



# Earth Scouts Facilitator's Handbook

## Grades 3-5

Earth Scouts Facilitator's Handbook  
Earth Charter US  
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[www.earthscouts.org](http://www.earthscouts.org)

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**Earth Scouts Facilitator's Handbook: 3-5**  
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Books needed for these lessons include: *Spinning Tales*, *Weaving Hope*; *Earthchild*; and *Earth Education*.. These books should be available at your public library or for purchase at [abebooks.com](http://abebooks.com).

## **Earth Scouts Curriculum Getting Started**

### **What is an Earth Scouts Group?**

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

### **What is the Earth Scouts Curriculum?**

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

### **What Children Learn in Earth Scouts:**

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

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

*Note: Children at all levels above K-2 will need to acquire the knowledge, understanding, commitment, and skills taught at lower levels if they are just beginning to participate in the Earth Scouts program.*

### **A Work in Progress:**

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

### **Materials Needed:**

At present, the curriculum and materials needed are available on the internet at the Earth Scouts website ([www.earthscouts.org](http://www.earthscouts.org)). Before starting your group, you can go to the website to download or receive by mail the Facilitator's Handbook including lesson plans and activities. Several additional curriculum resources are also available and may be useful. These materials include:

1. The scope and sequence -- a brief look at the lessons for all levels with activities and materials shown in the appropriate sequence;
2. The Earth Scouts Facilitator's Handbook (draft version)

### **Starter Program:**

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

### **Obtaining Books and Music Resources:**

At present, you'll need to obtain the books and music included in the curriculum through the internet. Most books can be purchased used from [www.abebooks.com](http://www.abebooks.com) and are rather inexpensive. Rosie Emery's music and activities are available from her website, [www.interconnected.ca](http://www.interconnected.ca). Children's literature can be obtained from your local library. If the library does not have a particular selection, your librarian should be able to recommend a suitable alternative.

### **Books You'll Need -- All Levels:**

*Spinning Tales, Weaving Hope*, Holly Near

*Earthchild*, Sheehan and Waidner

*Environmental Education Activities Manual*, Stapp and Cox

*50 Simple Things Kids Can Do to Save the Earth*, & *Recycler's Handbook*, Earthworks Group

*Earth Education*, Steve Van Matre

Rosie Emery CD and Activity Book: *We're All Interconnected* and others (*Rainbow Road* and *Dolphins Teach Us to Play* (available from Susan Carter, [scarter57@aol.com](mailto:scarter57@aol.com) or 239-472-1461)

### **Levels 6-8 and 9-12:**

*Our Ecological Footprint*, Wackernagel and Rees

*The Consumer's Guide to Effective Environmental Choices*, Brower and Leon

*What Can I Do to Make a Difference*, Richard Zimmerman

**The Earth Charter -- Youth Version**  
One human family -- One earth community

## **Preamble**

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

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

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

## **Earth, Our Home**

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

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

## **Problems on Earth**

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

## **What We Must Do**

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

## **RESPECT AND CARE FOR THE COMMUNITY OF LIFE**

### **1. Respect the Earth and all life.**

- a. All forms of life need one another.

- b. All forms of life are valuable, including those that people think are useless.
  - c. All people have the potential to think and learn, to create beauty and to live together respectfully and in peace.
2. **Understand, love, and care for the community of life.**
    - a. When we use plants, trees, soil, water, and Earth's other resources, we have a responsibility to protect and preserve them and to use them carefully.
  3. **Find ways for people to live together peacefully and to work together for the good of all.**
    - a. All people deserve their dignity and respect.
    - b. Everyone should have opportunities to care for Earth, other people, and the community of life.
    - c. Help people discover what they love to do and learn how to do it well.
  4. **Make Earth healthy and beautiful for all children of the future.**
    - a. What we do today affects all life in the future.

#### **ALL FORMS OF LIFE ARE INTERCONNECTED**

5. **Protect and restore the web of life.**
  - a. Protect and preserve Earth's diverse ecosystems.
  - b. Protect plants, animals and all other living things from extinction.
  - c. Respect equally people of all cultures.
  - d. Protect the health of all natural habitats. Examples include forests, grasslands, mountains, coral reefs, oceans, and all wildlife homes.
6. **Don't take chances if there is a possibility that Earth's environment may be harmed.**
  - a. Think about future consequences of what we do now.
  - b. Require people who want to do something new to prove that it is safe before they begin.
  - c. Don't pollute any part of the environment.
7. **Live and promote sustainable communities in ways that are economically just and healthy for Earth and for people.**
  - a. Buy things you can reuse and recycle. Don't waste.
  - b. Health is more valuable than money.
8. **Share with others what you know about how to protect the earth.**
  - a. Cooperate with others in projects that restore damaged habitats.
  - b. Recognize and preserve the traditional knowledge and spiritual wisdom in all cultures that contribute to environmental protection and human well-being.

#### **EVERYONE DESERVES EQUAL OPPORTUNITY**

9. **Guarantee that everyone has enough to meet their basic needs.**
  - a. Everyone has a right to clean air, water, and soil.
  - b. Everyone needs enough nutritious food to eat.
  - c. Everyone deserves safe shelter.
  - d. Everyone deserves quality health care and protection from disease.
  - e. Everyone has a right to education.
10. **Be sure that everyone gets a fair share of Earth's resources.**
  - a. Encourage those who have more than they need to share with those who do not have enough.

- b. Help people in developing nations.
- c. Businesses and banks should not be allowed to do anything that will harm people or the environment.

**11. Secure equality for women and girls.**

- a. End violence and discrimination against women and girls.
- b. Encourage women to become leaders.
- c. Make families loving and safe for all members.

**12. Protect the rights of all people to live in dignity, health, and happiness.**

- a. Ensure equal rights for all people regardless of their culture, ethnicity, skin color, language, religion, or sexual orientation.
- b. Support sovereignty and self-determination for indigenous peoples in order to secure their rights to their traditional homelands and culture.
- c. Honor and support young people. They are the future.
- d. Protect and restore places of cultural and historical importance that have special meaning to each culture, including sacred sites.

**PROTECT FREEDOMS AND CREATE PEACE**

**13. The purpose of government is to serve and protect all the people.**

- a. Warn about and protect people from something that may endanger their health or the health of their community.
- b. All people should have the right to say what they think, including the right to disagree with their government.
- c. All people should be free to meet and to talk about all decisions that affect their lives.
- d. All people should have informed consent regarding decisions that affect them.

**14. Study and learn ways to protect and restore the web of life.**

- a. Make sure education is available to all.

**15. Treat all living beings with respect and consideration.**

- a. Prevent cruelty to animals.
- b. When hunting, trapping, or fishing, protect animals from unnecessary suffering.
- c. Prevent the death or injury of wildlife through careless behavior.

**16. Promote a culture of tolerance, nonviolence, and peace.**

- a. Encourage people to use their words to resolve conflicts.
- b. We need to listen to each other, say how we feel, and consider each other's feelings.
- c. Instead of making weapons and waging war, we need to resolve conflicts peacefully.

**THE WAY FORWARD**

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

**Introduction to the Curriculum and Lessons**

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

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

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

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

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

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

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

Activities for Understanding: This activity usually involves using a "talking circle" to discuss the topic introduced in the inspirational activity. The "talking circle" provides a time and context for

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

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

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

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

**Lesson Plan Outline**  
**Earth Charter Preamble**

<b>Preamble</b>	<b>Lesson Focus</b>	<b>Activities</b>	<b>Resources</b>
<b>Lesson 1: Interconnectedness</b>		I: We're All Interconnected U: Beauty of Trees D: Trees and People A: Tree Planting	Rosie Emery CD and Activity Book Earth Education EEAM (see above)
<b>Lesson 2: Cooperation</b>		I: Cooperation U: What is a community? D: Cooperation Games A: Salad Making	Rosie Emery CD RE Activity Book
<b>Lesson 3: Home/Environment</b>		I: Rainbow Land U: What is environment? D: Natural Bird Feeder A: Garbage Walk	RE CD 50 Simple Things
<b>Lesson 4: Keeping it Clean</b>		I: Dophin song and story U: Why we need clean water D: Turtle's Mishap play A: Conserving water	RE CD and library book Earthchild 50 Simple Things
<b>Lesson 5: Caring for Trees</b>		I: Did you ever imagine? U: Why do we need trees? D: Tree Walk (RE Act. book) A: Scrapbook Tree picture and caring for tree planted	RE CD and Act. Book

### **Other Recommended Activities:**

1. By osmosis: see *We're All Interconnected Activities for Kids*, by Rosie Emery, p. 3.
2. Making models(of the sun, moon, earth): Rosie Emery, p. 5. and Star gazing: p. 8.
3. Model of the Earth: Environmental Education Activities Manual, Stapp and Cox, pp. 39-41,
4. The Sun is the Source of Energy (using the Model of the Earth): EEAM, p. 43.
5. Interdependence: EEAM, pp. 49-50 (field trip to pond, stream, or natural environment).
6. Earthkeepers program, The Institute for Earth Education ([instituteforeartheducation.org](http://instituteforeartheducation.org)).

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

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

## **Lesson Plans** **Earth Charter Preamble**

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

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

**Facilitator's Notes:** The following page provides an explanation from Professor Steve Van Matre of the value of inviting children to feel their connectedness to the earth and living things. You'll also find other activities you can use to reinforce this key concept of ecology. Facilitators are encouraged to use multiple activities to teach interconnectedness, both here and throughout the program.

**Opening ceremony activity -- (optional, 1-2 minutes):** Gather the children in a circle or small group. When the children are quiet and settled, you might make a statement for quiet reflection.

**Activities for Inspiration:** Rosie Emery song, "We're All Interconnected," from the CD of the same name. See Rosie Emery's *Activity Book*, pp. 2-9, for activities to use with this song and/or use some of those included below.

**Activities for Understanding:** The Beauty of Trees. Send the children out among trees to choose one to enjoy. Invite them to discover everything they can using their senses. After ten or fifteen minutes, gather the children together for a talking circle. (See following page.) What is special about trees? How do trees make us feel? Why do we care about trees?

**Activities for Demonstrating:** Trees and People. In a paper bag, place objects that come from trees -- paper, pencils, an apple, pear, cherries, leaves, etc. Have each child take an object from the bag and place it in a basket in the center of the circle. After all the objects have been placed in the basket, ask the children to think about how these objects add to their lives. How are we important to trees? How can we protect trees? Discuss the connection. (See *Earthchild*, Chapter 4, for more activities and books to read aloud.)

**Activities for Action:** Tree Planting. Get permission to plant a tree at your school or in the community. If possible, provide each child with a seedling and show them how to plant a tree that will grow in that location without a lot of extra care. If you can visit a tree nursery, ask them to explain the difference between native and exotic trees.

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

**Resources:** The Earth Charter, Youth Version; Rosie Emery CD, "We're All Interconnected," Rosie Emery Activity Book, art materials for poster or mural, tree seedlings and small shovel, watering can.

### **Facilitator's Notes the interrelating of life**

Steve Van Matre explains the importance of this key concept in Earth Education (pp. 113-114):

"Picture the earth as a ball traveling through space, covered with a film of air, water, and soil, warmed and energized by the sun. The quantity and quality of air, water, soil, and sunlight in this film varies greatly over the surface of the planet. And this intermixing of energy and materials has produced a great variety of conditions for life on the earth. In turn, this tremendous variety of conditions is the reason for the dazzling diversity of living things on the earth. Each living thing is the result of a unique combination of sunlight, air, water and soil, and so is different from every living thing."

"Everything on the earth is somehow connected to everything else. It would be impossible for any form of life to exist by itself. Things are what they are because of the threads of life within which they operate, because of the intricate web of their interrelationships. To remove something from its surroundings is not only to tear a momentary hole in the web of life, it is to disconnect the strands that make that living entity what it is."

### **feeling -- "a joy at being in touch with the elements of life"**

Professor Van Matre describes why helping the children get in touch with their feelings about the earth and living things is so important, especially at the beginning of earth education. He writes:

"After many years of work in this area, we have concluded in earth education that there are four primary feelings we want people to hold: a joy at being in touch with the elements of life, a kinship with all living things, a reverence for natural communities, and a love for the earth.

In earth education we want people to revel in their contact with the natural world, and to seek out opportunities there for the joyous affirmation of their own existence. Joy means happiness and delight, and that is what we want people to experience in being touched by the elements of the earth. For us, it is that wonderful feeling you get whenever you are out there in a natural setting, a part of the interplay of light and air and water and soil. It is that heady sense of exhilaration at just being -- right there, right then -- wrapped up in all the elements of life around you."

"I urge people to get out there and breathe deeply of the day, to experience their connectedness with the earth -- the play of sunlight on water, the smell of a summer day, the song of a field in flower -- to know the tingling sensation, the exquisite rapture of melting momentarily into the flow of life." *Earth Education*. (1990). pp. 120-124.

Other activities:

1. By osmosis: see *We're All Interconnected Activities for Kids*, by Rosie Emery, p. 3.
2. Making models: Rosie Emery, p. 5, and Star gazing: p. 8.
4. Model of the Earth: Environmental Education Activities Manual, Stapp and Cox, pp. 39-41,
5. The Sun is the Source of Energy (using the Model of the Earth): EEAM, p. 43.
6. Interdependence: EEAM, pp. 49-50 (field trip to pond, stream, or natural environment).
7. Earthkeepers program, The Institute for Earth Education ([instituteforeartheducation.org](http://instituteforeartheducation.org)).

### **The "Talking Circle"**

The "talking circle" ceremony is designed to honor the Indigenous People's tradition of listening to and respecting the views of all. Ceremony has been an important part of life in all cultures because

ceremonies provide the context for communication, for sharing of ideas, and for making each individual a valued part of the group.

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

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

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

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

- All children sit quietly, keeping their hands and feet to themselves.
- (Get comfortable before beginning the discussion.)
- Every child who wishes may speak.
- One person talks at a time; the others listen respectfully.

## **Closing Circle**

### **What is a closing circle?**

A closing circle takes place at the end of the meeting. Children and adults gather together, hold hands, and form a circle. You or one of the children may choose a question to ask, such

as, "What did you learn about caring for Earth that you want to remember?" Give the children a minute or so of quiet to think about the question before they respond briefly one by one, going around the circle.

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

**Why include a closing circle in each lesson?**

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

**Introduction**

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

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

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

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

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

**Activities for Inspiration:** Rosie Emery song, "Cooperation," from the CD, "We're All Interconnected." See Rosie Emery's Activity Book for activities to use with this song and/or use some of those included below.

**Activities for Understanding:** Talking Circle The word "community" means working together for the good of all. Through working together, we become a true community. What does it mean to cooperate? What kinds of jobs and games are more fun when we cooperate?

**Activities for Demonstrating:** Cooperation Games. Choose games from Rosie Emery's *Activities for Kids*, pp. 41-42, or from other sources (e.g. Games for Change, Tim Dodds.) See also Rosie's explanation about the value of circles for promoting a harmonious atmosphere.

**Activities for Action:** Salad Making. Divide the children into groups of three. Put a variety of about ten or twelve salad ingredients (prepared) on a table in bowls. Invite the children to decide on three rules they will follow in working together to create a salad they would all like to eat. After they make the salad, ask them, "What rules did they use? What worked best? What did they learn about working with others?"

**Closing Circle:** A possible question -- What have you learned about working together in harmony?

**Resources:** The Earth Charter, Youth Version; Rosie Emery CD, "We're All Interconnected," Rosie Emery Activity Book, salad materials, art materials for mural.

**Facilitator's Notes**  
**One Human Family -- One Earth Community**

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

The word *community* means not only people and other living things, but also the earth -- soil, air, water, natural resources -- and the interconnectedness all of us have with one another. The earth and other living things affect us; we affect the earth and all other living things, including other human beings. In *Earth Education*, Steve Van Matre explains:

"A community is a mixed group of plants and animals occupying a specific area of the surface of the earth. Living things are grouped together in these specific areas because it is in such places that they can best meet their energy and material needs. The actual place where something lives in a community, is called its home or habitat. A habitat may be as small as a beetle's tiny crevice in the bark of a tree, or as large as an eagle's vast hunting grounds; a good habitat takes up as much space as the plant or animal needs to find its water, food, and shelter." (p. 113)

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

1. Have the children each contribute a picture to a poster or mural showing their idea of their earth community: the earth and other living things. Each might choose one thing he or she particularly treasures. If the poster is displayed in a prominent place at each meeting, the children may talk about it or add new ideas as they learn.
2. Each child could make a diorama of her Earth Community, including objects and living things that are important to her.
3. If space is available and the project can be kept in place over a period of time, the children might work together on a papier mache reconstruction of the Earth Community, adding in miniature trees, plants, animals from clay, buildings, or other objects and living things they find around them. This project could offer endless possibilities for lessons relating to caring for the earth and other living things.
4. When the children go out into the surrounding area, you might ask them beforehand to look for evidence of interconnectedness between the earth and living things. Do they see examples of harm being done by one part to another? Signs of one part helping another?

### **Earth, Our Home**

Planet Earth is part of an amazing, vast universe. On this planet are many different kinds of environments, encompassing plants, animals, and people -- all linked to one another in a complex

web of life. All forms of life depend on one another and on Earth's soil, air, and water. When one part of the web of life is weak or unhealthy, all other parts are affected, too.

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

**Lesson Focus:** What home means -- words for Earth, our home: environment. Why we need to take care of our home -- the environment.

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

**Activities for Inspiration:** Rosie Emery song, "Rainbow Land," from the CD, "Rainbow Road." Also, read "People of the Breaking Day," a story of the Wampanoag Indians before the Europeans came. (Summary in *Earthchild*, p. 92.) You should be able to find this book through your local library. See also "Tips for Reading Aloud" on the following page.

**Activities for Understanding:** Talking Circle. What does the word, "environment" mean? Are people part of the environment? animals? How can we enjoy our Earth home and still protect it from harm? Why must we protect the earth and all living things?

**Activities for Demonstrating:** Natural Bird Feeder. Use ideas from *Earthchild*, pp. 277-278 or your own to make a natural bird feeder with each child. Let the children take the bird feeders home and hang them in a tree or simply set them outside for the birds.

**Activities for Action:** Garbage Walk. Take recycled bags and pick up garbage along a stream or in woods where wildlife might be tangled in it or hurt. If time permits, the children might add more ideas for their ideal world and add details to their group mural.

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

**Resources:** The Earth Charter, Youth Version; Rosie Emery CD, "Rainbow Road, "People of the Breaking Day," materials for natural bird feeders, recycled bags for picking up garbage.

### **Tips for Reading Aloud**

Children in Earth Scouts will benefit enormously from the reading-aloud activities in the program, especially if facilitators use and model for the children effective strategies for getting the most from

the literature. Although it would be quite cumbersome to use all of the strategies every time you read a story, it helps the children if you *choose one or two each time and use them repeatedly until they become a habit with the children.*

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

### **Setting the Scene:**

Although it's best if children can sit quietly in a circle on the floor or (for older children in chairs at tables), you may wish to allow them to draw quietly while you read. It helps to get young children settled with enough space between them so they can keep their hands and feet to themselves.

Occasionally, you'll have a child in the group who simply is not able to sit still for a story. This child might be given something else to do while you read to the others. Most children will be able to sit still and enjoy a story. Invite them to visualize the story in their minds as you read.

### **Pre-reading:**

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

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

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

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

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

### **During reading:**

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

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

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

C: characters (who is in the story)

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

P: problem

R: resolution

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

### **During reading, continued:**

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

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

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

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

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

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

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

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

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

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

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

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

### **After Reading:**

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

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

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

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

## **Making a Group Mural**

The purpose of this activity is to engage the children in creating a visual reminder of the importance of living things and of their community. It also provides an opportunity for the children to develop artistic ability and an ethic of taking the time and effort to do something

well. If the mural is well done, it can be laminated and hung in the meeting room. The following procedures will help to encourage the children to do work worth keeping:

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

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

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

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

### **Problems on Earth**

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

**Lesson Focus:** Water -- Who needs it? Keeping it clean and having enough of it for everyone.

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

**Activities for Inspiration:** Rosie Emery song, "Dolphin, Teach Us to Play," from the CD, "Rainbow Road." Also, read "Dolphin Adventure, A True Story," by W. Glover. (Summary in *Earthchild*, p. 173.) You should be able to find this book through your local library.

**Activities for Understanding:** Talking Circle. What is special about dolphins? What lesson did you learn from this story? Are there other living things in the sea that need our protection? How can we treat them better? If you choose a different story to read, you'll want to change the questions to suit the story.

**Activities for Demonstrating:** The Turtle's Mishap. (a play) Help the children perform the play and talk about what they learned. (see *Earthchild*, p. 181, for this activity). This activity will take time, so the following one is designed to be done primarily at home.

**Activities for Action:** Conserving Water at Home. Discuss the strategies provided in *Earthchild*, pp. 186-187. Which of these actions might you take this week? (List ideas on a dry erase board or chart paper. (see following page on Activities for Frequent Use.) What would you need to make them work?

**Closing Circle:** A possible question -- What will you do first to help keep the earth's water clean?

**Resources:** The Earth Charter, Youth Version; Rosie Emery CD, "Dolphin Teach Us to Play," from the CD of the same name, "Dolphin Adventure, A True Story," *Earthchild*, dry erase board or chart paper, art materials to continue work on the mural.

### **Activities for Frequent Use**

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

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

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

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

#### Graphic organizers:

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

#### Scrapbooks:

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

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

### **Facilitators Notes Problems on Earth**

Although facilitators will want to approach the problems on earth carefully with young children, you can focus on solutions they can use individually and in their schools or communities.

Steve Van Matre addresses this issue in *Earth Education* where he writes:

"When we were designing our Sunship Earth program, ...I did not want the kids returning home to write their legislators or picket their factories. Why? Because that's our responsibility as adults. If anything, maybe the kids should be writing their educational authorities and picketing their schools.

that is where they are and that is where they can make a real difference in their environmental impact. ...why not encourage the kids to start there and make some changes in their own behavior."

What changes can kids make in their own behavior? You can find many ideas in *50 Simple Things Kids Can Do to Save the Earth*. The following list shows some problems and solutions kids can use:

Problem:

Solution:

Water: having enough

Don't let water run when you brush your teeth.  
Take showers.  
Wash food in a bowl, not under running water.

Keeping water clean: pesticides

Begin replacing grass with native plants.  
Look around the house for harmful chemicals to replace with non-toxic ones, such as vinegar.  
Grow some of your own food without pesticides.

Air: (use cars, air conditioning, and power lawn equipment less often)

Walk or ride your bike when possible.  
Plan trips in the car to combine errands.  
Use natural heating and cooling when possible.  
Use a hand mower instead of a power mower.

Overconsumption and waste:

Recycle cans, glass, paper, plastics.  
Buy used clothing and toys when possible.  
Donate things you don't need to others.  
Share with other children; start a toy exchange.  
Buy less: think about whether you really need it. (clothing, food, -- soda and junk food -- toys)

Protecting Habitat:

Plastic harms natural habitats.

Plant flowers and trees.  
Use less plastic; recycle or discard with care.  
When in natural areas, take care not to harm plants or animals or animals' habitats.  
Provide homes for small animals.

**What We Must Do**

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

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

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

**Activities for Inspiration:** Rosie Emery song, "The Tropical Forest," from the CD, "Rainbow Road." Read pp. 11-12 in Rosie's *Activity Book for Kids* for suggestions on using the song.

**Activities for Understanding:** Talking Circle. Why do we need trees? Do we have trees in our community? Are there places where we could plant trees?

**Activities for Demonstrating:** Tree Walk. (Scrapbook Activity) Take a walk around your neighborhood. What trees do you see? Are there places where trees might be planted? Why are the trees there? Gather one leaf from a tree for your scrapbook. When you get back to your meeting place, make a leaf rubbing for your scrapbook.

**Activities for Action:** Urban Nature Search. In this activity, children walk in the neighborhood or in a nearby park and study the trees. Are there enough trees? How do trees contribute to the neighborhood? Who lives in and around the trees? Are birds and insects in the trees? Are there any dead trees lying on the ground? Who uses these for a home? If time permits, the children might add specific trees to their group mural. These might be drawn separately and pasted on the mural in appropriate places.

**Closing Circle:** A possible question -- What will you do to protect trees in your community?

**Resources:** The Earth Charter, Youth Version; Rosie Emery CD, "We're All Interconnected," art materials, scrapbooks, and the group mural.

You can use any activity that helps children to understand and appreciate trees. Your public library should have a suitable book, or you can simply use the trees in your neighborhood -- look at them, compare them, gather leaves from them, etc.

Children might add trees and water to their mural or add more to them. They could include birds, small animals, and insects that use trees as their home. Although *The Giving Tree*, by Shel Silverstein, is used in later lessons, you might read it at this time and re-read it later.

## **The Four Broad Commitments -- Principles 1 - 4**

### **Introduction -- Using Stories to Inspire Children**

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

To provide inspiration and a context for understanding, we suggest you use stories from *Spinning Tales*, *Weaving Hope: Stories of Peace, Justice & the Environment*, as well as children's literature

from the library. You may be able to find the story collection in the library. If not, you can order it from [abebooks.com](http://abebooks.com) or from other booksellers' websites. If you omit the stories or use other stories related to the theme, you may want to change the question given for the "talking circle" as well.

If you have *Spinning Tales*, you might read the *Introduction: Stories Can Make a Difference*, on pages 3-4. This introduction tells how stories can make a difference and explains the activities that follow each story. In addition, the collection includes marvelous references to children's literature (as you'll see from the lessons) and references to helpful resources for facilitators. I would encourage facilitators or parents to purchase this book, so you can have a copy of your own to use often.

If you don't have this book, the following story from the Introduction will give you an idea of the way in which stories can both inspire and promote understanding.

Sample story:

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

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

Question:

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

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

### **Principle 1: Respect Earth and All Life**

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

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

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

**Activities for Inspiration:** Rosie Emery song, "Rainbow Land," from the CD, "Rainbow Road." Read "The Hermit and the Children" from *Spinning Tales*, p. 1.

**Activities for Understanding:** Talking Circle. What do you think 'the answer is in your hands' means in our lives at school and at home? What does it mean to respect the earth and other living things? Invite each child to contribute one idea for a way to respect the earth and protect living things.

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

**Activities for Action:** Plant a Flower. You might introduce this activity by asking the children if they've ever taken care of a plant. Ask the children why people have plants (for pleasure, shade, health, food, in some cases,) and what plants need to grow. Get pots, small plants, potting soil, and a watering can from your own collection or from a plant nursery. Although the children haven't yet learned about the advantages of native plants, you might choose a native plant and explain briefly that these plants require no fertilizer or pesticides and use less water than other plants. Talk about how each child can take care of his or her flower and help it grow. Children who wish may take the flowers home to plant in a garden.

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

**Resources:** The Earth Charter, Youth Version; Rosie Emery CD, "Rainbow Road," *Spinning Tales*, *Weaving Hope*, art materials, scrapbooks, and the group mural.

The *Spinning Tales*, *Weaving Hope* may be available from your library or can be purchased from [abebooks.com](http://abebooks.com).

**The Hermit and the Children retold by Susan Tobin  
from *Spinning Tales* (p. 1)**

There was an old man who lived alone in the woods outside of a small town. He had little to do with the people of the village. All sorts of odd tales, stories, and rumors circulated around town about him. The children in the town delighted in teasing and playing tricks on this old man. It was said that the hermit was very wise, so the children were always trying to outsmart him.

One day, the children thought up a new trick. They snared a small bird and carried it through the woods to the hermit's cabin. One boy held the bird in his hands behind his back. The boldest of the

children stepped up and knocked on the old man's door. When the hermit opened the door, the boy with the bird said rudely, "Old man, what do you think I have behind my back?"

Now, the children did not believe the old man could guess it was a bird. But if he did, they planned to ask him, "Is it alive or dead?" If he guessed, "Dead," the boy would show him the live and fluttering little bird. But, if he guessed, "Alive," the boy planned to crush the bird in his hand and show the old man the dead bird.

Living close to nature, the hermit was very observant. He noticed a small down feather float to the ground behind the boy's back, and he said, "You have a bird in your hand."

The children's eyes opened wide in amazement. He was smarter than they thought. They were ready with the second question, "Is the bird dead or alive?"

The hermit thought for a moment. He looked at the faces of all of the children, and then directly into the eyes of the boy who held the bird, and said, "The answer is in your hands."

Question: What do you think, 'The answer is in your hands' means in our lives at school and at home?

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

**Lesson Focus:** Respect and care for trees.

**Facilitator's Notes:** Many sources will use the words "dependent upon" or "interdependent" to explain the way in which all forms of life need one another. In her music, Rosie Emery focuses on this idea using the word "interconnected." You may prefer to use the word "interconnected" rather than dependent upon since, while it leaves out the focus on "need," it creates a positive relationship among all forms of life. For young children, establishing the connection is so important. When working with older children who both understand and feel strongly their connection to other living things, we can then focus more on our interdependence.

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

**Activities for Inspiration:** Rosie Emery song, "Did you ever imagine," from the CD, "We're All Interconnected" or one of the songs included with the story, such as "My Roots Go Down." Read "Guara Devi Saves the Trees" from *Spinning Tales*, pp. 236-238.

**Activities for Understanding:** Talking Circle. Do you know of some trees near you that might be your brothers and sisters? How might you protect them from harm?

**Activities for Demonstrating:** Puppet Show. The puppet show suggested on page 240 could be used to introduce the children to puppet-making skills which could be used in many different contexts. Since children this age love to present shows, you could also take time to work on making and using puppet show scenery, costumes, writing dialogue, etc. Hand puppets are especially good for presenting shows to groups, and you can find books that show how these might be created at the library.

**Activities for Action:** Make scenery -- present your puppet show. Scenery for your puppet show can be simple -- poster board or foam core board decorated with trees with some added "trees" on sticks that might sway in the "breeze." Puppet shows help connect children with the earth and other living things and also provide a wonderful way for them to begin carrying the message of the Earth Charter to other children and to adults.

**Closing Circle:** Question: What have we learned today about the value of trees? How can your puppet show spread the message of caring for living things in your community?

**Resources:** The Earth Charter, Youth Version; Rosie Emery song, "Did you ever imagine...," *Spinning Tales, Weaving Hope*, art materials and instructions for making puppets and scenery.

The *Spinning Tales, Weaving Hope* may be available from your library or can be purchased from [abebooks.com](http://abebooks.com).

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

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

**Facilitator's Notes:** In *Spinning Tales*, you'll find wonderful suggestions for telling and sharing the stories you find here and elsewhere. If you read Jay Goldspinner's suggestions for "Bringing a Tale to Life," on pp. 5-10, you can enhance your skills and learn to model story-telling for the children. Also, the point of the story, "The Sixth Day," is not about what color people should be or whether mixing races is good or bad, but about judging people by character rather than by color. You may also wish to provide the quotation from Martin Luther King in which he said, "I have a dream that one day people will be judged not by the color of their skin, but by the content of their character." Rosie

Emery's song about bats will also teach the children to learn more before judging a creature by what others say about him.

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

**Activities for Inspiration:** Rosie Emery song, "Bats, Bats, Bats," from the CD, "Rainbow Road." Read "The Sixth Day" from *Spinning Tales*, pp. 150-154.

**Activities for Understanding:** Talking Circle. How are all people alike? How are they different? How are people valuable to one another?

**Activities for Demonstrating:** Playdough Person. Use the suggestions provided on page 155 following the story to invite the children to make their own people figures. You might want to divide the children into small groups and ask them to make figures to retell the story or to choose a different story they could tell with their figures. Provide tools to enable them to make facial features and add details to their figures. After all the children have made at least one figure, they might practice and present their "play."

**Activities for Action:** Getting to know you. It's a bit easier to like the figures we've made, but more difficult to like everyone around us. Invite the children to choose one person they don't know really well (or draw names from a hat) and get to know the person better. Ask each child to decide on three things they especially like about this person. Have each pair share with the group the special attributes they like about their partner. Then, challenge the children to get to know someone they don't know well or even don't particularly like, and learn three good things about that person to share at the next meeting.

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

**Resources:** The Earth Charter, Youth Version; Rosie Emery song, "Bats, Bats, Bats" *Spinning Tales*, *Weaving Hope*, art materials and instructions for making clay or playdough figures.

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

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

**Facilitator's Notes:** Dr. Seuss books lend themselves to choral reading because children love the poetry and the sounds of the words. You might use a choral reading before doing the paper/pencil activities. As facilitator, you'll need to prepare cues -- one sentence per page, for example. You can read the page with great expression and pause for the children to fill in the last sentence or section. You might ask the most able readers to do the more difficult parts with you and the least able readers

to serve as the chorus chanting the words on the cue cards. If two children share a cue card, they can support each other as you call on them to "do their part."

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

**Activities for Inspiration:** Rosie Emery song, "The Slothful Sloth from the CD, "Dolphin Teach Us to Play." Read "Horton Hears a Who" by Dr. Seuss (from the library).

**Activities for Understanding:** Talking Circle. What is Horton telling us when he says, "A person's a person, no matter how small"? How can we show that we respect every person and living thing around us?

**Activities for Demonstrating:** Positive Strokes. Prepare the children for this activity by writing on a dry erase board or chart paper words that describe Horton (generous, kind, energetic, fun, etc.). Have the children give examples of words or deeds that reflect that trait. At this age, children may need support and "character trait" vocabulary. Then, write each child's name on an index card. Have each child "draw" a card with another child's name and write three positive attributes of that person on the other side. Tell what the person says or does that shows he or she possesses that attribute (e.g. generous -- she always shares her toys.) Have each child read the name of his/her "person" and attributes.

**Activities for Action:** Personal Positive Strokes. Invite each child to write in his scrapbook his own positive attributes (those shared by another and ones he chooses). Choose one other positive attribute you would like to develop and decide what you would do to learn and practice that attribute. (e.g. energetic: turn off the T.V. and go play or work outside.)

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

**Resources:** The Earth Charter, Youth Version; Rosie Emery song, "The Slothful Sloth," *Horton Hears a Who*, chart paper and easel for group sharing, index cards with each child's name.

## **Principle 1: Respect Earth and all life.**

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

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

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

**Activities for Inspiration:** Read "At Home in Its Habitat: Animal Neighborhoods," by Phyllis S. Busch. "This book tells the story of how living organisms depend upon each other and their environments." (ages 6-12). *Earthchild*, p. 227. (from the library).

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

**Activities for Demonstrating:** Playing Lightly on the Earth. In this activity from *Earthchild* (p. 217), the children learn about the impact they can have on their environment if they aren't careful to pay attention. Have they thrown litter in the water or on the ground? Have they trampled flowers by taking a shortcut? Some of the examples given here might lead children to feel they can't play outdoors (e.g. the worn grass under a swing). You might want to direct their attention to examples of "avoidable damage" where they can continue to play, but also to exercise care.

**Activities for Action:** The Shrinking Habitat Game. Play this game as described in *Earthchild* (p. 219) or vary the rules to suit your own purposes. The concept of placing limits on our use of space and resources is an important one, which will be developed to a much greater extent at higher levels. You might also come up with variations on this game, such as having two or three children create a "play area" with one toy each. Have other children each come in, each carrying a plastic bag with more toys. How does consuming less help keep our environment clean and big enough for everyone?

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

**Resources:** The Earth Charter, Youth Version; "At Home in Its Habitat: Animal Neighborhoods," by Phyllis S. Busch, *Earthchild* activities, rope, toys and plastic bags, other "litter."

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

**Lesson Focus:** Care for living things, especially endangered animals.

**Facilitator's Notes:** Previous lessons have focused on the earth as an ecosystem and on plants. Children can develop appreciation for the community of life in many ways through working with small animals, not just endangered ones. Children might visit an animal shelter, learn ways to feed birds and squirrels near their homes, and visit nature areas where they can see animals in their native habitat. However, they should not feed animals living in the wild.

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

**Activities for Inspiration:** Sing "The Toucan Song," from "*We're All Interconnected*." Read, "The Modern Ark, The Endangered Wildlife of our Planet," (*Earthchild*, p. 258). This book shows the variety of animal life that lives in eight different habitats and how we can protect them.

**Activities for Understanding:** Talking Circle. What is a habitat? What different habitats did you learn about? Invite each child to contribute one idea for a way to respect the earth and protect living things.

**Activities for Demonstrating:** Making a Rainforest. See Rosie Emery's *Activity Book for Kids*, p. 12, for ideas about how to invite the children to make their own rainforest and enjoy being in it. Rather than focusing on deforestation, Rosie recommends showing kids "**why** rainforests are so special, on some of the amazing creatures that live there, and how each one is so intricately linked to the health and survival of the forest."

**Activities for Action:** Endangered "Pet" Folded Book. Choose an endangered animal to learn more about. Write organizations that help your special "pet" and ask them about ways you can help. If you know of an endangered animal in your area, the children might explore ways to protect that animal. If time permits, the children might add a favorite endangered animal to their mural.

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

**Resources:** The Earth Charter, Youth Version; Rosie Emery CD, "*We're All Interconnected*," *Earthchild*, art materials, scrapbooks, and the group mural. Also, look for a good video, recommended by Rosie Emery, "Animals of the Rainforest," available from [www.libraryvideo.com](http://www.libraryvideo.com).