate them on a map. Awaken interest and respect for them. Learn to listen to the contributions of others.</li> <li>2. Why do we need plants and animals and why do they need us?</li> <li>3. Compare landscapes from around the world where there is a lot or very little vegetation.</li> <li>4. Investigate animal diversity on other continents. Encyclopedias, asking parents...</li> <li>5. Make a mural with drawings of animals, showing our affect on nature.</li> <li>6. Drawings of some of the animals from different regions of which we have spoken.</li> <li>7. Visit the school garden.</li> <li>8. Possibility of starting an herb garden.</li> </ol>	<p>2 weeks</p>
<p>3. You must treat your companions well and be a good friend.</p> <ol style="list-style-type: none"> <li>a. Because they need you.</li> <li>b. Because you can help them.</li> <li>c. Because you want to grow with them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Speak about our personal relationships. Encourage help and collaboration between companions to be able to transmit those values to society.</li> <li>2. Students can share the traditions of their families, their nationalities – everyone must listen and participate in the discussion.</li> <li>3. Arrive at conclusions about why we need others.</li> <li>4. It would be good to do a communal work project, where everyone must participate. Make a puzzle of which each child makes one piece. For example, a puzzle which they would paint including an image of the Earth or of a group of people of different races...</li> <li>5. Possibility of having in the classroom books about people from other cultures...</li> <li>6. Take advantage of November 16th, the day of Tolerance. A session can be done about what actions help us have positive relations with our companions and with the rest of the people we know.</li> </ol>	<p>2 weeks</p>
<p>4. You can act so that many people enjoy good and beautiful things.</p> <ol style="list-style-type: none"> <li>a. Because you respect everything that lives.</li> <li>b. Because you want happiness.</li> <li>c. Because you are preparing a place for the children yet to be born.</li> </ol>	<ol style="list-style-type: none"> <li>1. Talk about the good things we can do for others and the bad things that we shouldn’t do.</li> <li>2. What things can we do to improve relations with people from other cultures, beginning with those we have closest to the school.</li> <li>3. We can maintain communication with people from other places.</li> <li>4. Exhibit of objects that serve around the world for good, for happiness.</li> </ol>	<p>2 weeks</p>

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<p><b>II. IN LIFE EVERYTHING IS CONNECTED</b></p> <p>5. Admire how the plants, animals, and people live.</p> <ol style="list-style-type: none"> <li>Don't allow anybody to treat them badly.</li> <li>Demand that they be protected.</li> <li>Demand that everybody have air, water, sun, and land.</li> </ol> <p>6. Help keep clean the place where you live.</p> <ol style="list-style-type: none"> <li>Don't make the earth dirty and don't waste water.</li> <li>Don't leave litter.</li> <li>Don't be disorderly.</li> </ol>	<ol style="list-style-type: none"> <li>A collection can be done of the objects necessary for life: food and drink, but also earth to plant the food, sunshine and water so that the fruits of the earth produce.</li> <li>If a field trip is done it can be used to collect things from nature and observe them.</li> <li>Observe in which parts of the world the earth is better taken care of.</li> <li>What can we do to take care of the environment. Which of our actions have positive effects in all the world. Remind the children that on September 16th we celebrate the world day for the Preservation of the Ozone Layer.</li> <li>Speak about the scarcity of resources in Mallorca (where you are based) and make ourselves aware of the necessity to control our consumption.</li> <li>Celebrate migrant peoples day. Discuss the theme in the class with debates, personal experiences...</li> <li>Bring up the theme of Human Rights, as it is celebrated December 10th, to talk of the good relations that we must maintain with the environment everywhere for the good of everybody.</li> <li>Work on the theme of Human Rights with posters or specific jobs for each child, each can work on one and then they can be exhibited in a highly visible part of the school.</li> <li>Make all aware of UNICEF's mission and work.</li> </ol>	<p>2 weeks</p>
<p>7. Three things that one must always respect:</p> <ol style="list-style-type: none"> <li>The life of all beings.</li> <li>The rights of the people</li> <li>The welfare of all people.</li> </ol>	<ol style="list-style-type: none"> <li>Contests for publicity poster, television ads...that talk to us about the necessity of respecting others: plants, animals, people of other races and cultures...</li> <li>Elaborate a manifest where the children of the school sign, promising to respect life and the rights of all of the living beings in all parts of the world.</li> <li>Watch a video that discusses the respect necessary to live together in this world and the things we can do for the benefit of everybody.</li> </ol>	<p>2 weeks</p>
<p>8. Know where you live and share what you know</p> <ol style="list-style-type: none"> <li>About the living beings in your environment.</li> <li>About the people from other cultures and countries.</li> <li>About what you need to live in a healthy way.</li> </ol>	<ol style="list-style-type: none"> <li>It would be good that a guest from another part of the world come and explain how life is where he or she is from.</li> <li>The children can beforehand prepare an explanation of how life is where they live or where they are from, in this way the discussion will be more enriching.</li> <li>At the end it is important to come to conclusions about what we, human beings, need, wherever we are, to live healthily.</li> </ol>	<p>2 weeks</p>
<p><b>III. EVERYBODY SHOULD HAVE WHAT THEY NEED</b></p> <p>9. You must help so that one day there are no poor.</p> <ol style="list-style-type: none"> <li>Everybody should have the minimum necessities to live a dignified life.</li> <li>All children should have a school.</li> <li>The neediest people should be the most helped.</li> </ol>	<ol style="list-style-type: none"> <li>Go on a field trip through the town to learn more about what surrounds us.</li> <li>Photography exhibit of photos from other parts of the world. We'll look for how are their schools, their hospitals, their houses...</li> <li>Every child can be in charge of working on one of the rights of the child and make an exhibit for his or her classmates about how to interpret this right.</li> </ol>	<p>2 weeks</p>

THEMES TO DISCUSS	SUGGESTIONS	SCHEDULE
<p>10. You must help so that everybody makes an effort to live better.</p> <ol style="list-style-type: none"> <li>The rich must help the poor.</li> <li>You should have only what you need.</li> <li>There will be peace and happiness and everybody will be happier.</li> </ol>	<ol style="list-style-type: none"> <li>Promote a classroom debate using the “Classroom conversation manual” provided by UNICEF, concretely using page 15, BREAKING THE CYCLE.</li> <li>Promote work to change the attitudes of the children through dialogue: How many times do we ask our parents for things we don’t need, what are our true needs and what others are superfluous and we can do without.</li> <li>Think about whether all the people in the world, or all of our neighbors , or all of the children in the school are in the same situation as we are, of “wasting” what we have.</li> </ol>	2 weeks
<p>11. Children of all backgrounds are equally important and should grow up together.</p> <ol style="list-style-type: none"> <li>All children must be educated as necessary.</li> <li>If a child is sick, he or she will receive the treatment required.</li> <li>Women have the same rights as men; no woman will be persecuted.</li> <li>All families will be protected.</li> </ol>	<ol style="list-style-type: none"> <li>Talk about the different family structures we know of from other cultures represented at the school. What is the role of each of the members of these families.</li> <li>Even if the family structure is different in other countries, there are rights which all people must respect. Work with Human Rights.</li> </ol>	2 weeks
<p>12. You will always defend this: any child: boy or girl, rich or poor, white, black, or another color, from this country or another, speaking this language or another, Christian, Muslim, with any other religion or without religion, should have food, home, family, rest, school, friends, games and happiness, doctor and medication if sick.</p>	<ol style="list-style-type: none"> <li>Watch the video “The giant with mud feet” and comment on what it suggests. Touch on themes like: child labor, exploitation, slavery...</li> <li>Personal reflection of each student, we could think in silence or with relaxing music about what we have seen on the video tape.</li> <li>The children can make notes or draw about their thoughts.</li> </ol>	2 weeks
<b>IV. NO TO WAR, YES TO PEACE</b>		
<p>13. You will make an effort so that where you live nobody will fight.</p> <ol style="list-style-type: none"> <li>You will inform yourself about the way of life of the people in your neighborhood or town.</li> <li>You should be able to say what you think and be able to meet with whomever you please.</li> <li>Everybody should take care of their environment.</li> </ol>	<ol style="list-style-type: none"> <li>Find articles in the newspaper about situations that we would not want to occur and others that it would be good to repeat whenever possible.</li> </ol>	2 weeks
<p>14. You must study, principally that which helps you live with others.</p> <ol style="list-style-type: none"> <li>You should study with interest all that will help you be a better person.</li> <li>The media, especially television, will help you understand the difficulties and the problems which the people of the world have today.</li> </ol>	<ol style="list-style-type: none"> <li>Cut out local stories in the newspaper that favor good relations between people from around the world.</li> <li>Create among all, in a group or individually, news which we would like to appear more frequently in the news.</li> </ol>	2 weeks

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c. The better you educate yourself, the better you'll live.		
15. You must respect and love the animals, plants, and people. a. You should never maltreat nor cause to suffer the animals, plants, or people.	1. A photography contest can be held about the relations between people and their surroundings. 2. Exhibits of cut-outs from magazines about the relations between people and their surroundings.	2 weeks
16. You will help so that people live in peace. a. It is necessary that everybody understand and help each other. b. Humanity won't wage more wars; it is necessary not to create so many armies. c. There must be peace around the world.	1. What things can we do for PEACE. 2. To develop this point we can utilize a new theme: a world of peace, a world of happiness, from the book <i>Visca el món</i> by Guillem Ramis i Moneny. We will read it and do a related activity (making a "pin").	2 weeks

Total: 32 weeks