



# Living Values Education

## *Rainbow Library Values Activity Series*

# SIMPLICITY & CARING FOR THE EARTH AND HER OCEANS

Section A Lessons 1-7 for Children Ages 8-14

*Material and Activities in this Rainbow Values  
booklet are adapted from Living Values Activities for  
Children Age 8-14 .*

*Diane Tillman Copyright ©Association for Living Values  
Education International*

*Further information on the Living Values Education  
Rainbow Booklet Series is available at:  
[www.livingvalues.net/resources](http://www.livingvalues.net/resources)*

[www.livingvalues.net](http://www.livingvalues.net)



**Living Values**  
**SIMPLICITY & CARING FOR THE EARTH AND HER OCEANS**  
**Section A Lessons 1-7 for Children Ages 8-14**

DEVELOPED AND WRITTEN BY Diane G. Tillman

With additional activities and stories from

Pilar Quera Colomina, Lamia El-Dajani, Linda Heppenstall

Sabine Levy, Ruth Liddle, John McConnel

Marcia Maria Lins de Medeiros, and other educators around the world

© 2017 Association for Living Values Education International (ALIVE)

This is an abridged version of the 2018 book, *Living Values Activities for Children Ages 8–14*, published by Amazon.com

November 2017 Note: The original book is available on amazon.com. The full update is expected to be ready in July 2018.

ALIVE Address: 3, Avenue de Miremont, 1211 Genève 21, Switzerland

Email: [lve@livingvalues.net](mailto:lve@livingvalues.net)

All rights reserved. This book is a resource for values-based educational purposes. No part of this publication may be reproduced, including reproduction within other materials, without prior written permission of the copyright owner.

For optimal results, Living Values Education Workshops are recommended. For information about professional development workshops, contact your ALIVE Associate or Focal Point for LVE or email [training@livingvalues.net](mailto:training@livingvalues.net). Contact details of ALIVE Associates and Focal Points for LVE are available on the Contact Us page of the LVE website.

Visit the international Living Values Education website at

[www.livingvalues.net](http://www.livingvalues.net).

Cover design by David Andor

Cover artwork by David Andor

Inside artwork by Wayan Aristana at Karuna Bali Foundation, Ubud, Bali

## CONTENTS

A note from the author	2
Setting the Context	4
The Need for Values and Values Education	4
LVE's Purpose and Aims	5
The Living Values Education Approach	7
LVE Resource Materials	10

### **A note from the author**

I have had the privilege of being involved with Living Values Education (LVE) for 21 years, writing educational resource books and traveling around the world to conduct workshops and seminars — at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-one years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

I've often felt devastated, as I'm sure you have, when reading of violence and atrocities toward children and villagers, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe educating hearts and minds is an essential component in creating a sensible peaceful world of wellbeing for all. A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority

tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups. Many of these young people are marginalized and want to belong to a larger “family”, to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of educating hearts. The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

If we were to expand this view outward, we could ask how humanity became embroiled in a state of seemingly continuous violence. What are the anti-values that create violence and war? What are the values, attitudes and communication skills that create peace, equality, dignity, belonging and wellbeing for all? What do we want in our world?

What young people learn is later woven into the fabric of society. When education has positive values at its heart, and the resulting expression of them as its aim, we will create a better world for all. Values such as peace, love, respect, honesty, cooperation and freedom are the sustaining force of human society and progress.



*Thank you for joining the Living Values Education family to help make a positive difference for children, educators, families, communities, and the world. Diane Tillman*

## **SETTING THE CONTEXT**

Living Values Education is a global endeavor dedicated to educating hearts as well as minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a caring values-based atmosphere in which young people are loved, valued, respected, understood and safe. Educators are asked to facilitate values activities about peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values. Students soon become co-creators of a culture of peace and respect. A values-based learning community fosters positive relationships and quality education.

### **The Need for Values and Values Education**

The values of peace, love, respect, honesty, cooperation and freedom create a social fabric of harmony and wellbeing. What would you like schools to be like? What would you like the world to be like? Reflect for a moment on the school or world you would like....

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect. Relatively few young people have such a values-based learning atmosphere. A culture of judging, blaming and disrespect is often closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status. Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens. Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase.

As educators, facilitators and parents, there are many things we can do to reverse this downward trend and create wellbeing ... for young people and our world. As Aristotle said, “Educating the mind without educating the heart is no education at all.”

### **LVE’s Purpose and Aims**

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF’s headquarters in New York in August of 1996.

The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.

LVE’s purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

The aims are:

- ♦ To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large;
- ♦ To deepen knowledge, understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ♦ To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ♦ To encourage and support educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

## **The Living Values Education Approach**



After ten years of implementing Living Values Education, a team of LVE leaders around the world gathered together to describe what they felt LVE was ... and had become.

### **Vision Statement**

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the

provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

### **Core Principles**

Living Values Education is based on the following core principles:

#### ***On the learning and teaching environment***

1. When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
2. Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
3. In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.
4. Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

#### ***On the teaching of values***

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based

teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.

7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.

8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

### *On the nature of persons within the world and the discourse of education*

9. Central to the Living Values Education concept of education is a view of persons as thinking, feeling, valuing whole human beings, culturally diverse and yet belonging to one world family. Education must therefore concern itself with the intellectual, emotional, spiritual and physical well-being of the individual.

10. The discourse of education, of thinking, feeling and valuing, is both analytic and poetic. Establishing a dialogue about values within the context of a values-based learning community facilitates an interpersonal, cross-cultural exchange on the importance and means of imparting values in education.

### **Structure**

The development and advancement of Living Values Education is overseen by the **Association for Living Values Education International** (ALIVE), a non-profit-making association of

organizations around the world concerned with values education. ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest. The development and implementation of Living Values Education has been supported over the years by a number of organizations, including UNESCO, governmental bodies, foundations, community groups and individuals. LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World. ALIVE is registered as an association in Switzerland. In some countries national Living Values Education associations have been formed, usually comprised of educators, education officials, and representatives of organizations and agencies involved with student or parent education.

## **Activities**

In pursuing its mission and implementing its core principles, the Association for Living Values Education International and its Associates and Focal Points for LVE provide:

1. *Professional development courses, seminars and workshops* for teachers and others involved in the provision of education.
2. *Classroom teaching material and other educational resources*, in particular an award-winning series of five resource books containing practical values activities and a range of methods for use by educators, facilitators, parents and caregivers to help children and young adults to explore and develop twelve widely-shared human values. This series of five books, plus Living Green Values and an additional 11

educational resources for young people at risk, are specified in the following LVE Resource Materials section. The approach and lesson content are experiential, participatory and flexible, allowing – and encouraging – the materials to be adapted and supplemented according to varying cultural, social and other circumstances.

**3. Consultation to government bodies, organizations, schools, teachers and parents** on the creation of values-based learning environments and the teaching of values.

**4. An extensive website, [www.livingvalues.net](http://www.livingvalues.net)**, with materials available for downloading free of charge, including songs, posters and a distance program for adults, families and study groups.

### **LVE Resource Materials**

Designed to address the whole child/person, Living Values Activities engage young people in exploring, experiencing and expressing values so they can find those that resonant in their heart, and build the social and emotional skills which enable them to live those values. The approach is child-centered, flexible and interactive; adults are asked to act as facilitators. The approach is non-prescriptive and allows materials and strategies to be introduced according to the circumstances and interests of the users and the needs of students. The 12 universal values explored are of peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity.

### **The Living Values Education Series**

The Living Values Education series, a set of five books first published in April of 2001 by Health Communications, Inc., was awarded the 2002 Teachers' Choice Award, an award sponsored by

*Learning* magazine, a national publication for teachers and educators in the USA. Materials from the books, and in some cases up to all five of the books, have been published in at least a dozen languages.

The initial set of five books known as the Living Values Education series are:

- ◆ *Living Values Activities for Children Ages 3–7*
- ◆ *Living Values Activities for Children Ages 8–14*
- ◆ *Living Values Activities for Young Adults*
- ◆ *Living Values Parent Groups: A Facilitator Guide*
- ◆ *LVE Educator Training Guide*

### ***Living Values Activities for Children Ages 3–7, 8–14, and Young Adults***

LVE utilizes a wide range of modalities and activities, with the hope that each young person will be inspired to love values and experience their strength and beauty. Reflections points teach the importance of valuing all people, discussions help students grow in empathy, role playing builds conflict resolutions skills and a myriad of facilitated cognitive, artistic, and experiential activities increase positive intrapersonal and interpersonal social and emotional skills. Reflective, imagining and artistic activities encourage students to explore their own ideas, creativity and inner gifts. Mind mapping values and anti-values builds cognitive understanding of the practical effect of values and encourages a values-based perspective for analyzing events and creating solutions. Other activities stimulate awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self-esteem and respect and acceptance of others continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

### ***Living Values Parent Groups: A Facilitator Guide***

This book offers both process and content for facilitators interested in conducting Living Values Parent Groups with parents and caregivers to further understanding and skills important in encouraging and positively developing values in children. The first section describes content for an introductory session, and a six-step process for the exploration of each value. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home. In the third section, common parenting concerns are addressed, and parenting skills to deal with those concerns.

### ***LVE Educator Training Guide***

This guide contains the content of sessions within regular LVE educator workshops. This includes introductory activities, an LVE overview, values awareness reflections, the LVE Approach and skills for creating a values-based atmosphere. LVE's Theoretical Model, Developing Values Schematic, and sample training agendas are included.

## **6. SIMPLICITY UNIT**

Reflection Points

Objectives

### **SIMPLICITY LESSONS & CARING FOR THE EARTH AND HER OCEANS - Section A**

Lesson 1	Simple Art
Lesson 2	Learning from Indigenous Cultures
Lesson 3	A Nature Walk
Lesson 4	Simple Things in Life that Mean so Much
Lesson 5	The Ocean
Lesson 6	How Trash Effects Marine Animals
Lesson 7	Ocean Gyres
Lessons 8 – 19	Can be found in Rainbow Booklet Activities for Simplicity Ages 8-14 Section B

## **Unit Eight: Simplicity and Caring for the Earth and Her Oceans**

### **Simplicity and Caring for the Earth and Her Oceans Lessons**

Each value is important, but the importance of simplicity and taking care of our Earth and her oceans at this point in time is paramount as human demands on the planet's resources increase and global climate change imperils human existence.

Simplicity as a value is addressed in a few ways: enjoying the simplicity and beauty of nature, valuing the simplicity and wisdom of indigenous cultures, simplicity as precursor of sustainable development and simplicity as a way to reduce our material demands on the planet.

In relation to caring for our Earth and her oceans, *Green Values Club* has been used in this unit. The nine short chapters in *Green Values Club* and subsequent lesson content contain specific scientific information about the harmful effects of human actions on the ocean, rivers, animals, air and ground – and on human beings themselves. I feel part of the process of helping students be more aware of the importance of taking care of the Earth is experiencing love and respect for nature and her creatures and learning about specific ways they can be a friend to the Earth.

*Green Values Club* weaves in the values of love and respect, camaraderie and helping others, and the understanding that each one of us can make a difference. Cognitive understanding of the effects of one action is amplified through an explanation of systems thinking and students charting effects with flow charts and mind maps. Educators can help empower students to take positive action and do service-learning projects through the activity ideas presented. Please add your own ideas and help them do what is most needed in the local community.

If you would like more activities on sustainable development, *Living Green Values Activities for Children and Young Adults* is available for free download on the international LVE website. Lesson 17, “Environmental Projects and Service-Learning Activities” in the Young Adult section may be of interest.

Enjoy doing the activities with the students. We will be happy to post news of your projects, poems and songs in our newsletter or on the international website.

Thank you for helping take care of our Earth.

## **Simplicity and Caring for the Earth and Her Oceans Reflection Points**

- ◆ Simplicity is natural. Simplicity is being natural.
- ◆ Simplicity is learning from the earth.
- ◆ Simplicity is beautiful.
- ◆ Simplicity is relaxing.
- ◆ Simplicity helps create sustainable development.
- ◆ Simplicity is staying in the present and not making things complicated.
- ◆ Simplicity is enjoying a plain mind and intellect.
- ◆ Simplicity teaches us economy – how to use our resources wisely, keeping future generations in mind.
- ◆ Simplicity is giving patience, friendship, and encouragement.
- ◆ Simplicity is appreciating the small things in life.
- ◆ Simplicity is freedom from material desires and emotional desires – permission to simply “be.”
- ◆ Simplicity avoids waste, teaches economy, avoids value clashes complicated by greed, fear, peer pressure, and a false sense of identity.
- ◆ From simplicity grows generosity and sharing.
- ◆ Simplicity is putting others first with kindness, openness, pure intentions – without expectations and conditions.

## **Simplicity and Caring for the Earth and Her Oceans Goals and Objectives**

**Goal: To increase knowledge about and enjoy simplicity.**

### **Objectives:**

- ❑ To participate in discussions about the Simplicity Reflection Points and be able to talk about two or more.
- ❑ To express simplicity artistically.
- ❑ To enjoy observing simple things in nature during a walk.
- ❑ To discuss and write about the simple things they enjoy.
- ❑ To write a class play about rediscovering the simple things in life/nature.
- ❑ To participate in class discussions about the message behind selected advertisements and be able to generate an alternate “simplicity is natural” message in response.

**Goal: To learn about the simple wisdom of indigenous cultures.**

### **Objectives:**

- ❑ To learn several ways in which indigenous cultures used resources wisely.
- ❑ To discuss the values within the cultural practices being studied.

**Goal: To learn about the benefits of a healthy ocean and earth and scientific information about harmful effects of human actions on the ocean, rivers, animals, air, ground and human beings in order to build awareness of the importance of using earth-friendly practices which support sustainable development.**

### **Objectives:**

- ❑ To hear about the harm driftnets can cause marine animals.

- To learn that 50 to 70 percent of the oxygen we breathe comes from the ocean.
- To hear about a few of the benefits of kelp forests in the ocean.
- To understand how fertilizer-run-off and nitrogen pollution and pesticides kill the kelp and create dead zones in the ocean; to understand the meaning of dead zones and a few of the consequences.
- To learn about the negative effect of plastic and floating debris on marine mammals; to learn about the five huge ocean gyres of “toxic plastic soup”.
- To think of solutions and consider positive earth-friendly actions they can do so as not to contribute to the “toxic plastic soup”.
- To draw a large footprint on a piece of paper and inside write all the things that contribute to their carbon footprint; to think about the things they can do to reduce their carbon footprint.

**Goal: To learn about simplicity and caring for the Earth and her oceans.**

**Objectives:**

- To learn about simplicity as the precursor to sustainable development.
- To think of ways to conserve in the classroom, and to carry out at least two of those actions.
- To do one environment friendly project at the school or in the community.
- To use information being studied to carry out an environmental project in the community (for older students).

## **SIMPLICITY AND CARING**

### **FOR THE EARTH AND HER OCEANS LESSON 1**

#### **Simple Art**

Begin with a song. Perhaps play some beautiful flute music or music on an indigenous instrument. Or, if you have access, the students may enjoy the YouTube video of “The Circle of Life” by Elton John. The following version features Elton John singing it in his younger years and clips from the *Lion King*.

<https://www.youtube.com/watch?v=IwH9YvhPN7c>

Introduce the value of Simplicity and write the following Reflection Points on the board:

- ◆ Simplicity is natural. Simplicity is being natural.
- ◆ Simplicity is beautiful.

#### **Activity**

Explore works of art, historical pictures, or magazines for examples of simplicity versus something gaudily or excessively adorned. Make a collage or picture that reflects simplicity.

While the students are working, play a beautiful piece of music with a simple melody or a recording of the sounds of nature.

Or, collect a few leaves and make a beautiful picture with those leaves. Paint them, draw them, or place them under a piece of paper and color on top of them.

Close with a relaxation/focusing exercises of your choice.

## **SIMPLICITY AND CARING**

### **FOR THE EARTH AND HER OCEANS LESSON 2**

#### **Learning from Indigenous Cultures**

Begin with music or a song.

**Purpose:** To learn about and appreciate the indigenous wisdom of your heritage and the heritage of others. In ancient traditions, natural simplicity, wisdom, and respect for the earth were inherent in almost every practice. The needs of the people and the methods to satisfy those needs were simple and without waste. Look at the natural simplicity in the lives of your country's indigenous peoples or other indigenous cultures.

**Introductory Content:** Many indigenous cultures in Africa, the Americas, Australia, Asia, and the Pacific islands showed respect for the earth and its resources in their gathering and hunting practices. For example, Native American Indian tribes were simple, economical, and wise in their use of plants and natural resources. Indians in the deserts of what is now California used each part of the ocotillo plant — the roots, leaves, and stem. They never overused resources and thus guaranteed there would be plenty. The Gwich'in Indians in the far north considered caribou reindeer to be their brothers. From the caribou, they made food, clothing, snowshoes, cooking vessels, and their houses. The Indians considered themselves to be rich, as they were warm, well fed, and had plenty of time for their arts and prayers.

### **Activity**

Discover ways in which indigenous peoples have used resources by reading a story, visiting a museum or a library with an exhibit, or

viewing a film. Invite members of the community who can share artifacts or crafts from your heritage.

***Eleven to Fourteen Activity:*** You may wish to ask older students which indigenous cultures they are interested in exploring. Perhaps divide them into working groups to explore different aspects of one culture or several cultures.

You may wish to spend a couple of time periods on traditional wisdom.

Discuss the Reflection Points:

- ◆ Simplicity is learning from the earth.
- ◆ Simplicity teaches us economy — how to use our resources wisely, keeping future generations in mind.

Point out, or ask the students to explore, how the people of indigenous cultures were wise in doing this. Ask them which values are inherent in different practices.

Ask:

- Which aspects of their wisdom do you think it would be beneficial to practice in today's world?

Ask students to draw and write about the results of their investigation. They could do an art project, duplicating something from their heritage or the heritage of others. Younger students could make a clay model and tell their parents about it when they bring it home. In preparation for the at-home presentation, ask students to tell you their points about the object and its history. Tell them to write their points on the board and to practice with a peer partner before they take the object home.

Older students working in small groups could make posters or displays of their findings.

If possible, play music from the indigenous culture students are studying and ask them to use images from that culture to create a relaxation/focusing exercise.

## **SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 3 A Nature Walk**

Begin with a song.

A nature walk easily offers the experience of the following

Simplicity Reflection Points:

- ◆ Simplicity is natural.
- ◆ Simplicity is beautiful.
- ◆ Simplicity is relaxing.
- ◆ Simplicity is appreciating the small things in life.

### **Activity**

Take a walk in a nearby park or go on a field trip to a botanical garden or the seashore. For 15 minutes of your time there, walk in silence. Observe the simple things: the light on the leaf, a tree, a small flower, a bird, or whatever element of nature you notice. Lie under a tree and watch the leaves. For a few minutes, simply be an observer, free from desires.

When you return, write a poem as though it were from part of nature. For example, a poem from the tree to you, a poem from the bird to the class, or . . .?

**Homework:** Give the students Simplicity-Is-Relaxing and Simplicity-Is-Not-Making-Things-Complicated homework. Ask them to spend five minutes every day for one week relaxing. They may wish to focus on a tree, a flower, or a light or lay on their back and enjoy observing the sky. Focus on the beauty of what is natural. Know that the natural you is beautiful.

Close with a relaxation/focusing exercise or play relaxing music and invite those who wish to do so to each share one word, phrase or sentence about nature.

## **SIMPLICITY AND CARING**

### **FOR THE EARTH AND HER OCEANS LESSON 4**

#### **Simple Things in Life that Mean so Much**

Begin with a song.

#### **Discuss/Share**

Talk about the simple things in life that mean so much. Invite the children to share the simple things in their life which they enjoy.

#### **A Tiny Drop of Water Creative Visualization**

Inform the children that you will be asking them to imagine that they are a tiny drop of water taking an imaginary journey inside a plant.

This is to appreciate one of the simple things in life that we often take for granted.

Guide the children gently through the visualization as suggested below: “Close your eyes. . . . You are a tiny drop of water. . . . You rain on the plant. . . . You drop onto a colorful rose – what does it feel like, smell like? . . . You go inside the rose and down the stem – what does it look like, feel like? . . . Can you see the sunlight coming through? What do you see? . . . You reach the root. It’s dark! What do you feel and smell? . . . You go out of the root into the soil. It’s dark! What do you feel and smell? . . . A bird pecks the ground and lifts you into its beak. As it flies up, it drops you on top of the same rose. You go to the favorite part of the rose. Where is it? . . . Wriggle your toes and fingers. . . . Open your eyes. . . . You are now back in the classroom.”

Ask them to share about their journey.

Their experiences will all be different. Accept all answers as correct.

### **Activity**

Invite the children to create a storyboard with four to eight pictures, or a poem, or a creative story about the “Journey of a Drop of Water”.

Invite them to share the stories.

**Reflection:** Let’s all appreciate the simple things in life that mean so much to us and we sometimes take for granted.

Other visualization stories could include:

A walk through the park, What a bird sees through its eyes, What a dolphin sees through its eyes, The journey of water from liquid to ice to liquid to steam.

– *Contributed by Peter Williams*

## **SIMPLICITY AND CARING**

### **FOR THE EARTH AND HER OCEANS LESSON 5**

#### **The Ocean**

***Educator Preparation:*** If there is internet capacity at your setting, you may wish to show the students a video of a humpback whale being saved from a fisherman's net. It is suggested that the video be shown after reading the following story.

<http://www.youtube.com/watch?v=eG0cWYsfvKo>

Begin with a song.

Share that simplicity is that value that helps us create sustainable development. Sustainable development means using the Earth's resources wisely, with the needs of future generations in mind. Tell them that you'll be doing some Living Green Values lessons together about the environment and taking care of our animal friends, ourselves and the Earth and her Oceans.

Please read the following story to the class. The Green Values Club has nine chapters.

#### **Share a Story: Out in the Dinghy**

Katie felt worried when she woke up, not at all like her usual cheerful self. The sky was gray through the window. She pulled on her robe and slipped down to the kitchen. She could smell the coffee her mother was brewing. She hugged her mother from behind and asked, "Is Papa home yet?"

Her mother's tired face answered her as she turned around. "I'm sure he's fine, Katie. They've been late getting in before."

“Not this late.”

“I know.” Mama gave her a quick hug.

George ran into the kitchen, yelling, “Is Papa home yet?”

Their silence answered.

“Oh.” George slid into a chair, looking dejected.

“Come, let’s have breakfast,” said Mama, “and try not to worry. Your Dad is very smart and his partner is a good one.”

“But it’s not even stormy, it’s just overcast,” protested Katie. “So why is the boat so late?”

“Unusual things can happen at sea,” said Mama. “Let’s just trust that all is well, and keep praying.”

They said a prayer for Papa and Hector before eating breakfast.

“I got a special feeling just now,” said Katie, “that Papa is all right.”

“You know, I did too,” said Mama. Her smile was full of relief. “But, since we’re all a little worried, let’s stay together today. It’s early. Let’s do a few chores quickly and then I’ll go out in the dinghy with you.”

“You’ll go out with us, Mama?” said George, shocked.

“I’m not as old as you think, George. I bet I can still swim faster than you and I’m sure I’m still good with an oar,” laughed Mama.

“That I would like to see,” laughed Katie. “Are you still a faster swimmer than me?”

“I don’t know,” smiled Mama, “you’re growing up so fast, but I can still swim faster than a nine-year old,” she said as she tousled George’s hair.

It was fresh and bright by the time they got down to the dinghy. Katie and George were good rowers. Soon they were on their way out,

enjoying the fresh air and the sparkle of the light on the blue of the water. The light shone like diamonds on the sea and an occasional splash from the oars shone through the air, landing on them to make them laugh.

Katie knew they were all watching for Papa's boat. As they rowed past the little island all of the sudden she saw it, "Look, look, it's Papa's boat!"

They waved and called and waved and called. Finally, they were close enough for Papa to hear them. Papa came to the side of the boat and gave them a huge smile.

"Welcome! Am I glad to see you!" he called. "Be careful. Come up closely and avoid the flukes!"

The flukes? And then they noticed! Next to Papa's boat was a whale! It was so low in the water they hadn't noticed it.

"Am I glad you're here," Papa repeated. He gave them all a special hug as they climbed on board.

Papa and his partner looked really tired. Papa began to tell them the story. He had noticed a whale in the water as they were coming in at sunset the night before. "Hector and I almost didn't notice it," he said. "When we did see it, we thought it was dead as it was so still and just floating. Then it finally took a breath. It's caught in a net. The net was so heavy that it was dragging the whale down. It's even wrapped around the flukes."

Katie and George looked in awe at the whale. It looked like a young one, an adolescent — it didn't have many barnacles on him. But it sure was big, maybe 12 meters long.

"So," Papa continued, "at sunset we rigged a line to lift some of

the weight of the net off the whale and help him stay afloat, but we had to wait until daylight till it was safe to start cutting the net off.”

Papa looked at Mama, “I’m so sorry, Lisa, not to have been able to tell you. I knew you would worry, but hoped you could tune in and know I was safe. I just couldn’t let the whale die.”

“And that’s one of the reasons I love you,” Mama smiled.

Papa and Hector had been taking turns since daylight getting in the water to cut the strings of the net. It was a commercial net with strong nylon. Papa was thankful that they were there with the dinghy. There was a lot of net to cut and they could use some help. It would be safer and faster to cut from the little boat.

So Katie and George and Mama all got a chance to help. One of them would keep the dinghy steady from the rear with an oar and the other two would cut at the net, string by string. Papa jumped back in the water to cut near the tail. Papa wouldn’t let them go near the flukes.

The whale seemed to understand what they were doing. Katie noticed that his eye was watching them. She reached over to pat him. “You’ve going to be okay,” she said as she rubbed his skin.

“We’ve worked so hard the last three years to get fisherman to stop using driftnets since it’s been banned in this area,” said Papa. “It looks like someone out there doesn’t care about whales, dolphins or our ecosystem.”

They worked hard for a couple of hours. Mama called, “The net is ready to fall away from the head now.”

“Great,” called Papa. “The middle section is already cut. I think I can ease the net off

the flukes. Katie, he seems to like you patting him and looking at him. Keep doing that.

We need him to stay still.”

“Hector, are you ready to pull the net off?” Hector was poised near the pulley on the large boat.

Katie, George and Mama stayed at the whale’s head and patted him, as Papa carefully eased the cut net off one side of the flukes.

“Okay,” called Papa, “back away slowly. Stay peaceful.”

George backed the dinghy away from the whale as Papa swam to the side of the boat. Hector began to use the pulley to haul away the cut net from the whale.

The whale started to move his head and tail, and the line holding part of the net from the boat eased the cut net off the middle part of the whale and the rest of the tail. All of the sudden the whale seemed to realize it was free and took off!

“Hooray,” shouted George and Katie.

They all cheered as the whale swam away. When the whale was out about 200 meters it curved around toward them and began to rise in the air, right out of the water. It breached again and again as though it wanted to tell them something special.

George said softly, “I think he’s very happy and saying thank you.”

Katie, Mama, Papa and Hector laughed. “I think you’re right,” they chorused.

## **Discuss**

- Have you ever heard a story before of a whale being caught in a net? (Say, “Yes, this is something that happens. Unfortunately,

many dolphins and whales are caught in nets every year and die. Occasionally, people have found them in time and have been brave and caring enough to set them free. Driftnets are banned in some areas but not in others.”)

- What values did Papa and Hector demonstrate?
- What values did Katie, George and Mama show?
- Would you want to help a whale or a dolphin if one was stranded? If “yes”, why?
- What value do you have that makes you want to help?

➤ Show a video of a whale being freed, if possible.

### **Lesson Content – Information about the Ocean**

*Source:* The following excerpts were taken from the website of One World One Ocean.

<http://www.oneworldocean.org/pages/why-the-ocean>

#### **The ocean is Earth's life support.**

- ❖ 50 to 70 percent of the oxygen we breathe comes from the ocean. That's more
  - than every one of the world's rainforests combined.
- ❖ The ocean is the #1 source of protein for more than a billion people. Sea life provides one-fifth of the average person's animal protein intake.
- ❖ The ocean regulates our climate, absorbs carbon dioxide, holds 97% of Earth's water, and supports the greatest abundance of life on our planet.
- ❖ More than 60% of the world's population lives on or near the coast. The ocean provides a livelihood, recreation, beauty, wonder,

and untapped scientific discovery, leading to new medications, foods, and advanced technologies.

❖ Everyone, everywhere depends on a healthy sea.

### **Discuss/Explore**

Reread the first section, “The ocean is Earth’s life support”, from the *One World One Ocean* information above. Then ask:

- Have all of you been to the ocean?
- What do you like about the ocean? (If they have not been to the ocean, ask what they think they would like about it.)
- Do you know how the ocean provides 50 to 70 percent of the earth’s oxygen?

Share the following information:

Source: <http://earthsky.org/water/how-much-do-oceans-add-to-worlds-oxygen>

Scientists agree that there’s oxygen from ocean plants in every breath we take. Most of this oxygen comes from tiny ocean plants – called phytoplankton – that live near the water’s surface and drift with the currents. Like all plants, they photosynthesize – that is, they use sunlight and carbon dioxide to make food. A byproduct of photosynthesis is oxygen.

Say, “There are beautiful kelp forests in the ocean. They are phytoplankton and are essential for the health of the ocean, humans and animals as they provide much of the oxygen we breathe. They also provide food and shelter to thousands of species. Kelp forests also help to purify the ocean’s water.

The health and well-being of human beings depends on the well-being of the ocean, the marine life and the earth. The kelp forests' well-being depends on the actions of humans."

### **Activity Options**

Choose one of the activities below, in accordance with the age of your students and what is available.

***Eight to Fourteen Activity:*** Watch one of the One World One Ocean films, if possible, by MacGillivray Freeman Films to help students experience the amazing beauty of the ocean and the importance of protecting our ocean. There is a 3D film about the ocean, another on humpback whales. *To the Arctic* is amazing. Or, watch another film about the beauty of the ocean.

<http://www.macgillivrayfreemanfilms.com>)

***Eight-year old Activity:*** Invite the students to draw a picture from the story, or draw a picture of what they like about the ocean.

***Nine to Eleven Activity:*** If you have access to the internet, google Kelp Forests and enjoy the beautiful pictures and the information that is provided on many sites.

***Twelve to Fourteen Activity:*** Invite students to study kelp forests with the aim of experiencing their visual beauty and understanding what helps them to thrive.

Close with a relaxation/focusing exercise.

**SIMPLICITY AND CARING**  
**FOR THE EARTH AND HER OCEANS LESSON 6**  
**How Trash Effects Marine Animals**

Begin with a song.

Ask how they are and if they have been thinking about the last lesson. Allow them time to share their thoughts. Listen and acknowledge.

Please read Chapter Two of the *Green Values Club* below.

**Share a Story: Circling the Seagull**

It was amazing to watch the whale they had just saved jump into the air again and again. He continued to breach, the sun glistening on sheets of water that came up into the air with him and splashed even wider as he landed. The whale seemed to be performing for them – communicating his joy at being free and alive.

Papa and Hector used the pulley to haul the huge net into their 15-meter boat.

“Wow, this is heavy,” said George as he helped.

“Many nets are more than a mile long,” said Papa. “So many animals get caught in them, and they kill many kinds of fish that the fishermen are not trying to catch. The use of driftnets must stop, it’s depleting the ocean, hurting the environment and actually ruining the fishermen’s trade in the long run.”

“I’m so glad you saw the whale in time,” said Katie.

Papa gave her a wide grin, “Me, too.”

When the net was on board so it couldn’t do further harm, Mama said, “Katie and George, do you want to take the dinghy in and enjoy a

swim? Or shall we tie it to the boat and haul it in? I think your Papa's going to want to rest when he gets home. Yes, Luke?"

"That would be great," said Papa. He did look worn out.

"George, I want to row in and go for a swim. How about you?" asked Katie.

"Sounds terrific!" yelled George. "I'll beat you to the dinghy! Bye, Papa," he called as he gave him a quick hug and started over the side of the big boat. "Bye, Mama, bye Hector!"

Katie gave Papa and Mama a hug. "Is a couple of hours, okay, Mama?"

"Yes, enjoy," said Mama.

"You two were a great help," called Papa over the side of the boat as Katie and George began to row away in the dinghy.

Papa's boat soon overtook them and in ten minutes they saw it dock.

"Shall we swim at Blue Cove?" asked George.

"Great," said Katie. "And am I glad we packed a lunch!"

"Double hooray," said George, "I'm famished."

The beach wasn't too crowded and soon George found a few friends to body surf with while Katie took a long swim.

"Gosh, there's a lot of trash around today," said George, kicking away a couple of cans and a pile of bottle tops and plastic bottles mixed with seaweed as they found a sandy spot under a tree.

"The beach looks ugly with all this trash. Maybe some of it came down the river with the rain a couple nights ago," Katie said as she unpacked their lunch.

“As Mama would say, people just don’t realize how important it is to not trash our world,” said George. “Papa would be upset if he saw how it looks today.”

“Yeah, I’ve never seen it look so bad,” said Katie.

As they began to devour their apples and sandwiches, a few gulls flew in, interested in their food.

“Look at that gull,” said Katie, pointing. One was hopping awkwardly near the tree. His head would jerk down as he stepped on a tattered plastic bag wrapped around its head and a leg. One wing was lower than the other.

“Poor thing,” said George. “Wow, looks like that bag has been around him for a long time.”

“And look how skinny he looks,” said Katie, “think we can catch him and take it off so he’ll be free?”

“Hey,” said George, “think I can creep up on him?”

As fast as George was, the bird kept managing to get away, half walking, half flying.

“Let’s borrow a towel from someone,” suggested Katie.

“Maybe my friends can help,” said George.

Soon there were five of them. “Let’s make a very big circle around him,” suggested Katie, “and pretend not to notice him. They spread out and made a big circle around the gull.

“Stay peaceful,” called George softly.

“Start to move in,” called Katie softly. She was ready with the towel. As they circled in, Katie was soon close enough to throw the towel over the bird.

“Got it,” yelled George, diving to secure one end of the towel as one of his friends secured the other end.

The boys watched as George and Tom held the protesting gull and Katie carefully took the tattered plastic bag off.

“Its wing is hurt,” said Tom.

“Yes,” said Katie, “looks like we’ll have to take him home and see what Mama can do.”

“You’re lucky you got a Mom that knows how to do that,” said Tom.

Katie gave him a smile. “She’s great. Thanks for your help, guys.”

It was tricky to row from Blue Cove to the dock with only one rower, but Katie and George took turns rowing and holding the gull.

“I think I’m as tired as Papa now,” sighed George, “but what a day!”

His smile was as wide as Katie’s.

### **Discuss/Explore**

- Have you ever helped a bird that was hurt? (Listen to and acknowledge their stories.)
- What values did Katie and George demonstrate?
- The seagull in the story was hurt by trash, in this case a plastic bag. What other kinds of things discarded by humans can hurt animals?
- What was the whale hurt by?

Say, “Some people don’t understand the harmful effect that trash created by humans has on marine life, animals and our world. Let’s look at some information about animals in and near the ocean.”

## **Lesson Content**

Please read the following information.

*Source:* Dolphin Research Center's website,

[http://www.dolphins.org/marineed\\_threatstodolphins.php](http://www.dolphins.org/marineed_threatstodolphins.php)

## **The Pollution Problem**

**Marine debris** is anything from a discarded sandwich bag to a lost fishing net. Every ocean in the world is littered with some form of debris, which resembles food for marine life. Many animals accidentally **eat** marine debris causing internal injury, intestinal blockage, and starvation.

Getting tangled up in floating debris is another serious and growing problem for marine mammals.

(Note to Educator: Please read the following two sentences only to students that are 12- to 14-years old.) Entanglement is an especially serious threat to young marine mammals that tend to be curious and careless. Once a young animal becomes entangled, it dies a slow and painful death as its growing body is restricted by debris.

At least 43% of all marine mammal species and 44% of all seabird species become entangled in or ingest marine debris each year. Some of these include the most endangered marine species in U.S. waters: Hawaiian monk seals, hawksbill and green sea turtles, West Indian manatees, and right whales.

Almost everything we use has the potential to become marine debris, from the bottle of milk in the refrigerator to the refrigerator itself. The largest source of marine debris is runoff from land-based sources, such as storm sewers and parking lots. That means that

the garbage we create each day is most likely what will end up in the oceans affecting dolphins, whales, and other marine life.

### **Activity**

Say, “There are a lot of problems on our Earth caused by people that don’t pick up their trash. In the two stories you heard about nets and plastic bags causing problems. Nets cause death to many whales and dolphins every year. Let’s fill in the columns for the story we just heard and then name some other ‘trash’.”

Draw four vertical lines on the whiteboard, making four columns with the following headings.

TRASH	PROBLEM(S)	SOLUTION(S)	VALUES TO NOT CREATE TRASH
plastic bags			

Ask:

- What kinds of trash do people leave on the shores of the ocean?
- What kinds of problems does that cause?

The educator will need to repeat the above two questions several times in order to have them create a list of some of the major kinds of trash and the problems it causes. This is also true for the questions below.

Ask:

- What kinds of trash do people leave in rivers and lakes?
- What kinds of problems does that cause?
- What kinds of trash do people leave on the land?
- What kinds of problems does that cause?
- What kinds of trash do you see around here?
- What would it look like without that?
- What would you like to see instead?

Divide students into small groups and allow them to fill in columns three and four for the different kinds of trash.

Ask each group to share:

- What solutions did you think of?
- What value or values would help create that solution? (For example, respect for the ocean, respect for animals, etc.)
- What would you like to see instead?

Close with a song about the beauty of nature or a relaxation/focusing exercise.

## **SIMPLICITY AND CARING FOR THE EARTH AND HER OCEANS LESSON 7 Ocean Gyres**

Begin with a song with lyrics about nature. Ask how they are and if they have been thinking about the last lesson. Allow them time to share their thoughts and any related actions. Listen and acknowledge.

**Vocabulary word:** You may need to define a gyre before the story if the students are not aware of this word. Our oceans are dynamic systems, made up of complex networks of currents that circulate water around the world. Large systems of these currents, coupled with wind and the earth's rotation, create "gyres", massive, slow rotating whirlpools. There are five major gyres in the oceans of the world in which plastic trash has accumulated. (Source: <http://5gyres.org>)

Please read Chapter Three of the *Green Values Club* below.

### **Share a Story: Toxic Plastic Soup**

Katie and George took turns carrying the gull home after they tied the dinghy next to Papa's boat.

"He's heavier than he looks," panted George.

"I'll take him for a while," Katie replied, holding out her arms for the gull.

Papa and Mama were at the kitchen table when they got home. "Still hungry?" asked Papa. "You both did a lot this morning."

George and Katie told their story as they sat at the table while Papa poured some yummy smelling soup into two bowls.

Mama had taken the gull into her lap and was gently examining its wing. "He's had a rough time with that plastic bag, it looks like. Besides being underweight, it looks like he has a broken wing."

Mama soon had gauze tape wrapped around the gull to hold the broken wing still. "He should be almost as good as new in two or three weeks, unless he's been eating plastic," she said. "George, can you find a big box for him?"

“The beach was full of trash today,” said Katie, “more than I’ve ever seen. Plastic caps and bottles, plastic cups, straws and bags, food wrappers, Styrofoam cups, soda cans — it was terrible.”

Papa frowned. “People!” He said it like a swear word.

“Papa, you sound more upset than usual about the trash,” said George, bringing in a big cardboard box.

“Yeah, I am,” said Papa. “Here, let me give you a hand.” He grabbed a knife and helped George cut the top of the cardboard box for the gull.

“I’ve known for years that sea birds, dolphins, whales, seals, sea turtles and many marine animals get caught in nets, fishing wire and human trash, but I just learned last week that **over 40 percent** of marine mammals and seabirds get entangled in human trash or eat marine debris. When they eat plastic trash it causes internal injury, intestinal blockage and starvation. I had no idea the percentage of animals being hurt was that high.”

“And the gyres in the ocean are growing,” said Mama softly. “There are now five huge gyres in different parts of the world where the plastic trash is accumulating. The plastic breaks down into small pieces over time and the animals are mistaking it for food and eating it.”

Papa and George had finished cutting off the top of the box. The family went outside with the box, Katie cradling the gull. The gull seemed to know it was being cared for. It had stopped squawking when Mama immobilized his broken wing. It was bright and beautiful outside, with a soft breeze. The trees gave some needed shade to the patio.

“You’re going to be just fine,” said Katie as she and George petted the gull. Katie brought some food for the gull and George brought some water. They were happy to see the gull eating. They arranged the box so the gull was safe, putting a heavy grill over the box and anchoring it with four stones so a cat couldn’t get him.

“What can we do about it?” Katie asked.

“About what?” said Mama.

“About the animals getting all entangled and the gyres.”

Papa and Mama looked at her and then at each other.

“You know, Katie, you and George are terrific about not trashing our world, and your Papa and I shop carefully, but I think it’s time to think more and do more and spread the word. Our Earth, our ocean, is in trouble.”

“I want to help,” said George.

“Great,” Mama smiled. “I think not being a litterbug is important and our family never uses Styrofoam which is full of toxins, but it’s time to do much more than that. We need to not buy things that harm the Earth. What’s creating the gyres in the ocean is plastic. Some of them are thousands of miles by thousands of miles – it’s like toxic plastic soup! The North Pacific Gyre is twice the size of the United States.”

“How about we don’t buy plastic?” asked George.

“Well, not buying any plastic is not practical,” said Mama slowly. “A lot of things are made of hard plastic, like computer keyboards, games and certain car parts. We can recycle those things when they get old – and buy fewer things. It’s mostly the one-use disposal plastic that is the problem. So not buying that is a great idea. If we

really try we could probably cut buying one-use disposable plastic things by at least 90%.”

“Do you mean like plastic cups, plastic straws, plastic bags and water in plastic bottles?” asked Katie.

“Exactly,” said Mama.

“That’s going to be a little hard,” said George. “Does that mean no sodas in plastic bottles?”

“Yes. Can you do that?” asked Papa with a questioning look.

George winched. “Maybe for the gulls and the seals and the dolphins I could.”

“And we could bring our own cloth shopping bags to the store,” said Katie. “We could use a glass bottle or metal bottle when we want to bring water somewhere and we could use it over and over again.”

“Terrific idea,” said Mama. “And I could shop locally at Farmers Markets and try to not buy food wrapped in plastic. And we can wash our sandwich bags and reuse them, or use waxed paper or banana leaves.”

“Your mother and I have been talking about this a lot the last few days,” said Papa. “We’re going to see if the city council will ban plastic bags and plastic straws. Would you like to come to the city council meeting with us?”

“Maybe some of our friends could come too,” said Katie.

“Wow,” said George, his face lighting up, “what if everyone did this? Maybe we could stop the gyres growing. Toxic plastic soup does not sound good for animals or the ocean. What do you think Mr. Gull?” he asked, looking at the seagull.

Did the seagull just nod in approval?

## **Discuss**

- Why do you think the father was so upset in the story?
- What are some of his values?
- What ideas did the family come up with to help not create more toxic “plastic soup” in the gyres?
- How could you help to not create more “toxic plastic soup” in the gyres?

## **Lesson Content**

Please share some or all of the following content with students, adapting it to their age and level of understanding.

*Source:* <http://5gyres.org>

Just two generation ago, we packaged our products in reusable or recyclable materials — glass, metals, and paper, and designed products that would last. Today, our landfills and beaches are awash in plastic packaging, and expendable products that have no value at the end of their short lifecycle.

The short-term convenience of using and throwing away plastic products carries a very inconvenient long-term truth. These plastic water bottles, cups, utensils, electronics, toys, and gadgets we dispose of daily are rarely recycled in a closed loop. We currently recover only 5% of the plastics we produce. What happens to the rest of it? Roughly 50% is buried in landfills, some is remade into durable goods, and much of it remains “unaccounted for”, lost in the environment where it ultimately washes out to sea.

In the ocean, some of . . . plastics . . . and foamed plastics float on the oceans’ surface. Sunlight and wave action cause these floating plastics to fragment, breaking into increasingly smaller particles, but

never completely disappearing — at least on any documented time scale. This plastic pollution is becoming a hazard for marine wildlife, and ultimately for us.

The North Pacific Gyre, the most heavily researched for plastic pollution, spans an area roughly twice the size of the United States — though it is a fluid system, shifting seasonally in size and shape. Designed to last, plastic trash in the gyre will remain for decades or longer, being pushed gently in a slow, clockwise spiral towards the center. Most of the research on plastic trash circulating in oceanic gyres has focused on the North Pacific, but there are 5 major oceanic gyres worldwide, with several smaller gyres in Alaska and Antarctica.

We must demand zero tolerance for plastic pollution. Reducing our consumption and production of plastic waste, and choosing cost-effective alternatives will go a long way towards protecting our seas — and ultimately ourselves.

## **Activities**

***Eight to Eleven Activity:*** Show the students pictures of the gyres. There are many websites on this subject. Ask the students what messages the marine mammals and birds might wish to give to human beings. Divide them into small groups and have them create a poster with their message. They may wish to role play being the animal and giving the message.

***Twelve to Fourteen Activity:*** Show the students pictures of the gyres. There are many websites on this subject. If there is time, allow the students to divide into small groups to further research this topic, such as the effects of Styrofoam and how plastic particles in the ocean “act as sponges for waterborne contaminants such as PCBs, DDT and

other pesticides, PAHs and many hydrocarbons washed through our watersheds.” Then allow the students to create posters with their message.

### **Sending Peace to the Earth Relaxation/Focusing Exercise**

Say, “Please sit comfortably and let yourself be still inside. . . . Relax the body and breathe in the light of peace. . . . Let the light of peace surround you . . . . Breathe out any tension . . . and breathe in the light of peace. . . . Breathe out any tension . . . and breathe in the light of peace. . . . This peace is quiet and safe . . . it reminds me that I am peaceful inside. . . . Let yourself be very still and think . . . I am me . . . I am naturally full of peace and love. . . . Let your body relax even more . . . and now focus on feeling peaceful. . . . As you feel peaceful that peace will naturally go outward to nature . . . to the dolphins and the whales . . . to the birds . . . to the animals large and small. . . . I let myself be full of peace . . . and that peace naturally goes outward to the Earth . . . to the rivers and ocean . . . to the trees and the meadows . . . to the mountains and the sky. . . . I am full of peace. . . . I am one who is acting to help our Earth be healthy again. . . . This will happen in time. . . . Our planet will be well. . . . I picture the light of peace all around the Earth . . . and our beautiful oceans being healthy again . . . our beautiful Earth being healthy again. . . . Feeling relaxed and peaceful . . . now begin to be aware of where you are sitting and bring your attention back to this room.”

**More Lessons for  
SIMPLICITY AND CARING  
FOR THE EARTH AND HER OCEANS  
continues in Section B**

**Thank you for participating in these exercises, if you have others  
that you have found effective, we would like to hear from for  
possible inclusion – *resources@livingvalues.net***

## *Notes*

## *Notes*





## *The **LIVING VALUES** Vision*

Living Values Education (LVE) is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education.

LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Further information on the Living Values Rainbow Booklet Series and all Living Values materials is available at:

[www.livingvalues.net](http://www.livingvalues.net)

