



Living Green Values

Activities for Children and Young Adults

A Special Rio+20 Edition

The implementation of Living Values Education is facilitated by the Association for Living Values Education International (ALIVE International), a non-profit-making association of organizations around the world concerned with values education. Drawing on a strong volunteer base, the advancement and implementation of Living Values Education is supported by UNESCO and a host of other organizations, agencies, governmental bodies, foundations, community groups and individuals. It is 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.

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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. 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.

CONTENTS

Appreciation and Dedication	1
Chapter One	
The Living Values Education Approach	3
The Need for Values Education	3
The Vision, Core Principles and Practices of Living Values Education	3
International Structure for LVE	4
ALIVE Activites	5
The History of Living Values Education	6
Acknowledgments	6
LVE Resource Materials	8
Results	11
Chapter Two	
Living Green Values Activities for Children Ages 3–7	15
Lesson 1 Love, Helping the Animals	15
Story One: <i>Rosa and David Help a Little Bird</i>	15
A Quietly Being Exercise: Sending Love to the Birds and Animals	18
Lesson 2 Respect, Helping Our Animal Friends and the Earth	18
Story Two: <i>Rosa and David Find a Tree Full of Surprises</i>	18
Lesson 3 Love and Respect, Being a Friend of the Earth	22
Story Three: <i>Rosa and David Help the Earth</i>	22
A Quietly Being Exercise: Sending Love and Peace to the Earth	24
Lesson 4 Simplicity, Using Water with Care	24
Story: <i>The Tap that Cried</i>	25
Lesson 5 Shining Hearts	26

Lesson 6 Planting Trees
27

For More Living Values Activities about the Earth
28

Chapter Three

Living Green Values Activities for Children ages 8–14 29

Lesson 1 A Nature Walk
29

Lesson 2 The Ocean
30

Story: Green Values Club, Chapter One, *Out in the Dinghy* 30

Lesson 3 How Trash Affects Marine Animals
35

Story: Green Values Club, Chapter Two, *Circling the Seagull*
35

Lesson 4 Ocean Gyres
39

Story: Green Values Club, Chapter Three, *Toxic Plastic Soup*
39

A Relaxation/Focusing Exercise: Sending Peace to the Earth
43

Lesson 5 The Ocean's Dead Zones
43

Story: Green Values Club, Chapter Four, *We Can Make a Difference*
43

Lesson 6 One Thing Affects Many Things — Systems Thinking
47

Story: Green Values Club, Chapter Five, *To the City Council!*
47

Lesson 7 The Exchange Between Trees and Humans
50

Story: Green Values Club, Chapter Six, *Trees, Oxygen and Hope*
51

Lesson 8 Growing Organic and Being Vegetarian Affects the Ocean
54

Story: Green Values Club, Chapter Seven, *An Organic Garden*
54

Lesson 9 Reducing Our Carbon Footprint
57

	Story: Green Values Club, Chapter Eight, <i>Carbon Footprints</i>
58	
Lesson 10	What's One Thing I Can Do to Help the Earth?
61	
	Story: Green Values Club, Chapter Nine, <i>Living Green Values</i>
61	
Lesson 11	Advertising Fools Us into Buying More Than We Need
64	
Lesson 12	What Is the Real Message?
65	
Lesson 13	Freedom From Desires
65	
Lesson 14	Native Values
65	
	Story: The Mauré Tale
66	
Lesson 15	An Environmental Project
67	
Lesson 16	Artistic Creations for the Earth and Her Ocean
68	
	For More Living Values Activities about the Earth
68	

Chapter Four

Living Green Values for Young Adults

69	
Lesson 1	The Simplicity of Nature
70	
Lesson 2	The Ocean
71	
Lesson 3	How Trash Affects Marine Animals
71	
Lesson 4	Ocean Gyres
72	
Lesson 5	The Ocean's Dead Zones
72	
Lesson 6	One Thing Affects Many Things — Systems Thinking
73	
Lesson 7	The Exchange Between Trees and Humans
74	
Lesson 8	Growing Organic and Being Vegetarian Affects the Ocean
76	

Lesson 9	Reducing Our Carbon Footprint	
76		
Lesson 10	What's One Thing I Can Do to Help the Earth?	
77		
Lesson 11	The Rainbow Country	77
Lesson 12	Environmental Education	
79		
Lesson 13	Sustainable Consumption	
80		
Lesson 14	The Tuaregs	
81		
Lesson 15	Native Simplicity and Wisdom	
84		
Lesson 16	Environmental History	
84		
Lesson 17	Environmental Projects and Service-Learning Activities	
85		
Lesson 18	Artistic Creations for the Earth and Her Ocean	
87		
For More Living Values Activities about the Earth		
88		

References

89

Acknowledgements

91

About the Author

91

Appreciation

Many thanks to the amazing team of LVE educators in Brazil and the dedication of the volunteer translators. Their idea of creating an LVE resource for living green values is a reflection of their strong commitment to serving children, the environment, and creating a better world for all.

*

Dedication

Living Green Values Activities for Children and Young Adults, A Special Rio+20 Edition, is dedicated to the Earth in honor of the United Nations Conference on Sustainable Development. The conference, also known as Rio+20, was convened in Rio de Janeiro, Brazil, in June 2012.

Rio+20 is a reference to the 20 years that have passed since the first UN Conference on Environment and Development in Rio de Janeiro in 1992. At that time member states adopted *Agenda 21: A Programme of Action for Sustainable Development*. As noted on the UN website for the Conference on Sustainable Development:

The spirit of the conference was captured by the expression “Harmony with Nature”, brought into the fore with the first principle of the Rio Declaration: “Human beings are at the centre of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature.”

It is our hope that *Living Green Values* will be useful to you in educating children and young adults, families and communities, to internalize the importance of living sustainable lives so we can live in harmony with nature and with respect and care for all.

CHAPTER ONE

The Living Values Education Approach

The Need for Values Education

Young people around the globe are affected by bullying, violence, social problems, and a lack of respect for each other and the world around them. The lack of respect and care for each other as human beings has also extended to our treatment of the Earth. We have caused the Earth and its ocean great harm, through reckless pollution, unthinking environmental carelessness and unsustainable consumption. Deforestation and toxic containment of soil and water alone affect hundreds of millions of children through poverty, disease and the lack of potable water. The impact of human actions on animals and marine life has been catastrophic.

The educators involved in Living Values Education invite you to join us in a global endeavor to help children and young people explore and develop positive values and move toward a new way of thinking about nature. What children and young people learn is later woven into the fabric of society. Education must have positive values, including green values, at its heart if we are to learn to live in harmony with the earth and create a better world for all.

Educators, and activities, that actively engage and allow students the opportunity to explore and experience their own qualities and explore the consequences of their actions are of crucial importance. Students benefit by developing skills to cognitively explore and understand values. For students to be motivated to learn and utilize positive and cooperative social skills, and put green values and systems thinking that benefit the Earth into action, the creation of a values-based atmosphere in which they are encouraged, listened to and valued is also essential.

The Vision, Core principles and Practices of Living Values Education

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.

International Structure for LVE

The implementation of Living Values Education is facilitated by the **Association for Living Values Education International** (ALIVE International), a non-profit-making association of organizations around the world concerned with values education.

Drawing on a strong volunteer base, the advancement and implementation of Living Values Education is supported by UNESCO and a host of other organizations, agencies, governmental bodies, foundations, community groups and individuals. It is 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 groups together national bodies promoting Living Values Education and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest.

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.

ALIVE Activities

In pursuing its mission and implementing its core principles, the Association for Living Values Education International and its Associates and Focal Points 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 (*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* and *LVEP Educator Training Guide*). There are also resource books for children in difficult circumstances (street children), young people in need of drug rehabilitation, children affected by war, children affected by earthquakes, young offenders and at-risk youth. 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. The approach and materials may also be used systematically in alignment with the above principles as the ***Living Values Education Program***.
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 multi-lingual website*** (www.livingvalues.net) with materials available for downloading free of charge.

Extent of Use

The Living Values Education approach and materials are currently being used and producing positive results in more than 60 countries in thousands of educational settings. While most such settings are schools, others are day-care centers, young people clubs, parent associations, centers for children in difficult circumstances, health centers and

refugee camps. The number of students doing LVEP at each site varies considerably; some involve 10 students with one teacher while others involve 3,000 students.

At least some LVE materials are available in about 30 languages. 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 History of Living Values Education

LVE was initially developed by educators for educators in consultation with the Education Cluster of UNICEF, New York, and the Brahma Kumaris World Spiritual University. Twenty educators from five continents met at UNICEF Headquarters in New York in August of 1996. They discussed the needs of children around the world, their experiences of working with values, and how educators can integrate values to better prepare students for lifelong learning. Using the values concepts and reflective processes within the BKWSU publication *Living Values: A Guidebook* as a source of inspiration, and the *Convention on the Rights of the Child* as a framework, the global educators identified and agreed upon the purpose and aims of values-based education worldwide — in both developed and developing countries.

Acknowledgements

The current history of the project continues, as noted in this Acknowledgement section also on the Living Values Education international website: “The Association for Living Values Education International (ALIVE), wishes to thank the numerous organizations and individuals who have contributed to the development of Living Values Education. The approach, materials, training programs and projects, that are continuously being developed, draw on input from educators from diverse cultures, religions and traditions, giving it universal appeal and an active presence in 65 countries.

We wish to acknowledge the Brahma Kumaris World Spiritual University for its extensive contribution to the early stages of development of Living Values Education, including the dissemination and support of LVE through their global network of centers and their relationships with educators. We would like to thank them for their continued cooperation in providing support or partnership when such is desired by a national LVE group.

We would also like to thank the many professional educators and artists who contributed to the initial LVE series of books, and the subsequent books for children at risk.

Our sincere appreciation is extended to the following organizations for their support of LVE in its beginning stages:

- UNESCO
- the Educational Cluster of UNICEF (New York)
- the Planet Society
- the Spanish Committee of UNICEF
- the Mauritius Institute of Education
- the regional UNESCO Office in Lebanon.

Special thanks goes to the many dedicated LVE coordinators and trainers around the world who served as volunteers, creating a strong foundation for the future.

Since the formation of the Association for Living Values Education International (ALIVE) in 2004, LVE has been able to benefit more educators, children, young adults and communities through the involvement of a host of other organizations, agencies, governmental bodies, foundations, community groups and individuals. The dedication of educators around the world has generated increased enthusiasm for Values Education, fostering children's healthy development and quality based learning. ALIVE appreciates the additional specialized LVE resource materials that provide further avenues to contribute to the wellbeing of children and youth at risk.

We would like to acknowledge the following organizations for becoming ALIVE Associates, acting as the lead for LVE in their country and training educators in schools and agencies to implement LVE while fulfilling their broader mandate:

- Bond zonder Naam in Belgium
- the Jesuit and Brothers Association for Development in Egypt
- Club Avenir des Enfants de Guinée in Guinea Conakry
- Yayasan Karuna Bali in Indonesia
- Hand in Hand in the Maldives
- New Generation Vibe in New Zealand
- the National Children's Council in the Seychelles.

There are many examples of collaborative partnerships. Only the ALIVE Associates and Focal Points for LVE know the full extent of cooperation and partnerships in their own country. However, we would like to acknowledge the partnerships that we are aware of, as follows:

Vietnam — LVE has been disseminated widely, to over 17,000 educators, through partnerships with: the Hanoi Psychological Association, PLAN International, World Vision International, the Ministry of Labor, Invalids and Social Affairs, Drug Rehabilitation Department and VTV2 Education Channel, a television station in Vietnam.

Israel — the ALIVE Associate works with: the Informal Education Department within the Ministry of Education, AMEN — Youth Volunteering City, and JOINT Israel. They have jointly developed a project to implement values in schools and in the communities and reinforce the values base of volunteering as a way of life.

Spain — the national LVE entity has had a collaborative contract with the Fundación Cultura de Paz since 2001. They are also in collaboration with the Faculty of Translation and Interpretive Practices of the Universitat Autònoma, Barcelona, and the Universitat Oberta de Catalunya with the Campus for Peace.

Paraguay — the ALIVE Associate has received cooperation from Universidad Nacional del Este (UNE), Diario ABC Color, the Ministry of Education and Culture, the National Commission of UNESCO in Paraguay and is in partnership with the Ministry of Education and Colegio Aula Viva to provide more training to educators.

Switzerland — when conducting its program in a number of countries in West and Central Africa, the Swiss Association for Living Values received collaboration from UNESCO/ BREDIA (Regional Office for Education in Africa) and a number of National Commissions for UNESCO, as well as cooperation from many other organizations and

individuals. The following contributed through generous sponsorship: ACCENTUS Charitable Foundation, Karl Popper Foundation, Service Industriel Genève (SIG), Jersey (UK) Rotary Club and West African Cement (Togo).

Brazil — the ALIVE Associate, Instituto Vivendo Valores, has provided training to thousands of teachers, including street educators who work with children in difficult circumstances. The trainings have been made in three ways: for a specific school or NGO; open programs, where educators from some schools or NGOs participate; or collective programs for a town or a region of a city. Many large networks of regular schools or NGOs that work with children in difficult circumstances have received LVE training, through collective programs: São Sebastião, São José dos Campos, Itápolis, São Bernardo do Campo, Campinas, Valinhos, Guarujá, Araraquara, Limeira in the state of São Paulo, Três Corações, in the state of Minas Gerais, Recife, in the state of Pernambuco, and the social networks: Nossas Crianças, Rede Fiandeiras, Rede Oeste, Bompar — Centro Social Nossa Senhora do Bom Parto in the city of São Paulo. Also trainings have been held in São Paulo for the Young Offenders agency and the CASA Foundation. These educators from numerous outside agencies and private and public schools have facilitated the exploration and development of values with more than 500,000 young people in normal schools and 75,000 street children. We would like to thank each one of these agencies for their contribution to these children, and especially acknowledge the Itau Foundation, Santos Martires Society and the public regular schools Boa Esperança, Peccioli and Josefina for their assistance to children, young adults and the community through a new LVE project in an especially vulnerable neighborhood in Sao Paulo, and the Brahma Kumaris Organization for their permanent support and inspiration.

Other ALIVE Associates have received cooperation from national UNICEF committees and Rotary Clubs, and other organizations as well as individuals.

None of the above cooperation would have been possible without the dedication, work and love of the educators who believe in Values Education, the LVE national teams around the world, the ALIVE Associates and Focal Points for LVE, the LVE trainers and volunteers, and those who serve on the ALIVE board and International Advisory Committee. We would like to thank each one of you for your work towards safe, healthy, caring, quality learning environments for children and a better world for all.”

LVE Resource Materials

Living Values Education Program is a comprehensive values education program. This innovative global program offers training, a practical methodology and a wide variety of experiential values activities to educators, facilitators, parents and caregivers to help them provide the opportunity for children and young adults to explore and develop universal values. Educators are asked to think about their values, use their creativity to see how they can incorporate values into their curriculum in a practical way, and create a values-based atmosphere. The curriculum includes Living Values Activities for peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity.

Designed to address the whole child/person, Living Values Activities build intrapersonal and interpersonal social and emotional skills and values-based perspectives and

behaviors. Students are engaged in reflection, visualization, and artistic expression to draw out their ideas; cognitive and emotional skills grow as they are engaged in analyzing events and creating solutions. The approach is child-centered, flexible and interactive; adults act as facilitators. During LVEP training, educators are asked to create a values-based atmosphere in which all students can feel respected, valued, understood, loved and safe. Part of LVE educator excellence is viewed as modeling the values, respecting student opinions, and empowering children and young adults to enjoy learning and implementing values projects.

Purpose and Aims

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 understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ◆ To inspire individuals to choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ◆ To encourage 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.

Three Core Assumptions

LVE resource materials are built on three core assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person . . ."*

- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes well-being for individuals and the larger society.
- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.
- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care — where students are regarded as capable of learning to make socially conscious choices.

The Living Values Series of Books

The initial materials developed for LVE, the *Educators' Kit*, began to be piloted in March of 1997. Brazilian educators involved with LVE developed more materials, and the *Manual para Educadores II*, containing Living Values Activities in Spanish, was printed with the cooperation of the National Committee for UNICEF in Spain in 1998.

As more materials were requested and educators around the globe contributed ideas and activities, LVE's Living Values Series came into being. This set of five books was published by Health Communications, Inc., in April of 2001. The series was awarded the 2002 Teachers' Choice Award, an award sponsored by *Learning* magazine, a national

publication for teachers and educators in the USA. The Living Values Series currently consists of the following books.

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

LVEP Educator Workshops are available around the world and are recommended in order to implement LVEP most effectively. Educators, facilitators, parents and caregivers are important role models; the creation of a values-based atmosphere is the first step for values-based education and values education.

Materials for Children and Young People At Risk

There are special Living Values Education Programs for children in difficult situations (street children), young people in need of drug rehabilitation, children affected by war, children affected by earthquakes, young offenders and at-risk youth. These materials are restricted, only made available to educators who undergo training for these particular modules. LVE educational resource materials for children at-risk consists of the following.

- ◆ *Living Values Activities for Street Children Ages 3–6*
- ◆ *Living Values Activities for Street Children Ages 7–10*
- ◆ *Living Values Activities for Street Children Ages 11–14*
- ◆ *Living Values Activities for Drug Rehabilitation*
- ◆ *Living Values Activities for Refugees and Children Affected by War Ages 3–7*
- ◆ *Living Values Activities for Refugees and Children Affected by War Ages 8–14*
- ◆ *Living Values Activities for Children Affected by Earthquakes Ages 3–7*
- ◆ *Living Values Activities for Children Affected by Earthquakes Ages 8–14*
- ◆ *Living Values Activities for Young Offenders*
- ◆ *Living Values Activities for At-Risk Youth*

Living Values Activities for Street Children (LVASC) — These three resources contain adapted living values activities on peace, respect, love and cooperation and a series of stories about a street children family. The stories serve as a medium to educate about and to discuss issues related to domestic violence, death, AIDS, drug sellers, drugs, sexual abuse, physical abuse, hygiene and healthy eating. LVASC 11–14 also includes the issues of emerging sexuality, sex and labor trafficking, and a further exploration of human rights. The stories are combined with discussions, activities, and the development of positive adaptive social and emotional skills and protective social skills.

Living Values Activities for Drug Rehabilitation — The 102 lessons in this curriculum weave in values activities on peace, respect, love, cooperation, honesty, humility and happiness from *Living Values Activities for Young Adults*, with lessons related to drug use, emotional issues that arise with addiction and its concomitant behaviors, and the building of social and relapse-prevention skills.

Living Values Activities for Refugees and Children Affected by War — This

supplement contains activities that give children an opportunity to begin the healing process while learning about peace, respect and love. Designed to be implemented by refugee teachers of the same culture as the children, the lessons provide tools to begin to deal with grief while developing positive adaptive social and emotional skills.

Living Values Activities for Children Affected by Earthquakes — These resources were developed at the request of educators in El Salvador after the earthquake. It was developed specifically for that situation and culture, hence, the materials would need to be adapted for use by other cultures and for other sets of circumstances.

Living Values Activities for Young Offenders and Living Values Activities for At-Risk Youth — These resources for young people 14-years old and above weaves in values activities on peace, respect, love, cooperation, honesty, humility and happiness, with lessons related to crime, violence, drug use, gang involvement, negative influences and concomitant emotional issues, along with the building of social and relapse-prevention skills.

For further information about the above resource materials, kindly see the LVE website at www.livingvalues.net.

Results

Educator evaluations have been collected from teachers implementing the program in countries around the world. The most frequent themes noted in the reports are positive changes in teacher-student relationships and in student-student relationships both inside and outside the classroom. Educators note an increase in respect, caring, cooperation, motivation, and the ability to solve peer conflicts on the part of the students. Aggressive behaviors decline as positive social skills and respect increase. LVEP helps educators create safe, caring, values-based atmospheres for quality learning.

A few results from educators implementing LVE:

- A Montessori teacher reported: “I have used the Living Values Education Program from start to finish this past school year with my preschool students. I absolutely loved it, the children loved it, and the outcome was really spectacular. I was dealing with a very angry and aggressive boy at the beginning of the year. After the unit on respect with a few added lessons of my own, the child found respect for himself, for others, and for the environment. He was truly my 'Star' this year. Through the teacher education center that I teach at, I have encouraged many other teachers from many other Montessori schools to use the program in their schools. Several have and have found some very similar results.”
- In Iceland, a veteran first-grade teacher reported seeing surprising and dramatic improvements in caring, respect, cooperation, concentration, and learning to read.
- In Lebanon, second-graders in a classroom at ACS have learned conflict resolution so well that they solve all peer conflicts themselves; the teacher reports she is free to teach.
- In Bermuda, three primary schools implementing LVEP as whole schools achieved an 80% drop in school disciplinary referrals within their first year of implementing LVEP.
- In the USA, a K-8 school implementing LVEP as a whole school is now rated as the top seventh school in Florida. The principal stated, “There simply is no bullying.”
- In Kenya, teens self-reported complete changes in their behavior, from violence to cooperation, and from being at the bottom of their class to doing well academically.

- In South Africa, formerly violent secondary students became leaders of peace and values and led LVEP workshops for their peers.
- In Australia, a year-nine student reported, “It’s not just that I like values classes, I really enjoy them. At the start I was dead against values, I didn’t feel like I got anything out of the class. I distracted people and didn’t put in any effort. Then I thought for one lesson I would really contribute. That lesson changed the way I felt about values. I can relate to everything that we talk about. I find myself discovering things about myself that I never knew. Values class is really worthwhile.”
- For two years in Thailand, the schools winning the country’s award for the best school in the country, the Royal Reward, were schools implementing LVEP. The school administrators of Saint Joseph Bang-na School, with 3,310 students, reported that in 22 months of implementing LVEP as a whole school, there was a 20% increase in student attendance, a 10% decrease in student tardiness, a 10% increase in teacher attendance, a 20% improvement in reading scores, a 15% improvement in language scores and a 15% improvement in math scores. There was also considerable improvement on all measures of school climate.
- In Paraguay, educators rated 3243 students from 4- to 22-years of age who were engaged in LVE. Despite being from many different schools with a variance in adherence to the LVEP Model, the educators found that 86% of the students improved in the conflict resolution skills and the ability to concentrate, 87% improved in responsibility, 89% improved in respect shown to peers and honesty, 92% improved in their ability to relate socially in a positive way, 94% showed an improvement in motivation and more interest in school, 95% showed more respect for adults, and 100% had more self-confidence and cooperated more with others.

There are also wonderful stories from educators in special circumstances. In Thailand, one year after implementing LVEP, nine out of 24 refugee-camp teachers working with children and youth reported 100-percent improvement in violent behavior; the others cited an 80-percent reduction in aggressiveness. Within two years, smiles, kindness and cooperative and creative play had increased dramatically, and the camp leader reported that the section leaders who had spent considerable time dealing with problems of gangs of youth fighting from different sections prior to the implementation of LVE no longer needed to spend even one second on this issue as there was no fighting.

The program for street children is bringing in very positive reports. In Brazil and Vietnam, educators reported considerable decreases in aggression and at-risk behaviors, and new behaviors of caring and values. One teacher noted, “Now they are confident and friendly with adults and their peers. There is almost no conflict in the classes and they now do not get into trouble after school either. The students have also developed many skits on how to keep safe from dangerous adults and really enjoy performing them. Now when they are on the streets and see children that are new to the streets they give support and advice to the new children and invite them to meet their teacher and join their classes.”

The Ministry of Labor in Vietnam reported in March of 2008 that LVE’s program for Drug Rehabilitation was the most successful program in government drug rehabilitation clinics. They have been using it for three years.

In Australia, a number of studies have been conducted that show the positive effects of values education on school relationships, ambience, student wellbeing and improved

academic diligence. Information about this research done from the Newcastle University by Terry Lovat, Ron Toomey, et al, is available at the Research page of LVE's international website.

In Paraguay there was an LVEA implementation study with 685 high-risk youth in 2010. A 90% reduction in violence and other very positive results were measured after the young people completed LVE's program for street children. Details from Miriam Ginzo: "In November 2010, we finished evaluating the effects of implementing the *Living Values Activities for Street Children (LVASC) program* with 685 high-risk young people between the ages of 10 and 15 in 14 facilities in eight different towns. The objectives were to: initiate a process of healing from childhood trauma; develop self-esteem; learn and practice human values; create emotional and social skills as well as protective social skills; increase cohesion within the group; and give correct information about HIV/AIDS, drugs, abuse and sexual trafficking. The LVASC resources also take up the themes of fears when adults argue, the effect of drugs, avoiding unsafe adults and drug dealers, the risk of rapid death due to diarrhea, poverty, cycles of violence and non-violence, the importance of education, rights of children, etc.

The results:

- Yelled less: 90%
- Would speak of their feelings: 80%
- Controlled aggressiveness; Hit less: 90%
- Communicated more with their peers: 70%
- Did their school work: 85%
- Improved personal hygiene: 90%
- Wanted to return to school (those who were not in school): 80%
- Would dialogue with an adult: 80%
- Recovered confidence in safe adults: 100%

The results of applying the LVE program with the educators were: The educators felt more balanced, reported an increase in tolerance and patience with the students and greater inner peace, had better communication with their colleagues, greater comprehension of the process of healing with children at risk, more personal commitment to improve the self and more hope and belief in the process of recovery for this group of high-risk young people.

The experience was monitored by technicians with the At Risk Administration under the Ministry of Education and sponsored by the LVE Association in Paraguay and Dirección General de Educación Inclusiva Ministerio de Educación y Cultura del Paraguay. The technicians and the director said: 'Finally we have found the tool we needed to reach these children.'

In Venezuela, four high school students from Monsenor Chacon School, in La Azulita, Merida, collaborated on a study of the effectiveness of Living Values Education in high school in the State of Merida, *Living Values: a Tool for Adolescent Development* (Arias M, Julio; Gomez F, Daniela; Lobo M, Silvina; and Maggiolo R, Ana, under the technical direction of Lic. Maria Carolina D'Enjoy and Lic. Eduardo Gaviria, 2007). This study was a quasi-experimental design study of adolescent character development in two schools in Venezuela. Using a stratified random sample of 30 students (ages 15-18) from two schools in Venezuela enrolling 500 students in total, the investigators administered a pre/post role-playing situation which asked the students to act out a mini-drama. Scenes in the drama

involved aggression, violence, frustration and other anti-social behavior. The treatment group was exposed to ten weeks of weekly, one-hour LVEP lessons. The control group did not have LVEP instruction. At the conclusion, students participated in a post-test role play, and in all cases with the LVE group, new behavior was demonstrated. A final survey was also administered to the LVE group, which asked them about their favorite values, what they learned from the course and responses to a series of statements such as "I feel I can contribute to a better world". The authors concluded that LVE had a positive effect on the development of conflict resolution skills and increased students' personal identification with values, as well as their ability to use those values in daily life."

Should you wish to learn more about LVEP, or read the stories and comments of teachers and students using the program, please visit the Success Stories page on the Living Values Education Web site at www.livingvalues.net.

For research results, kindly go to the Research page on the LVE international website. Should you have questions about the implementation of this at-risk program, please contact content@livingvalues.net.

CHAPTER TWO

Living Green Values Activities for Children Ages 3–7

These Living Green Values activities are intended to help children be more aware of the importance of taking care of the Earth and her resources. Part of that process is awakening love for nature and her creatures and learning about specific ways that they can help be a friend to the Earth.

As with all Living Values Education activities, we encourage educators, facilitators and parents to take an LVE workshop to learn more about creating a values-based atmosphere and the importance of being an example who models the values. Please contact your country's ALIVE Associate or Focal Point for LVE should you be interested. You can find their contact details on the Contact Us page of the LVE international website, livingvalues.net.

Enjoy doing the activities with the children. Thank you for helping take care of our Earth — and the children. If you wish, send us your comments and news about their activities!

Lesson 1 Love, Helping Our Animal Friends

Opening

Welcome the children and tell them that you'll be doing a few lessons together about taking care of our animal friends and the earth. Today you will be telling them a story.

Lesson Content

Story One, *Rosa and David Help a Little Bird*

Rosa gave a big yawn and stretched. Oh, what a pretty morning. She could see the blue, clear sky through her bedroom window. There was a fresh breeze dancing in her room and she could hear the leaves rustling in the tree outside. It was a morning to wake up and be happy.

She could smell the breakfast her Mama was making and was almost to the kitchen when she heard her big brother yell.

"Rosa, quick, bring me the scissors — outside!" yelled David.

"David?" called her Mama a little sternly.

"Please, Mama? A little bird is stuck!" yelled David.

Mama and Rosa went outside and there was David with a little bird in his hand. The bird had several long pieces of thread and yarn hanging from his foot and a piece of wire was attached to the little bird's claw.

"He was caught in the tree!" David said. "With all this yarn and thread and stuff he got stuck. Do you think we can cut it off?"

"Why, it's a Tern," said Mama. She smiled at David.

Soon Rosa was holding the bird gently in her hand while David carefully cut off the yarn and the string.

"He looks scared," Rosa whispered to David. "Don't be scared," she whispered to the bird. We like birds."

"Okay, now the hard part," said David softly. "I'm going to try and get the wire off. The wire must have been there for a long time," muttered David, "look, it's hurt her claw."

Part of the bird's little claw was limp and just hung down. Rosa kept giving the bird love through her eyes and held it gently. It took a while for David to get off the wire. As soon as he was finished, Rosa opened her hand so her palm was flat and the Tern flew away.

It flew to a nearby tree and kept hopping from one branch to another, seeming surprised that it was free and not getting caught. Rosa and her brother just stood and watched happily to see the bird so happy, and then, much to their surprise, the little bird landed on a branch only two feet from them. It stretched out its neck and chirped and chirped and chirped at them.

"Wow," said Rosa softly. "I think it is saying thank you."

"Me too!" said David with an excited grin.

The little bird chirped for a whole minute, and then flew away.

"I'll race you to the kitchen — I'm hungry!" yelled David.

"David," said Mama after breakfast, "I need to go out for a little bit. I want you to go to the little grocery store to get a couple of things, you know, the one with Mr. Ralph. You can take Rosa with you."

"But, Mama, it's Saturday," said David with a little whine in his voice, "I have soccer!"

"I'll be back in time to take you to soccer," smiled Mama. "But I want you to get a couple of things for dinner. You're big now, you're seven. Take Rosa with you and take very good care of her. Don't leave her alone."

David smiled in relief. "I will," he said. He was a little proud inside. This was the first time Mama was going to let him go to the grocery store around the corner by himself. Rosa was only five, so she wasn't big enough to stay alone.

On the way to the store, a funny thing happened.

David was marching along, holding his little sister's hand as if he was very important. All of the sudden he stopped and stared with his mouth hanging open. He dropped her hand and pointed.

Rosa looked and saw the most unusual thing. There on this rather small tree right next to where they were walking, there were lots of birds.

Birds perching on a tree are very common. But usually when there are lots of birds on a tree, they are of one kind, like a flock of little finches that flutter away as soon as you're close. But, not on this tree! On this tree there was a very big gray bird with a big beak, and a very tall white bird with a long neck, and a green and yellow and purple parrot, and a medium-sized black bird, and a little yellow bird with black wings, and a squat white bird with pink feet and a funny bird with a big head and feathers all around a rather big head, and a big gray and brown and white bird that was fat with a long curved neck! The big fat gray and brown and white bird was so fat that it actually stood on the ground with its wide feet. They all seemed to be looking at Rosa and David. And, they were all quiet and they didn't move.

Except one. Right on a branch closest to them, there was a little bird that Mama had called a Tern. That little bird chirped at Rosa and then at David and then at all the birds in the tree. They all seemed to nod.

"Is that the little bird we helped this morning?" asked David slowly.

Rosa smiled a great big smile. "Yes, I think it is."

Rosa and David stood and just looked and looked at the birds, and the birds just looked at them.

When David finally pulled Rosa away, she thought she heard the little Tern chirp, "Those are the two I told you about." But, that was impossible. Birds don't talk.

Discuss

Say, "We'll continue the story about Rosa and David at our next Living Green Values lesson." Ask:

- ◆ Do you like birds?
- ◆ What other animals do you like?
- ◆ Did Rosa and David know how to be gentle with a little bird?
- ◆ Why did cutting off the thread, yarn and wire off the little bird's claw help it so much?
- ◆ What values did Rosa and David show?
- ◆ Yes, they had love for the little bird. What does love feel like?
- ◆ How do you show love for your parents?
- ◆ How do you show love to other people in your family?
- ◆ How do you show caring to your classmates?

- ◆ How do we show love to animals?
- ◆ Have you ever helped a bird or another animal? (If yes, “Please tell me about it.”)

Activity

Allow the children to paint or draw a picture. Tell them they can draw a picture of one of the things that happened in the story they just heard, or the feeling of love.

Allow the children who wish to do so to share their picture if there is time. Each one can hold up his or her picture and say a sentence or two.

A Quietly Being Exercise, Sending Love to the Birds and Animals

End with the following Quietly Being Exercise. Please play some relaxation music.

Slowly speak the following, pausing appropriately. “Everyone, please sit comfortably and let yourself be still inside.... Let’s pretend there is a soft rose-colored circle of light all around us.... That rose light is full of love ... this love is so soft and safe ... this light reminds me that I am full of love inside.... Let yourself feel that rose light inside ... be very still and think ... I am me ... I am naturally full of love.... That love naturally goes outward to the birds in the trees ... and the birds flying in the sky ... and to the animals large and small.... I am one who gives love and respect ... I am one who has love and respect for animals ... and knows how to be gentle.... Whenever I want to feel love inside, I can tune into the factory of love inside me and make lots more.... Now be aware of where you are sitting and bring your attention back to this room.”

Teacher Preparation for the Next Lesson

Please plan to do some sort of ecological project with the children, such as an organic gardening project. Perhaps plant seeds in a small garden or plant seeds in individual cups. Think about if you would like to plant flower or vegetable seeds. If there is not a little garden available, please make sure that you do not use Styrofoam containers to plant the seeds in, but recycle food containers or use natural materials such as paper or ceramic cups.

Lesson 2

Respect, Helping Our Animal Friends and the Earth

Opening

Welcome the children and sing a song together. Please choose a song about peace, love, respect or caring for the earth.

Lesson Content

Story Two, *Rosa and David Find a Tree Full of Surprises*

Rosa and David left the little grocery store around the corner from their home. David was feeling proud of himself. He found the two things his Mama needed for dinner, with just a little help from Mr. Ralph. Mr. Ralph had even smiled and said, “My, you are getting big, David, shopping all by yourself.”

David remembered to take Rosa's hand on the way back home, carrying the little bag of groceries in his other hand.

Rosa skipped a little she was so happy. "Do you think the birds will still be there?" she said.

"No," said David, "of course not. Birds don't stay still that long."

They slowed down when they got to the corner near the tree with all the birds, and Rosa started to tip-toe. What if the birds were still there? They didn't want to scare them away. As soon as they turned the corner, they stopped suddenly. All the birds were still there, and they were still quiet! The birds looked at Rosa and David, almost as if they were waiting for them.

Rosa and David slowly approached the tree. Rosa smiled wider than she had ever smiled before. "Hello, little Tern," she said softly. "It's so nice to see you again."

"Hello," said the Tern. "It's lovely to see you. Thank you both for your help this morning."

"Did you just speak to me?" asked Rosa, shocked.

"Yes," said the little bird. "I've never spoken to a human in their language before, but I am today because we need your help."

All the birds on the tree, and the fat gray and brown and white one with the long curved neck that stood on the ground, solemnly nodded.

"Our help?" asked Rosa very surprised, "but we're just little children."

"Yes," said the little bird, "but you have good hearts and you know how to hear us."

"How can we help?" asked David hesitantly.

"Well," said the little Tern, "we birds are having a lot more troubles lately. We're getting hurt a lot more with all the trash. When the wire got caught around my foot, the thread and yarn got caught on that and then I would get caught on branches, and it would pull on my claw."

"That must have hurt," said Rosa softly.

The little Tern nodded.

The squat white bird with pink feet cleared his throat. "Squawk!" He cleared his throat again. "Squawk! Excuse me, I've never talked before ... but I wanted to say that my brother got really hurt by a hook. It got caught in his cheek ... and he died after a few weeks."

"I'm so sorry," said David. "You must have loved your brother."

The Western Gull nodded.

“We all have stories,” said the big gray bird with the big beak in a deep voice.

“Are you a Blue Heron?” asked Rosa. “Our Mama has told us about Blue Herons.”

“Yes, I think that is what you humans call me,” said the big tall bird with a kind look in his eyes. “We all decided to come and talk to you because the animals and the Earth need your help.”

“The Earth?” said Rosa and David together.

“The animals are getting sick,” nodded the Blue Heron, “and the Earth. The little Tern told the Earth that you were loving little humans, ones with good hearts. So she agreed that we could talk to you.”

“Wow!” said David.

“How can we help?” asked Rosa.

All the birds started talking at one. Such a gabblor you have never heard! They were so excited to be asked that they all started talking in their own languages! The squawks, chirps, shrills and quakes were quite loud!

“Shhhhhh,” said the Blue Heron in his deep voice, “you’ll attract attention.”

All the birds instantly stopped.

“You tell them, little Tern,” said the Blue Heron, nodding encouragingly.

“Okay,” said the little Tern with a little chirp. “Our Earth and the animals are getting sick because the humans have forgotten about love and respect for each other, and us, and the Earth. Maybe it’ll be easier if I say it in a poem (or a song) ...?”

Be friends with each other,
Be loving and sweet,
To girls and boys and all you meet!
Be friends to the birds, the cats and the dogs,
The horses, the geese, the goats and the frogs,
Pick up your trash....

Don’t pollute the water,
Don’t waste things please,
Don’t poison the ground,
the water, sky or trees ...
Pick up your trash....

Be a friend to each other,
All countries and groups,
Love and respect us animals,

And the Earth, too.
Recycle, don't waste,
Pick up your trash....

Humans are powerful and smart,
But learn to be kind,
Then we'll all live safely,
And have a wonderful, glorious time!

The colors of the Earth will sparkle,
The meadows and flowers will bloom,
We birds will sing happily then,
And not be in a state of gloom!

Rosa and David applauded and the birds all flapped their wings in approval. Well, all but the Blue Heron.

He said in his deep voice, "Well done, little Tern." All the birds became very quiet. They all looked solemnly at Rosa and David and seemed to be waiting.

"I promise to help," said Rosa.

"Me too," said David.

Discuss

Ask the following questions, acknowledging their answers.

- ◆ Were Rosa and David surprised that the birds talked to them?
- ◆ Why did the birds want to talk to Rosa and David?
- ◆ How were the birds getting hurt?
- ◆ Have you ever seen a bird that was hurt?
- ◆ What can we do to help the birds?

Say, "Let's listen to the little Tern's poem (song) again." Please read the poem (or sing it as a song.) Then ask:

- ◆ What does respect mean?
- ◆ How can we respect each other?
- ◆ How can we respect all animals?
- ◆ How can we respect the Earth?
- ◆ What can you do to help the Earth?
- ◆ What can we do in our classroom?
- ◆ What can you do at your home?
- ◆ What can you do on the playground?

Help the children come up with practical ideas that they can do to be a Friend of the Earth. Write down the ideas in a simple way, perhaps using pictures as symbols. Select a couple that you can do in your class.

Activity

Implement one of the ideas. For example, if you don't yet have a trash can, trash box or place for recycling materials, perhaps now is the time to set one up. Children can also recycle sheets of paper by using the other side.

Begin an ecological organic gardening project with the children (or another ecological project). Perhaps plant seeds in a small garden or plant seeds in individual cups. Talk about how we can help our Earth by not putting poisons on the ground.

End with the Quietly Being Exercise, Sending Love from Lesson One.

Lesson 3

Love and Respect, Being a Friend of the Earth

Opening

Welcome the children and sing a song together. Please choose a song about peace, love, respect or caring for the earth.

Lesson Content

Story Three, Rosa and David Help the Earth

Rosa and David waved goodbye to the birds and ran all the way home.

"Mama, mama!" they called out of breath when they opened the front door. Their words tumbled out as they told her what had happened.

Mama looked at them with surprise when they told her the story, then she looked puzzled. She sat silently for a while as though she was really thinking before asking, "Can you tell me the poem (song) again?"

Rosa and David tried to remember it all.

"Well, children, this is amazing," Mama said. "How is this possible? I don't understand, but I do know the words are truth. Our Earth is sick and the animals are having many troubles ... and it is the fault of humans for we do hurt the earth and each other with violence and meanness and pollution and waste. My!"

"Will you help us then?" asked David.

"Please, Mama?" said Rosa.

So, Rosa and David and their Mama, gathered a little circle of their friends. Another family joined them with their children. Their Papa was really surprised when he came home from being away at his job and heard all the things they were doing!

They started to walk more and bicycle when they wanted to go somewhere close by instead of using the car and bus. That made it easier to notice what was on the ground. Rosa asked Mama, “Maybe we can pick up trash when we see it?”

“We could carry a bag for trash!” said David.

“Great ideas,” said Mama. “Maybe we can especially pick up trash that hurts animals and the Earth.”

“Like Styrofoam and fishing hooks and wires?” asked David.

“Yes, and plastic bags and trash near rivers and the ocean,” said Mama. “Sometimes animals in the sea are hurt by plastic bags.”

They stopped buying water in plastic bottles, because making all the bottles was wasting. It was taking from the Earth something that was unnecessary. Instead they used one bottle and refilled it.

And they planted a little organic garden.

One day, Rosa and David were out in the garden. She and David had planted watermelon seeds and the green shoots were coming up. The sun shone on the green of the leaves, and on the red of the tomatoes that Mama had planted. Rosa whispered to the Earth, “See Earth, we’re not using poison on you. We love you Earth ... and I love your flowers and the smells, and oh look how beautiful your sky is!”

David was digging in the dirt a few feet away. “Hey, these worms are happy. Look how many we’re getting. Papa said they help the dirt be healthier.”

Rosa and David loved being outside and playing in the garden. Mama and Papa were teaching them about the different kinds of birds and how to tell which kind they were from far away by watching how they fly.

Almost all of their classmates at school were helping pick up trash that could hurt animals or the Earth. And, Mama and Papa said they could have a special picnic with their friends to celebrate picking the first vegetables from their organic garden.

The day of the picnic, Rosa and David were outside picking flowers and vegetables when David noticed a Blue Heron flying overhead.

“Look, Rosa, does that remind you of anything?”

Rosa laughed, and then gasped as the Blue Heron glided down, closer and closer and closer, and then landed just a few feet from her and David. The big bird nodded, just as a little Tern landed right in front of him.

“Little Tern and Blue Heron, is that you? Our friends?” asked Rosa.

David laughed and said, “I think so,” as the Blue Heron nodded solemnly and the little Tern seemed to dance as she happily hopped up and down.

And then as the little Tern chirped, Rosa and David heard very clearly, “Thank you for being good friends of the animals and the Earth.”

Discuss

Ask the following questions, acknowledging their answers.

- ◆ How do you think Rosa and David felt when the Blue Heron and the little Tern came to visit them to say thank you for being good friends?
- ◆ What things did the children do to help the animals?
- ◆ What things did they do to help the Earth?
- ◆ Were they showing respect to the Earth?
- ◆ What are you doing to help the animals and the Earth?

Activity

Allow the children to paint or draw a picture of their favorite part of the story. Or they can draw a picture of what the world will look like when everyone learned to love and respect the animals and the Earth.

Allow the children who wish to do so to share their picture if there is time. Each one can hold up his or her picture and say a sentence or two.

A Quietly Being Exercise, Sending Love and Peace to the Earth

End with the following Quietly Being Exercise. Please play some relaxation music.

Slowly speak the following, pausing appropriately. “Everyone, please sit comfortably and let yourself be still inside.... Take in the light of peace ... let it surround you ... breath in the light of peace.... This peace is quiet and safe ... it reminds me that I am full of peace and love inside.... Let yourself be very still and think ... I am me ... I am naturally full of peace and love.... When I am full of love it naturally goes outward to the birds in the trees ... and the birds flying in the sky ... and to the animals large and small.... I am one who gives love and peace ... 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 picture the light of peace all around the Earth.... Now be aware of where you are sitting and bring your attention back to this room.”

Lesson 4 **Simplicity, Using Water with Care**

Opening

Welcome the children and sing a song about the heart.

Discuss

Simplicity Reflection Point: Simplicity means making full use of what we have, not wasting resources of the earth.

Ask:

- ◆ If you come inside after playing and getting really dirty, you would want to wash your hands. If there were no water, what would our life be like?
- ◆ Why do humans need water?
- ◆ What are some of the things we use water for? (Drinking, washing our food, washing clothes, putting out fires, etc.)
- ◆ What do animals need water for?
- ◆ What would happen if they did not have water?
- ◆ Why do plants need water?
- ◆ What would happen to nature and us humans if plants did not have water?

Say, “Yes, water is valuable. Man cannot live without water. If there were no water in the world, grasslands would turn to deserts, plants would wither, and animals could not survive. If there were no water in the world, we would be thirsty and hungry, and could not live either. If there were no water, we could not do cleaning, and firemen could not put out fires. Water is important.”

Please read the following story.

The Tap that Cried

One day a mother in China cooked a delicious supper. When it was time to have supper, she called to her daughter, “Go and wash your hands!”

Xiaohong had already been ready for supper. She hurried to the tap, washed her hands in haste and ran to supper without truly turning off the tap. She was in such a hurry that she did not hear a thin sound crying, “Hey, little sister, you haven’t yet turned me off truly, how wasteful it is.”

In the evening, Xiaohong fell into a sound sleep, while the tap was still crying in a tiny voice. Xiaohong had a dream in which the tap came to her and said, “Little sister, you forgot to turn me off and made me cry for a whole night.”

Xiaohong woke up. She really heard the tap crying. Drip. Drip. Drip. Drip. She got up and ran to the tap and turned off the tap tightly.

From then on, the tap did not cry any longer, and Xiaohong always reminded other kids to turn off taps tightly and to use water in an economic way.

Discuss

- ◆ Why did the tap cry?
- ◆ What did Xiaohong do at last?
- ◆ Where does tap water come from?

Inform the children about underground water pipes and reservoirs etc.

End with a Quietly Being Exercise, Sending Love and Peace to the Earth.

— Contributed by the LVE Team in China

Lesson 5

Shining Hearts

Opening

Welcome the children and tell them that today you want them to use their imagination to think about their hearts and taking care of nature.

Visualization Exercise

Play some relaxation music and say:

“Let's imagine that peoples' hearts are like tiny lights that turn on and off.... For a few minutes, close your eyes and imagine that you are walking slowly in a beautiful place ... perhaps through a meadow ... or in a beautiful forest ... or perhaps a park.... What does it feel like to be there? ... Perhaps there is a fresh breeze ... perhaps there is a pretty lake.... What is the sky like?... Now imagine small groups of happy people in this place.... Maybe some are your age and are playing.... How do they treat their friends?.... Perhaps there is a little group of boys and girls your age that are doing things to help nature.... What might they be doing? ... Maybe this is a place where everyone knows how to take care of the Earth... The people of this place have shining faces ... because their hearts are lit with light....

As you sit and relax with your eyes closed and still imagine yourself in that meadow or forest or park, I am going to tell you a secret.... When we are happy and treating our companions well ... telling the truth ...taking care of our garbage ... not wasting water ... and taking care of our beautiful planet ... our hearts are all bright.... They light up and shine.... When people are sad, fighting, and angry or doing things that makes nature sad, that tiny light of our heart turns off, it gets dark and stops shining.... You are ones with shining hearts ... you are ones that care for the earth....”

Discuss

Sit in a circle with the students. Ask:

- ◆ Did you enjoy imagining? What did you imagine?
- ◆ How did you feel when you imagined yourself in beautiful place with people that love nature?
- ◆ Is the tiny light of your heart on or off at this moment?
- ◆ What can we do here in school to help our planet that will leave our tiny light on?
- ◆ Can anyone think of anything else you can do?

Discuss the practical things that they are already doing and help them understand why they are doing that. Look at the plants they have planted in their organic garden.

Artistic Activity

Ask students to draw or paint their heart when the light is on and when it is off. Afterwards, ask them to write beside each drawing what makes it turn on or off.

Friend of the Earth

We are all learning how to be friends of the Earth by helping our planet, but sometimes you may notice things people are doing to help or hurt nature. If you know the person really well, you might want to say to them:

The light of my heart is happy to see you helping our planet. Or,
Hey, can I share something you can do that will help our planet? When we help
the Earth the tiny light of our heart turns on.

— Contributed by Aldenora Uchôa, Brazil

Lesson 6

Planting Trees

Opening

Welcome the children and sing a song about the beauty of trees or nature.

Discuss

Tell the children that we need to help the environment by planting trees. Say, “Trees help human beings as when we breathe out, they take our old air and make oxygen so we can breathe new air. Trees also help the Earth in other ways. They help the land stay moist and healthy and help the air by taking in some of the pollution and giving healthy air. Trees protect our environment.”

Tree-planting needs cooperation from several children. Several can help dig a hole. One person can hold up the tree, one cover up the roots of the tree with earth, one can tread on the soil, and the last one fetch the water and water the tree.

Key elements in cooperation: through the practice of planting trees cultivate the children’s sense of protecting the environment and guide them to have a better understanding of division of work and cooperation among partners.

Preparation: Let the children prepare by collecting containers for water, small spades, pieces of paper, saplings and so on.

Activity

At the planting place, let the children find their own partners and cooperate in planting trees. After that let the children write down the name of their partners and their wishes on the pieces of paper and hang the papers on the tree.

After the tree-planting, let the children in different groups sing the song “Saplings” while moving around the trees. Through this they can experience the joy of the cooperation in planting trees and express their hope to grow up with the trees together.

Note: The tree-planting can take the form of cooperation between parents and kids.

The song, Saplings:

The lovely saplings wear
colourful clothes and green hats.
We sing and they dance with us.
We grow up together under the sun.
We sing and they dance with us.
We grow up together under the sun.

— Contributed by the LVE Team in China

For More Living Values Activities about the Earth

The first six lessons of the Simplicity Unit in the *Living Values Activities for Children Ages 3–7* book are related to conservation, and valuing nature and the environment.

CHAPTER THREE

Living Green Values Activities for Children Ages 8–14

These Living Green Values activities are intended to help students be more aware of the importance of taking care of the Earth and her resources. Part of that process is experiencing love and respect for nature and her creatures and learning about specific ways that they can help be a friend to the Earth.

At this age, we have included specific scientific information about the harmful affects of human actions on the ocean, rivers, animals, air and ground — and on human beings themselves. This information is first presented through a series of stories called the “Green Values Club”. The nine stories weave 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. A relaxation/focusing exercise is included at the end of many lessons to help the students feel safe and peaceful. Further activities and relaxation/focusing exercises can be found in the Living Values Activities books.

As with all Living Values Education activities, we encourage educators, facilitators and parents to take an LVE workshop to learn more about creating a values-based atmosphere and the importance of being an example who models the values. Please contact your country’s ALIVE Associate or Focal Point for LVE should you be interested. You can find their contact details on the Contact Us page of the LVE international website, livingvalues.net.

Enjoy doing the activities with the students! If you wish, we will be happy to post your activities and news of your outcome in our newsletter or the international website.

Thank you for helping take care of our Earth.

Lesson 1 A Nature Walk

Note to Facilitator: It is suggested that the students visit a place where they can enjoy the beauty of nature. It may not be convenient to do this at the beginning of this unit, but please try to arrange for them to walk in a park, visit a botanical garden or visit the sea shore or a river during the time you are doing the Living Green Values activities. If this can not be done at the beginning of this series of lessons, please proceed to Lesson 2.

Opening

Welcome the students and tell them that you'll be doing some Living Green Values lessons together about the environment, taking care of our animal friends, ourselves and the Earth. Play a song about the beauty of nature.

Lesson Content

Do Simplicity Lesson 5, "A Nature Walk" in the *Living Values Activities for Children Ages 8–14* book.

Lesson 2 The Ocean

Teacher 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>

Opening

Welcome the students and tell them that you'll be doing some Living Green Values lessons together about the environment, taking care of our animal friends, ourselves and the Earth. Today you will start with a story.

Lesson Content

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

Green Values Club, Chapter One *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 just 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 fluke!”

The fluke? 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 fluke."

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 fluke.

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 an hour. 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 fluke. 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.

So 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 fluke.

"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 the video of a whale being freed, if possible.

Lesson Content — Current 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

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

8–14: 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 being released as this resource is being written. Or, watch another film about the beauty of the ocean.

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

8-year olds: Allow the students to draw a picture from the story, or draw a picture of what they like about the ocean.

9–11: If you have access to the internet, google Kelp Forests and enjoy the beautiful pictures and the information that is provided on many sites.

12–14: Allow students to study kelp forests with the aim of experiencing their visual beauty, and understanding what helps them to thrive.

Lesson 3

How Trash Affects Marine Animals

Opening

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

Lesson Content

Green Values Club, Chapter Two

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. So 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: Dolfín Research Center’s website,
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 Facilitator: 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.

1. TRASH	2. PROBLEM(S)	3. SOLUTION(S)	4. 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 facilitator 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.

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

- ◆ What is a solution?
- ◆ What value would help create this solution? (For example, respect for the ocean, respect for animals, etc.)
- ◆ What would you like to see instead?

End with a song about the beauty of nature.

Lesson 4

Ocean Gyres

Opening

Welcome the students. Play 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.

Lesson Content

Vocabulary word: The facilitator 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>)

Green Values Club, Chapter Three

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 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 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. 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 a 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

8–11: 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.

12–14: 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.” (Same source as cited above.) Then allow the students to create posters with their message.

A Relaxation/Focusing Exercise: Sending Peace to the Earth

End with a relaxation/focusing exercise. Please play some relaxation music. Tell the students that you would like them to send peace to our Earth. Slowly speak the following, pausing appropriately.

“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.”

Lesson 5 **The Ocean’s Dead Zones**

Opening

Welcome the students. Play 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.

Lesson Content **Green Values Club, Chapter Four** ***We Can Make a Difference***

Katie talked to some of her friends at school on Monday. They were amazed to hear about the whale, felt sorry for the little gull, and totally didn’t know about the gyres.

“Why don’t you talk to the teacher?” asked Carol. “Let’s see if she’ll let you tell the class about the gyres and the poor animals that die because they eat plastic. Maybe we can all get involved in helping.”

“You really think everyone will want to?” asked Katie.

“Well maybe not everyone,” said Kinesha, “but kids our age have really good hearts. We care about our planet — and our animal friends.”

The girls talked to their science teacher at break and she was delighted. “Great,” Ms. Bennett said, “we’re starting our unit on the environment today. Katie, it would be great to have you share your story, and then let’s see what ideas everyone comes up with. Learning about things is good, but doing something for our Earth is proof that we care.”

Katie shared her story about the whale, the seagull and learning about the gyres with the whole class. She was a little nervous, and kept clearing her throat. She shared the ideas she and her family had come up with about reducing their use of one-use disposal plastic by 90 percent. Katie was amazed at the interest and the willingness of most of the students to commit to using less plastic.

“No more plastic bottles for me,” offered Dana.

“My aunt brings her own cup when she travels on planes,” offered Ta.

“No more plastic cups when I’m out,” said Maria, “I can ask for a real cup or bring my own.”

“Great ideas,” said Todd. “If it’s going to help, I’m willing to not buy plastic bottles of stuff. But, what if it’s really, really hot and I really want a soda? What if I buy it in a can?”

“Well, using an aluminum can is taking something you don’t need from the Earth,” said Ms. Bennett, “but IF you recycle it’s not so bad. It’s much better than using plastic.”

“Well, I don’t know,” said a girl named Pam in a doubting voice, “why should we even try? If just a few of us do this, it’s not going to help. We can’t affect thousands of square miles of toxic plastic soup.”

“Think of the one whale and the one seagull,” said Katie, all of the sudden feeling confident. “It was a small group of people that made a difference for them. Small groups of people can make a difference — and imagine what would happen if kids all over the world did this. Some adults are really into this already. What if all the kids got all their parents to help?”

Katie shared her parents’ idea about going to city council to ask for a ban on using plastic bags in the city. “I asked if I could invite some friends to go with us. Would anyone like to help?”

“Me,” “me,” “me” was heard all around the room. Katie, Carol and Kinesha beamed at everyone and Ms. Bennett looked pleased.

Ms. Bennett divided them into three action groups on Friday. One group was going to make posters to support the ban on plastic bags and another group was going to make up banners with slogans on respect for the ocean and the Earth by reducing the use of disposable plastic. The third group was going to create a petition to the superintendent to ban all Styrofoam and reduce the use of plastic.

Katie told Ms. Bennett that the city council meeting was going to be on Tuesday night and they were on the agenda. And Ms. Bennett told the whole class. “Everyone, if you want to go, you’ll need to have an adult with you as it is not a school event.”

“I’d love to go with you, Katie, to the city council meeting,” said one of the girls shyly. Tanya rarely spoke to anyone and usually looked a little sad, “but I have to go home right after school and then I can’t leave. My Mom is ... sick.”

Katie looked at Tanya carefully. Interesting, she had never noticed before but Tanya’s eyes were the same as George’s friend Tom and her hair was the same color and texture, a soft, thin brown. “Tanya, are you Tom’s big sister?” she asked.

“Yes, I am,” Tanya softly. “Do you know Tom? I hope he behaved himself around you,” she said, looking worried.

“He’s a good lad,” said Katie. “He was one of the boys who helped George and me with the gull.”

“I’m glad,” said Tanya with a little smile. “He could use a good experience.”

Katie had a feeling that Tanya could use a good experience, too.

George didn’t talk to his teacher, but he did talk to Tom, Hank and Kevin, his friends that had helped capture the seagull. They were amazed about the huge areas of toxic plastic soup in the ocean and appalled that so many animals were getting hurt.

“I want to help,” Tom said.

“Me, too,” said Hank and Kevin.

“Terrific,” said George. “I have an idea.”

George and Katie talked on the way home. Katie told all him all about Ms. Bennett’s science class on the environment.

“She told us,” said Katie, “that there are dead zones in the ocean where there is little or no oxygen due to fertilizer-run-off and nitrogen pollution. She said that there are 405 reported dead zones and that they are doubling every ten years!”

“That’s terrible,” said George. “So what happens in these dead zones?” asked George. “There isn’t enough oxygen for most fish to live?”

“Good thinking,” said Katie. “Unfortunately the fertilizer-run-off and nitrogen pollution and pesticides kill the kelp. She showed us some pictures of these really cool kelp forests. They are so beautiful. The kelp forests provide food and shelter to thousands of species — and 50 percent of the world’s oxygen! Ms. Bennett said it’s just as important to keep the kelp forests healthy as it is to keep the rain forests healthy!”

“So how do we stop the fertilizer-run-off and nitrogen pollution?” asked George.

“George, that’s a really great question, and we didn’t ask it,” said Katie. “Let’s ask Mama and Papa when we get home.”

Katie’s mind flashed back. What had Ms. Bennett said?

“The chemical fertilizers and pesticides pollute the rivers and ocean,” Ms. Bennett had said. “Unfortunately, this can also impact the ground water and negatively affect the quality of the soil. Food grown with pesticides has been shown to have harmful effects on humans, contributing to many different kinds of disease.”

Ms. Bennett had assigned different groups to research specific components of fertilizers and pesticides. Tanya was part of the group Katie was in. “Wow,” Tanya had whispered to Katie, “no wonder we have dead zones in the ocean! Gyres and dead zones. We humans are not taking good care of our world.”

Ms. Bennett had overheard, “You’re right, Tanya,” she smiled. “It’s important to take care of our world.” Tanya blushed at the positive attention.

Ms. Bennett continued, “I want each of you to really think over the weekend — and the next couple of months — about what one thing you can do that would have the most beneficial effect on the Earth and Ocean. What would happen if everyone on the planet did the same thing.”

Discuss

- ◆ Would anyone like to share their reaction to the story?
- ◆ What actions did the three groups take in the story?
- ◆ What do you think you can do to help solve this problem of plastic pollution that contributes to the gyres?
- ◆ Do you know any place that uses Styrofoam?
- ◆ Would you like to help encourage them to stop using it?
- ◆ How can you do that?

Lesson Content

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 in trouble

90% of the big fish are gone. Tuna, swordfish, halibut, cod, and flounder populations have been devastated by overfishing. Many of the fish caught today never even have the chance to reproduce.

Discarded plastic bags and other trash have formed a **toxic "plastic soup"** that is gathering in five massive ocean gyres around the world. As the plastic breaks down, it is eaten by sea animals, birds, and fish, causing illness and death. It eventually enters our diets, too.

There are a reported 405 ocean "**dead zones**" — areas where there is little to no oxygen due to fertilizer run-off and nitrogen pollution. Dead zones are doubling every ten years.

Our oceans account for 71% of the planet, but **less than 2%** of our oceans are protected. We have protections in place for nearly 12% of all land (through areas like national parks).

The ocean is at a tipping point. Oceanographer Sylvia Earle says human actions over the next 10 years will determine the state of the ocean for the next 10,000 years.

Activities

As a whole group, ask the students to decide on two or three actions that they could implement locally that would help the environment. Help them decide on actions that are practical, sensible and appropriate to their age and skill level — so that they are likely to succeed in fulfilling those actions. Allow them time to plan and/or write the necessary letters/proposals.

13–14: With this age group, as part of the above activity, you may wish them to further research their action. For example, if they decide to ask the school/school district or city to ban the use of Styrofoam, they may wish to know more about the negative effects on the environment and human health.

Lesson 6 One Thing Affects Many Things — Systems Thinking

Opening

Welcome the students. Play 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.

Lesson Content Green Values Club, Chapter Five *To the City Council!*

School was fun, but it was nice to get home. At dinner time, Katie shared what Ms. Bennett said about the dead zones in the ocean as they sat around the kitchen table. The sunlight was still softly lighting the trees and flowers outside. Birds were chirping their last calls of the day and flying through the skies as they did every night at dusk. Katie took another bite of corn bread.

Papa nodded. “Yes, Katie, all of this is connected. What we do as human beings ripples out with all kinds of consequences for the world. One thing affects something else and sometimes many things, and each one of those things affects other things and those things affect something else. The artificial fertilizers and pesticides affect the soil, the plants that grow and add pollutants to the water. Those are like small amounts of poison.”

“If we just take the effect on the water, then we could look at the effect on health of humans, the need for water purification systems and the effect of the run-off that your teacher described when it goes down rivers and into the ocean. In some rivers the fish are

dying off and mutating as a result of the pesticides. When rivers with a lot of artificial fertilizers and pesticides go into the ocean, it kills kelp, coral and fish. When the kelp dies off in those areas there is not enough food and oxygen for many fish to live. Added to that, the kelp is affected by overfishing as the kelp needs the waste products of fish to live. One thing affects another thing.”

“As human beings in this age,” said Mama, “we are just beginning to learn that we have to look and see the effects of something before we act. It is called systems thinking now. But native cultures understood it well hundreds of years ago. They would say, think ahead for seven generations.”

“George thought of a question I wish I’d asked Ms. Bennett,” said Katie. “George?”

“So how do we stop the fertilizer-run-off and nitrogen pollution?”

Mama smiled, “Stop using artificial fertilizers and pesticides.”

“Go organic?” asked Katie.

“Yes,” said Mama. “It takes work because the soil needs to be made healthy again, and crops need to be rotated, but it would sure help our Earth and its oceans immensely, and all of us humans and animals!”

“Wow,” laughed Katie. “Maybe you just gave me my homework answer!” She told them about Ms. Bennett’s homework assignment.

Papa laughed. “That’s a great homework assignment. “Shall we all think about that one?”

“It’s good we’re having this discussion,” said Mama. “I buy organic vegetables when it isn’t so expensive because I know it’s better for us, but I never thought about how it is much better for the earth and the ocean.”

“Mama, Papa, could we have a little organic garden?” asked Katie.

Papa looked at Katie with a little frown. “It’s a great idea, Katie, but it would take some work. You know your Mama and I both spend a lot of time working and your Mama already has enough to do.”

“I could help,” said George.

Katie flashed him a smile.

“Are you sure?” asked Papa with a little frown.

George nodded seriously.

“Consistently?”

Both George and Katie nodded.

“Okay,” laughed Papa. “I’ll help too. I’ll help with the first deep dig.”

“Yea!” chorused George and Katie.

“I had an idea,” said George. “You know how our family and our friends at school are promising to cut our disposable plastic use by 90 percent? Well, that helps stop the gyres from growing, but what about all the plastic trash now? Shouldn’t we be picking that up and recycling it so it doesn’t go into the ocean?”

Katie gave George a tap on his shoulder. “You’re totally cool for a nine-year old.”

“Smart, I’d say,” smiled Papa.

Papa said he wouldn’t have time to dig for a couple of weeks. The gull was doing quite well in his new home and getting stronger. Mama said he would be ready for a test flight in a week. He was getting fatter and healthier looking, much to Katie’s and George’s relief. They had named him Captain.

On Tuesday night, the family went to the city council meeting. Katie and George were really pleased to see so many of their friends and classmates. Even Ms. Bennett came. They all gathered outside with their posters, greeting each other and introducing their parents.

There weren’t enough seats for them all in the city council chamber, so some stood at the back, holding their posters so the council members could see them. When their turn to speak came, Mama stood at the microphone and asked the city council members to approve a ban on plastic bags being offered to customers at stores in their city. She suggested paper bags be offered instead or that people bring their own bags to carry away their purchases. She spoke about gyres and how it was important for the health of marine animals, our ocean and humans to stop the toxic plastic waste.

When Mama finished, all the students and their parents applauded. The city council president looked around the room and said, “It looks like this suggestion has a lot of support — and it would certainly be good for our Earth. Would any of you young people like to speak?”

Carol and Kinesha looked at Katie, and Katie shook her head no. All of the sudden, Katie saw Tanya out of the corner of her eye with a woman who looked too old and frail to be her mother, and then there was Tom stepping up to the microphone.

“I think George’s and Katie’s mother is right,” said Tom hesitantly. Then in one long breathe he said a bit louder, “There was a seagull the other day down at the beach that had an old plastic bag around it that must have been there for a long, long time and he was really hurt and we have to think about the ocean and the gyres or whatever they are called and the animals that get hurt and the Earth and stop being so selfish.”

Everyone applauded. They clapped again when all the members of the city council voted for the ban on plastic bags.

Tanya gave a radiant smile to Katie before quietly slipping out with her mother and Tom.

Discuss/Explore

- ◆ What good ideas did the people in the story have?
- ◆ What do you learn from the story?
- ◆ What values do you think Tom used in the story?
- ◆ What other values did you see?
- ◆ What effect did those values have in the story?
- ◆ What effect would they have for us in our current environment?

Activity

Ask the students to make a flow chart of the effects described in one of the paragraphs of the story. (The paragraph from the story is below.) If necessary, model how to do that, placing the word “water” at the highest point on the whiteboard, drawing three downward arrows, and then continuing to show how one thing affects other things.

“If we just take the effect on the water, then we could look at the effect on health of humans, the need for water purification systems and the effect of the run-off that your teacher described when it goes down rivers and into the ocean. In some rivers the fish are dying off and mutating as a result of the pesticides. When rivers with a lot of artificial fertilizers and pesticides go into the ocean, it kills kelp, coral and fish. When the kelp dies off in those areas there is not enough food and oxygen for many fish to live. Added to that, the kelp is affected by overfishing as the kelp needs the waste products of fish to live. One thing affects another thing.”

Ask the students, and help them as necessary, to add other factors to the flow chart. For example, some fish dying off results in less fish for consumers and less recreational fishing; it may also result in poorer health for those who eat sick fish. Where does “dead zones” go in the flow chart?

Now do two more flow charts, one for “Using Pesticides” and another for “Organic Farming”.

8–11: Ask the students to write a poem or a song about any one of the topics in the story. Allow those who wish to do so to share their poem or song with the class. Perhaps choose one to recite or sing together.

12–14: Allow the students to form small groups and investigate the effects of using pesticides versus organic farming and list all the factors that are affected. Then ask them to create a large mind map, with pesticides on one side and organic on the other of the central circle. Use the same topic branches on each side and detail out all the effects, using the flow chart effect on the branches and sub-branches to show how one change affects many things. Allow them to illustrate the mind map.

End with the Relaxation/Focusing Exercise, Sending Peace to the Earth.

Lesson 7 The Exchange Between Trees and Humans

Opening

Welcome the students. Play 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.

Lesson Content

Green Values Club, Chapter Six

Trees, Oxygen and Hope

Katie felt wonderful the next morning when she awoke. It was gray and overcast with a bit of wetness in the air. She slipped outside to feed the gull. “Did you hear, Captain?” she said softly, “The city banned plastic bags and we’re all going to work together to try and make our oceans and beaches safe again so you and your friends can be healthy and free. We’re going to have our first beach clean-up on Saturday.”

The gull seemed to like her pats now. “And, you get to fly again on Saturday — in only four days! Mama said your wing is almost healed.”

In science class they were now studying about the rain forest, deforestation, the interchange of oxygen and carbon dioxide between plants and humans.

“So what can we do to help?” asked Todd.

“Well, if humans need the oxygen to breathe, and trees and plants produce that and process the carbon dioxide we exhale, what do you think would help compensate for the deforestation?” asked Ms. Bennett.

“Plant plants?” said Todd.

“Good thinking. And what are durable, long lasting plants?” asked Ms. Bennett.

“Trees!” said Todd, with a few echoes from around the room.

“Great,” smiled Ms. Bennett. “Actually, the United Nations Environmental Protection agency has a project asking people to plant one tree per person to help offset our carbon footprint. There was a one billion tree project in China and they achieved their goal of planting one billion trees. Green helps!”

“Speaking of green,” she said, “Katie asked me if she could make an announcement just before the end of class.”

Katie stood up in front of the class with Carol and Kinesha. “I’ve been talking with my family and Carol and Kinesha. My little brother wants to have a beach clean-up on Saturday. We could do it in the morning and play volleyball afterwards. Anyone interested?”

“Sounds great,” “Sounds good.” “Count me in,” sprang from all corners of the room.

Katie, Carol and Kinesha beamed. “Terrific!”

“Ms. Bennett said maybe we could even do it as a school project,” said Carol. “What do you think about calling it Seagulls?”

“What about the river that comes down into the cove?” asked Pierce. “Don’t we want to clean that up too?”

“Yeah, maybe we need a name that would mean more to more people,” said Megan. “Clean water?”

“How about Green Values Club?” suggested a small voice from the back of the room. Katie was surprised to hear Tanya speak up in class. Everyone else must have been surprised too because they all turned to look. Tanya blushed.

“Great idea,” said Todd, looking at Tanya.

“Yeah, terrific idea,” said Dana.

Katie smiled, and Carol and Kinesha looked pleased. “Everyone in agreement?” asked Katie.

Even Pam nodded yes.

The day of the Green Values Club beach and river clean-up was sunny and bright. A few parents and whole families joined them. Half of the helpers picked up plastic and other things they could recycle, and the other half picked up trash that could not be recycled. The bags got a little heavy, but Papa and a few other parents would meet them, take the full bags and give them empty ones. Papa had arranged with the city to pick up all the trash bags later.

Some of the kids met at the beach and others who lived closer to the river walked down the river while picking up trash and met them for volleyball at 11:00. The older kids played volleyball and George and his friends went body surfing.

Katie was feeling hot and sweaty after an hour of picking up trash when she heard her name being called. She was surprised to see Tanya running toward her.

“Hi, Katie, hi Carol and Kinesha, I got to come! I haven’t been to the beach in years!”

As Carol and Kinesha went ahead, Katie waited for Tanya to catch up.

“Why haven’t you been to the beach in so long?” asked Katie.

“Well,” said Tanya, reaching down to pick up some trash, and turning a little away from Katie as she spoke in one long sentence, “the short story is my Dad got into drugs about four years ago, and got really mean, and then got killed in a fight two years ago, and my Mom got really depressed and started taking drugs too and so I had to be at home all the time with her because she won’t let me go anywhere and was crying all the time, only Tom could go anywhere cause she couldn’t handle him and he would just leave, and now with what we are doing with green values it’s like she has hope and I told her about your organic garden you want to make and she used to live on a farm when she was little and

loved to garden and when she went to college she was a botanist and she said that if we kids could do something for the world then she had better start getting her own act together and so she stopped the drugs and is in rehab and said I could come this morning and said if you want her to help she would be honored to help you with your garden because she was going to be okay again.”

Tanya was still looking down.

Katie reached out and squeezed Tanya’s hand. “I’m so glad you told me.... I would like your Mom to help me with the organic garden. Would you and Tom like to help too?”

Tanya looked up. “Love to,” was all she could say.

Tom, Hank and Kevin came home with George after the beach and river clean-up to watch Captain being released.

“Do you think he’s ready, Mama?” asked George.

“Let’s see,” smiled Mama.

“We’ll leave the box out with food and water for a couple days just in case he’s not strong enough to go far,” said Papa.

The boys lifted the stones and grill off the box. Katie lifted him out and put him on the railing of the patio and Mama carefully took off the gauze tape holding the one wing. “Okay, Captain,” she said, “you’re free.”

Captain looked at her, flapped his wings a few times and took off.

Shouts of “Look at him go!” and “Go, Captain!” filled the air as the gull flew into the blue sky.

Discuss

- ◆ What feelings did you notice in the story?
- ◆ What values did you notice in the different people in the story?
- ◆ It sounded like Tanya’s mother was very sad and had lost hope. Knowing that the young people were working to help do something positive for the environment gave her hope in the story. What is the feeling of hope? Do you think it increases our feelings of courage?
- ◆ Have any of you ever felt discouraged? What helps you feel encouraged again?
- ◆ Who remembers what we humans exhale?
- ◆ What do the trees and plants do with that carbon dioxide?
- ◆ Would you like our environment around here to be “greener”? (If the answer is “yes”, ask, “How do you think we could make that happen?”)

Activity

8–14: Explain more about the interchange of oxygen and carbon dioxide between plants and humans, how human beings breathe in oxygen and breathe out carbon dioxide and

how plants take in the carbon dioxide and create oxygen. (For older students, allow them to research this if there is time and they do not yet have this knowledge.)

Then say, “The relationship between human beings and nature is very important. Our life depends on the creation of oxygen from nature and we also benefit so much from the beauty of nature.”

Do something with nature today, perhaps planting a tree or planning to plant one, or taking a walk in a park and writing a poem to a tree or having a tree write you a poem. What would the trees of the world say? Allow those who wish to share a poem from a tree to do so.

End with a relaxation/focusing exercise of their choice or a song or two about the beauty of the Earth or ocean.

Lesson 8

Growing Organic and Being Vegetarian Affects the Ocean

Opening

Welcome the students. Play 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.

Lesson Content

Green Values Club, Chapter Seven

An Organic Garden

“A perfect day to dig,” joked Papa the next weekend as they sat and ate breakfast at the kitchen table. “You kids sure do have us working!”

“Papa, I wanted to ask if we could do a beach clean up every week,” said George.

“And never relax another weekend in my life?” Papa joked. He looked at George’s disappointed face.

“George, the clean-up is a great idea and I know you’re enthusiastic,” Papa said more seriously, “but I would suggest once a month. You and everyone else can always pick up trash whenever you see it — but there are other things to do in life so you might get more people if you do it once a month. That way you can keep the enthusiasm high.”

George nodded.

“What do you think, Lisa?” Papa asked.

“Well said! It’s nice to relax and rest occasionally, you two!” Mama smiled at both George and Katie. “But, I was thinking it would be nice to have a picnic on the beach the next time we do a clean-up.”

George gave her a wide grin, “Could we?”

A few days earlier, Katie had asked if Tom, Tanya and Tanya's mother could come and help in the garden. The three of them came over after breakfast. They arrived a little shyly, quietly knocking on the front door and saying very little. Tom hung back, unlike his usual boisterous self. Katie noticed how pale their mother looked. But, she had a pretty smile and was soon digging with Papa and Katie, George, Tanya and Tom.

It was a beautiful morning outside. The sun was slanting down, creating pools of light on the greens, blues, yellows and pinks. The earth smelled good as they dug.

"I've been missing the earth," Tanya's mom said when she finally spoke. "We live in a little apartment so it's really nice to be here and feel the soil. This looks really healthy — and you have great worms."

She had brought some seeds and small vegetable plants with her and soon they were all chatting and planting the seeds and plants in the fresh new rows of earth. Tanya's mom told them in which direction to make the rows so the plants would get maximum sun, and showed them how deep to plant the seeds and plants.

It took a long time to dig and make the rows, so Mama invited them for lunch. The little family of three looked happy as they left.

When they were leaving, Tanya hung back to whisper to Katie, "Thank you, thank you, thank you."

Katie had told Mama and Papa what Tanya had told her about her mom.

"How sad," Mama said. Papa had nodded.

"Why would she take drugs when she didn't like her husband taking drugs?" asked Katie.

"Well, it sounds like things were really rough," said Mama. "Sometimes people take drugs because they have emotions they can't deal with, like hurt or fear. When so many bad things happen, life can feel overwhelming. I'm glad you welcomed them to come and help in the garden," said Mama. "People need to have hope and something valuable to do."

"Aristotle used to say that happiness is a result of virtue. Doing something good will help her be happy again," said Papa.

Later in the weekend, Katie announced at dinner, "I've decided on my answer to Ms. Bennett's homework question about one thing we can do that will most benefit the planet."

"What's that?" asked Mama.

"Be a vegetarian that eats organic food," said Katie.

"How would that help?" asked George looking puzzled.

“Well,” said Katie enthusiastically, “if everyone was a vegetarian then people wouldn’t fish and we wouldn’t be overfishing and killing millions of fish, and if we all ate organic food then we wouldn’t be poisoning the ocean and creating dead zones and the oceans would have healthy kelp forests and enough oxygen for a healthy ocean and enough fish again for the whales and the whales and dolphins wouldn’t be getting trapped in nets because no one would be using nets!”

“You’ve really been thinking about this,” said Papa, looking a little surprised.

“And,” said Katie with a big smile, “that’s not all. If everyone was a vegetarian, then we wouldn’t be deforesting the Amazon because of the production of cattle and the demand for meat and the output of greenhouse gasses would be less so the whole planet would be healthier.”

“Good reasoning,” said Mama.

“But you’re not really going to do it are you?” asked George.

“Do what?” asked Katie.

“Be a vegetarian.”

“Well,” said Katie, with a pause and a pleading look at her parents, “I was thinking that maybe I can’t be a vegetarian that eats *only* organic food, but I could be a vegetarian that eats as much organic food as we can get.” She took a deep breathe as she looked at Mama and Papa. “I would really like to try it. Can I please? I really do think it would help our planet.”

Mama looked at Katie, and then at Papa. “Luke?”

Papa looked at Mama. “It’s okay with me. She has some great reasons. Is it okay with you?”

“Oh Katie,” Mama said with a tiny worried look. “You would have to promise me that you would eat healthy.”

“The World Health Organization says it’s the healthiest diet for human beings,” said Katie.

“If you eat healthy,” said Mama firmly. “Promise?”

“Yes.”

“Okay. Then it is okay with me,” Mama said.

Katie sprang up and gave Mama and then Papa a big hug.

“I am proud that you’ve really thought about it and want to help our planet,” said Mama.

“Is it okay if I’m a vegetarian with her for two months and see if it works for me?” Papa asked Mama with a quizzical look.

Mama just laughed as she looked at her husband. Then she looked at her son with a questioning look. “George?”

“Not me,” cringed George. “It wasn’t my homework!”

“Okay,” laughed Mama. “Two veggies and two non-veggies. But if you two don’t eat healthy, I’m changing my mind!”

Discuss

- ◆ What values did the people in the story show?
- ◆ Aristotle, a famous philosopher from the time of the ancient Greeks, said that happiness is a result of virtue. What does that mean?
- ◆ I want you all to remember a time when you were especially kind. How did you feel afterwards?
- ◆ If you had a little garden, what would you plant?

Activity

8–12: Work on the environmental project that the class has undertaken.

13–14: Allow the students to divide into three groups and study the following. Group One, the deforesting of the Amazon; Group Two, the impact of the production of cattle, chickens and other animals in response to the demand for meat and the relationship of this to the output of greenhouse gasses; and Group Three, the effect of greenhouse gases on the climate and global change. Allow each group to share their findings and understand the relationship of each to the information of the other two groups.

End with the relaxation/focusing exercise, Sending Peace to the Earth.

Lesson 9

Reducing Our Carbon Footprint

Opening

Welcome the students. Play 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.

Lesson Content

Vocabulary word: Please share with students the meaning of carbon footprint.

Your carbon footprint is the sum of all emissions of CO₂ (carbon dioxide), which were induced by your activities in a given time frame. Usually a carbon footprint is calculated for the time period of a year. (Source: <http://timeforchange.org/what-is-a-carbon-footprint-definition>)

Say, “To reduce your carbon footprint means that you are reducing your negative effect on the Earth.”

Green Values Club, Chapter Eight ***Carbon Footprints***

“It’s sort of like anything,” laughed Papa, “it’s easy *after* you figure it out!” It was early Monday morning and he and Katie and Mama were laughing as they ate breakfast and talked about what to pack for their Papa’s and Katie’s vegetarian lunch. They usually had fruit and oatmeal for breakfast, so breakfast was easy.

Katie and George went out after breakfast to water their organic vegetable garden before school.

“Look, these little plants over here must have grown a whole inch since Saturday!” said George. They were delighted with their garden.

But it was a bit of a rough day for Katie at school. She didn’t have the usual lunch at school because it had meat in it and a couple of kids gave her a hard time when she told them she was going vegetarian.

“Oh, leave her alone,” said Kinesha after one of the students said, “What are you going to eat when we have a barbeque, a carrot?”

“They act like there’s nothing to eat if you’re a vegetarian,” said Katie, swallowing a lump in her throat.

“Just stay in self-respect,” said Carol. “Some people get upset with others sometimes when someone does something they feel they should do but don’t have the strength to do.”

“It’s not like I’m saying I’m better than them,” said Katie forlornly. “I respect their choices. I don’t make fun of them.”

“And that’s one of the reasons you’re so wonderful, Katie,” said Carol. “You really do respect every one.”

It was a relief to be in science class as all the students were part of the Green Values Club and supported whatever anyone was doing to help the environment, even Pam. When she heard from a friend that Katie was going to be a vegetarian, she smiled at Katie and said, “You have more determination than I do. Good for you.”

Katie was surprised. “Thanks, Pam.”

Ms. Bennett taught a class on greenhouse gases and the effect on global change. She explained more about the gases released by using cars, planes and buses as well as the raising and slaughtering of pigs, cows, sheep, turkeys and chickens.

“I saw a commercial when I went to Denmark,” offered Megan. “It showed a man who was a vegetarian driving a large car and another man on a bicycle who was not a

vegetarian and asked which one had a bigger carbon footprint. The surprise answer was the vegetarian driving the big car had less of a carbon footprint! I had no idea being vegetarian could help so much.”

Kinesha and Carol looked at Katie and smiled.

At the end of class they spent time talking about how to reduce their use of electricity and gas. There were the usual things like turning down the heat and wearing a sweater when it’s cool, turning up the thermostat and taking off the sweater when it’s hot, and bicycling and walking more when possible. Ms. Bennett also introduced them alternative green technology.

“Solar power is really advancing,” she said, “and becoming more affordable. Some schools are converting to solar power for their electricity, and some of the electricity-recharging stations for the electric-powered cars are being powered by solar power — so there are no emissions at all.”

The students had a great time researching the subject and were delighted to find a new technology that could convert disposable plastic back into petroleum. “The challenge of course,” said Ms. Bennett, “is making that sort of thing widely available. It’ll be wonderful to see all the things that are invented in the next decade to help.”

One day they discussed reducing their consumption of “things” and the importance of considering what you are taking from the Earth when purchasing. “Not something most teenagers want to hear,” smiled Ms. Bennett.

The next couple of months were great. Tanya, Tom and their mother, Nancy, were coming over once a week to help with the vegetable garden. Their mother was looking less pale and much stronger. She was teaching Katie and George about composting. And they had beach and river clean-ups every month, with volleyball and swimming afterwards — and picnics every other time. George was so pleased. More kids and their families were getting involved and picking up trash whenever they saw it and the beaches and rivers were much cleaner.

“Class,” said Ms. Bennett one day, “three months ago I asked you to think about what one thing you could do that would have the most beneficial effect on the Earth and ocean — and what would happen if everyone on the planet did it? Your project will be due next week. On Wednesday, one-third of you will be able to present your proposal, with another one-third of you on Thursday and the last third on Friday. You can mind-map your ideas or present your ideas on poster board. Those of you who wish to give a PowerPoint presentation for your three to five minute talk may do so, but you will also need to create a poster. The following week I will ask those with similar ideas to get together in groups and create songs, poems or skits/dramas. We will end the semester with those. So, ladies and gentlemen, begin creating!”

Discuss

- ◆ How do you think Katie felt when someone made fun of her being a vegetarian?
- ◆ How do you feel when others make fun of you or a friend of yours?
- ◆ What anti-value are they using?

- ◆ What value could they use instead?
- ◆ Does anyone have any questions about the story?
- ◆ Have you thought about the homework that Ms. Bennett gave to Katie's class? What is one thing you can do that will help our Earth and the ocean — and what would the effects be if everyone in the world did that? (Accept as many answers as they wish to give and list them on a piece of flipchart paper and save the list for the next Living Green Values lesson.)

Lesson Content

Please share the following as it explains more about what a carbon footprint means and what kinds of human activities cause the release of carbon dioxide — in addition to breathing! Please simplify the language for young students.

Source: <http://timeforchange.org/what-is-a-carbon-footprint-definition>

The total amount of greenhouse gases produced to directly and indirectly support human activities, usually expressed in equivalent tons of carbon dioxide (CO₂).

In other words: When you drive a car, the engine burns fuel which creates a certain amount of CO₂, depending on its fuel consumption and the driving distance. (CO₂ is the chemical symbol for carbon dioxide). When you heat your house with oil, gas or coal, then you also generate CO₂. Even if you heat your house with electricity, the generation of the electrical power may also have emitted a certain amount of CO₂. When you buy food and goods, the production of the food and goods also emitted some quantities of CO₂.

Human-Related source of Carbon Dioxide

Source: http://www.epa.gov/climatechange/emissions/co2_human.html

A variety of human activities lead to the emission and removal of carbon dioxide (CO₂):

- The largest source of CO₂ emissions globally is the combustion of fossil fuels such as coal, oil and gas in power plants, automobiles, industrial facilities and other sources.
- A number of specialized industrial production processes and product uses such as mineral production, metal production and the use of petroleum-based products can also lead to CO₂ emissions.
- Carbon sequestration is the process by which growing trees and plants absorb or remove CO₂ from the atmosphere and turn it into biomass (e.g., wood, leaves, etc.). Deforestation, conversely, can lead to significant levels of CO₂ emissions in some countries.

On the One World One Ocean website they suggested that people do four things to help the Earth and ocean.

- Use less electricity
- Use less gas
- Offset your carbon footprint
- Lower your food miles

Discuss

Say, “Please tell me what reducing your carbon footprint means.” (Help them understand if they are still not clear about the concept.)

- ◆ How can you use less electricity?
- ◆ What if the electricity is solar powered — would that be better for the planet than using electricity made from coal or oil? Why?
- ◆ How can we use less gasoline?
- ◆ Would walking and bicycling more help reduce your carbon footprint?
- ◆ What if you had a car powered by electricity? Why would that be better for the planet?
- ◆ What if the electricity in the car was recharged by a station that used solar power? Would that reduce the negative effect on the planet even more?

Offsetting your carbon footprint means doing something “green” to help the planet to negate the effect of the carbon dioxide emissions. So, planting trees would help if you drove a lot and used a lot of gas.

- ◆ We can all plant trees, and that would “offset” your carbon footprint, but we need to work both ways, doing something beneficial for the Earth and reducing our carbon footprint. So, how can you reduce your carbon footprint?
- ◆ How can you lower your food miles? What do you think that means? (Buy locally-grown food.)
- ◆ What else do you think you can do?
- ◆ Do you think we can do anything differently in this class that would help?

Activity

Ask the students to draw a large footprint on a piece of paper. Inside the footprint they are to write all the things that contribute to their carbon footprint. Ask them what things they think they can do to reduce their carbon footprint. For example, they can walk or bicycle more or not buy so many material things. They can repair or recycle their toys and other material things. They can also reduce their footprint by planting a tree or ____? Ask them to make another picture with another footprint that is smaller, writing all the things they can do to make that happen.

End with the relaxation/focusing exercise, Sending Peace to the Earth.

Lesson 10

What’s One Thing I Can Do to Help the Earth?

Opening

Welcome the students. Play 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.

Lesson Content

Green Values Club, Chapter Nine

Living Green Values

You could feel the excitement of the students in science class on Wednesday. Ms. Bennett had posted a sign-up sheet for the presentations on Monday. Some of the kids wanted to be first and some wanted to be last, so those spots were taken first. Empty spaces were awaiting their posters on the wall.

“I just want to get it over with,” Carol had muttered.

Todd had already signed up for the first spot. He gave a very good presentation on the beneficial effects of solar and wind power on the climate. He thought switching from carbon-based energy production to renewable sources would stop the rising temperature of the planet and consequent slow melting of the ice caps and rising sea levels. He showed the system changes it would make, including cleaner air, the savings of not moving entire island-based communities, and the many health benefits, such as less children being affected by lead poisoning near freeways. He ended to applause from the class — and gave his classmates a smile of relief. “Glad it’s over!” he said.

Carol was second. She was also a little nervous. “I will start with a song,” she said to everyone’s surprise. Her clear voice was pretty as she sang ... and comical as she slowed down dramatically on the last line of each stanza.

Be friends with each other,
Be respectful and kind,
To children and adults and all of humankind,
Don’t forgot the animals on the earth and in the sea,
Be friends to them all, like you are to me.
Friends ... pick up ... their ... trash

Don’t pollute the water,
Don’t waste things please,
Don’t poison the ground,
the water, sky or trees.
Pick ... up ... your trash!

If we can do this,
Imagine what will occur,
Kelp forests will blossom,
And land mines disappear!
Pick ... up ... your trash!

Humans are smart,
But learn to be kind,
Then we’ll all live safely,
And have a wonderful time.
Pick ... up ... your trash!

Everyone laughed and sang the last line with her. Picking up trash was the center circle of Carol’s mind map poster. She had cleverly defined trash as anything that was harmful to humans or animals, so land mines were included. Each branch radiating from the middle was filled with factual details showing the many effects of picking up trash. Under clearing land mines was the increase in agricultural land and food production,

reduced deaths and amputees, lower medical costs, greater well-being of families and increased production for society.

Each and every presentation was filled with good reasoning and enthusiasm. Some students were more nervous than others, but their work and determination showed through. Some were creative, some funny and some artistic. A lot of good ideas came out.

Katie was a little nervous about presenting her mind map. She'd worked hard on the facts and had taken pictures of the organic garden. She had many branches coming from the center circle that noted the benefits, included a reduction in greenhouse gasses, pollution of rivers and dead zones in the ocean, and an increase in the nutritional value of food and healthy kelp forests. Katie gave the class a big smile when the clapping finished.

The presentations continued Thursday and Friday. The last name on the sign up list was Tanya's. Tanya came up slowly to the front of the class with a big roll of paper. It was much bigger than the other posters that had been presented.

Tanya stood up and smiled at everyone. Katie noticed that Tanya was less pale and looked more confident than she'd ever seen her look before. "Would someone please help me by holding this?" she asked.

Todd and Pam were there before Katie was halfway out of her seat. When the very large poster was unrolled all the students gasped and Ms. Bennett started to laugh.

The poster was gorgeous. The circle in the middle was a picture of the Earth from space and there was a green circle around that with white letters. There were an amazing number of branches and sub-branches on the mind map and each and every inch of the poster was covered with fine writing and hand-drawn pictures. Around the picture of the Earth the words written were, *Living Green Values, Respect and Care for Earth, and its Humans and Animals.*

Everyone started clapping. They clapped so long Katie could see Tanya's eyes swimming in happy tears.

"I thought that if we really respected the Earth and all humans and animals we would do all the things we've been talking about," said Tanya. "So I just wrote them down."

The next week was fun. Ms. Bennett had them get together in small groups to create skits/dramas on the environment and songs and poems. Pam asked if they could do a show for the other students at their school and at the primary school. Pam sure was smiling a lot more now. "Hmm," thought Katie, "I think she has more hope."

Ms. Bennett accepted Papa's offer to take the whole class out on his work boat for a picnic on the little island near the place where Papa had found the whale. George and his friends, Mama, and Tanya's mom, were coming too.

"But," said Katie to the class with a somewhat worried look, "everything's going to be organic and vegetarian. Is that okay?"

Shouts of “Yes!”, “Hooray!” and “Let’s hear it for veggie burgers!” filled the air.

Discuss

- ◆ In addition to learning about the environment, what else do you think Katie’s class learned?
- ◆ What do you think helped Tanya and her mother?
- ◆ What are other values besides respect and care that you think about benefit the Earth?

Activity

Bring out the list that the students created during the last lesson to Ms. Bennett’s homework question. Ask:

- ◆ Is there anything else that you would like to add to this list?
- ◆ Is there anything that you would like to take away?

Help them in forming groups to mind map their ideas, showing how that one thing, if everyone did it, would affect many other things in the world.

If there is time, allow each group to share their results, they may need more time to make their mind map complete. Older groups may wish to research some of the results so they can do a thorough job.

End with the relaxation/focusing exercise, Sending Peace to the Earth.

Lesson 11

Advertising Fools Us into Buying More Than We Need

Opening

Welcome the students. Play 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. If some of the groups have not shared their mind map, please allow them time to do so.

Lesson Content

Say, “In Chapter Eight of the Green Values Club stories we read, it said that Katie’s class discussed reducing their consumption of “things” and the importance of considering what they are taking from the Earth when purchasing. Today let’s look at the role advertising plays in increasing our desires to buy “things”.

Do Simplicity Lesson 8, “Simplicity Is Being Natural, Simplicity Is Beautiful” in the *Living Values Activities for Children Ages 8–14* book.

End the lesson, by playing a simple game or cultural activity that does not require purchasing anything. This could be a circle game with physical movement and song, a

native cultural dance or song, a camp game or line dancing with a chant. Enjoy simplicity!

Lesson 12

What Is the Real Message?

Opening

Welcome the students. Play 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.

Lesson Content

Do Simplicity Lesson 9, “What Is the Real Message?” in the *Living Values Activities for Children Ages 8–14* book with young people ages eight through fourteen. Please do the homework assignment for a week.

Before the end of the lesson, enjoy another simple game or cultural activity that does not require purchasing anything.

End with a relaxation/focusing exercise of their choice.

Lesson 13

Freedom From Desires

Opening

Welcome the students. Play 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.

Lesson Content

Do Simplicity Lesson 10, “Freedom from Desires” in the *Living Values Activities for Children Ages 8–14* book.

Activity

Create a list of healthy things to do that you can enjoy and that are good for our Earth — and do one of them.

End with a relaxation/focusing exercise of their choice.

Lesson 14

Native Values

Opening

Welcome the students. Play 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.

Lesson Content

Say, “Today we are going to learn about native cultures. Some of the most beautiful things in the native Brazilian cultures are their dances and music.”

Invite them for a circular dance with native tribal background music, or show a short video of a dance or festivity of a native group.

Say, “Knowledge about native cultures teaches us a lot about wisdom, simplicity and respect for nature and others. Stories of Brazilian Indians from long ago and today are full of very useful teachings for today’s world. For example, Brazilian Indians have made many contributions to the world’s medicine with their knowledge about plants. There are many wonderful stories that are told by indigenous tribes. One of these is Maué Tale, the care of the big for the small. This is from the Tapajós/Madeira cultural area in the north of Brazil and it teaches us about respect for differences and the importance of dialogue and honesty.

Read the following story to the class.

The Maué Tale — The care of the big for the small

When the world was created, night did not exist yet. There was only day. Light was everywhere. The only place light could not reach was deep down in the water of the river. However, no matter how much they tried, the Maué people could not sleep. They were always tired and had sore eyes because of the excessive light.

One day, one of them filled himself with courage and went to talk to the Great Snake. Totally dark, it was considered the absolute Lord of the night. It kept the night imprisoned in the deepest water at the bottom of the river. The Great Snake heard the Maué Indian’s complaint. Having seen his skin, tanned by the blistering sun, and the soreness in his eyes as a result of too much light, the Great Snake felt sorry for him. Very reluctantly, as it was well aware of the risks, the Great Snake proposed an agreement:

“I am big and strong, I can defend myself, I don’t need anyone,” he said. “But many of my relatives are small and defenseless. Nobody takes care of them. Especially you, who walk around and, by not watching your step, kill them without mercy. How are they to defend themselves? So I propose the following agreement, I will give you a coconut full of night if you find me poison and agree that I can distribute it among my tiny, defenseless relatives. The big ones do not need it because they can defend themselves. So, Maué, you and your community, if we make this agreement, look carefully when you walk around. Watch where you place your feet so you do not step on the small animals; they will be able to defend themselves.”

The Maué accepted the proposal. He ran to the woods and soon came back with the poison for the Great Snake. The Great Snake immediately distributed the poison among his small vulnerable relatives. In exchange, it gave the Maué Indian a coconut full of

night. At the moment of the exchange, the Great Snake warned him, “Never open the coconut outside the hut.”

The Indian promised to keep the agreement. But the other members of his community were very curious. They wanted to get to know the longed for night right away. They gathered in a circle in the middle of a clearing and they opened the mysterious coconut. And that is when misfortune took over, for darkness instantly covered the whole world. Nothing could be seen anymore. An unpredictable and terrible anguish invaded the Maué hearts.

With their anguish there was a general rushing, people ran in different directions. Nobody thought about the small animals. And they did not remember that some small animals had already received poison from the Great Snake. The first to receive the poison were the spiders, the small snakes and the scorpions. All of them defended themselves from the Indians by biting their feet and legs. It was a calamity.

The few survivors of the poisonous bites learned how they needed to behave. From that time everybody began to be careful with the small animals. They learned to not step on them to avoid being bitten and they lived peacefully and with great respect for them.

Available at: <http://leonardoboff.wordpress.com/2012/01/10/por-que-os-grandes-nao-cuidam-dos-pequenos/>

Discuss

- ◆ What aspects of the Maué culture do you think are important for today's world?
- ◆ What was their message in the story?
- ◆ How do they show their respect for nature?
- ◆ How do they respect the role of each living being?

Artistic Activity

Through writing or drawing, ask the students to express respect for others and for nature following the Maué cultural view.

Once they're done, put their creations on a panel/bulletin board. Ask the class to give the display a title.

— Contributed by Paulo Barros, Brazil

Lesson 15

An Environmental Project

Opening

Welcome the students. Play 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.

Environmental Project

IF the class has not already done an environmental project, or if they would like to do another one: Ask the students to think about what they would like to do as an ecological project that would benefit the school, organization or community. They may wish to consider gardening or agriculture. Is there a space to have a garden in your location? Perhaps learning more about energy usage or solar power, or making solar cookers would be of benefit in your community. What about recycling, keeping the shore, local river or waterway clean of trash?

With older students, they may wish to form groups and do two or three projects. Please help them make their plan practical, so it is possible for them to achieve their goal. One of the options could be to spread the word about the importance of reducing our carbon footprint and sensible, constructive ways to achieve such. This could be achieved through the next lesson, that is doing skits/dramas and artistic presentation about conservation to the wider community. (If you would like to see a list of further ideas, to spark the ideas of your students, please see Lesson 17 in the Young Adults section of this resource.)

Ask each group to present a plan/proposal.

End with the relaxation/focusing exercise, Sending Peace to the Earth.

Lesson 16

Artistic Creations for the Earth and Her Ocean

Opening

Welcome the students. 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.

Artistic Expression

Allow the students to form groups and create songs, poems, dramas/skits about the Earth and her ocean, highlighting some of the things they think are most important. Give them time to create and then perform.

Perhaps they could share a few of the items with another class or a younger grade level at another time.

Have a wonderful time celebrating what they have learned.

Please encourage them as they carry through with their environmental project(s). Allow them to report as you continue with other Living Values Activities.

End with the relaxation/focusing exercise, Sending Love and Peace to the Earth.

For More Living Values Activities about the Earth

You may wish to do some of the remaining lessons of the Simplicity Unit in the *Living Values Activities for Children Ages 8–14* book.

CHAPTER FOUR

Living Green Values Activities for Young Adults

These Living Green Values activities are intended to help students be more aware of the importance of taking care of the Earth and her resources. Part of that process is experiencing love and respect for nature and her creatures and learning about specific ways that they can help be a friend to the Earth.

For this age, we have included specific scientific information about the harmful affects of human actions on the ocean, rivers, animals, air and ground — and on human beings themselves. This information is first presented through a series of stories called the “Green Values Club”. The nine stories weave 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. Please allow them to go with their interests, motivation and project ideas — allow them time to research, do projects and be constructively creative.

Paulo Barros contributed five activities to this young adults section. He has highlighted recent ideas about the importance of exploring the effects of not only man on the environment but exploring how social prejudice, anti-values and injustice impact us all, and our Earth. Mr. Barros is an outstanding secondary/high school teacher and has been involved with Living Values Education for more than a decade. He served as the coordinator of LVE activities for all of Brazil and currently coordinates one of the five LVE regional groups. He is an author of numerous articles about values education and an amazing gentleman who truly walks his talk.

A relaxation/focusing exercise is included at the end of many lessons to help the students feel safe and peaceful, and grow in their understanding that our feelings do affect matter. Further activities and relaxation/focusing exercises can be found in the Living Values Activities books.

As with all Living Values Education activities, we encourage educators, facilitators and parents to take an LVE workshop to learn more about creating a values-based atmosphere and the importance of being an example who models the values. Please contact your country’s ALIVE Associate or Focal Point for LVE should you be interested. You can find their contact details on the Contact Us page of the LVE international website, livingvalues.net.

Enjoy doing the activities with the students! If you wish, we will be happy to post your activities and news of your outcome in our newsletter or the international website.

Thank you for helping take care of our Earth.

Lesson 1

The Simplicity of Nature

Opening

Welcome the students and tell them that you'll be doing some Living Green Values lessons together about the environment, taking care of our animal friends, ourselves and the Earth.

Begin with a song with lyrics about nature.

Lesson Content

Read the poem, *Anímico*, by Adelia Prado.

Anímico

A new tree was born in my garden,
Which gives a yellow flower,
Every morning I go there to hear the sounds,
Of the insect tapping and its party.
There are all kinds of sounds,
The indelicate, the refined, the learner's and the master's,
Sounds like feet, wings, mouths, beaks and of pollen dust,
In front of the heat of the sun.
It seems that the little tree is having a chat.

Discuss

- ◆ How does the author describe the simplicity of nature?
- ◆ What helps you tune into the beauty of nature?
- ◆ What values can we learn from nature?

Activity

If there is a garden or a small forest near the school, organize a short visit. Give the students the opportunity to practice silent observation. Allow them some time to sit silently and write some of their observations, or begin to write a poem.

If this is not possible, do the *Imagining a Peaceful World* visualization from Peace Lesson 2 in the *Living Values Activities for Young Adults* book. Feel free to make adaptations, including more nature images.

Afterwards, divide the class into several groups. Ask them to read the same poem again and then create a collective poem about different experiences with nature. Allow them to write individual poems also, if they wish to do so.

Finish the activity by asking the students to share their experiences and poems. The poems can be displayed in the classroom or in another area of the school.

— Contributed by Paulo Barros, Brazil

Lesson 2

The Ocean

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter One, *Out in the Dinghy*.” This story can be found in Lesson 2 of the section for children 8 to 14 years old. Kindly follow the story with discussion and the lesson content of that same section. Please do the activities for the older students as well. This lesson is intended to develop more appreciation for the ocean and compassion for large marine animals.

However, if some young adults are motivated to do so, they could research solutions to stop harming whales and dolphins. For example, “backing down” nets so dolphins can swim over the top, using advanced technology “pingers” so dolphins are warned away from the nets, and providing human monitors on each boat to make sure that no dolphins are hauled up in the nets are reasonable solutions that could greatly help. If this is a concern in the local area, then this could be a possibility for a future action/a service-learning project. Make a list of Possible Actions on a piece of flipchart paper. They can decide which actions/projects to do later. Save this list for future lessons.

Lesson 3

How Trash Affects Marine Animals

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter Two, *Circling the Seagull*.” This story can be found in Lesson 3 of the section for children 8 to 14 years old. Kindly follow the story with discussion, lesson content and activity.

After the activity, see if they have ideas about possible actions that would be practical to do in the local area. List their ideas on the Possible Actions list.

Lesson 4

Ocean Gyres

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter Three, *Toxic Plastic Soup*.” This story can be found in Lesson 4 of the section for children 8 to 14 years old. Kindly follow the story with discussion and the lesson content of that same section.

Activity

Do the activity noted for 12- to 14- year olds, allowing them to research the topic in small groups. What do they think are possible solutions? Ask them to detail causes and their message in their posters. They may wish to display their posters around the class and school, and pictures of their posters and message on social media sites.

End with the relaxation/focusing exercise, Sending Peace to the Earth on page 42.

Lesson 5 The Ocean’s Dead Zones

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter Four, *We Can Make a Difference*.” This story can be found in Lesson 5 of the section for children 8 to 14 years old. Kindly follow the story with discussion and the lesson content of that same section. Further lesson content is below as well as activities for young adults.

Further Lesson Content

Please read, or have one of the students read, the following information.

Source: Dolphin Research Center.

http://www.dolphins.org/marineed_threatstodolphins.php

Toxins enter the marine environment through land-based runoff and air pollution as well as ocean dumping. Things we use every day, like automobiles, air conditioners, and household products, create many toxins. Researchers routinely find high levels of toxins in the blubber of stranded marine mammals.

For years we dumped heavy metals and organic pollutants into our oceans thinking it was a resource so vast it could absorb any and all materials. It now seems that the oceans are finally becoming saturated. The evidence is in the marine life itself. Fish, turtles, and, most recently, dolphins are now growing cancerous tumors. There is also evidence that pollution in our oceans is weakening the immune systems of marine mammals.

Polychlorinated biphenyls (PCBs), which are linked to **immune system suppression** and **reproductive failure**, exist in extremely high levels in the blubber of dead dolphins and whales in many parts of the world. PCBs are a form of industrial waste.

Sewage and runoff from excess fertilizer feeds the growth of algae, which not only produce toxins, but also rob the water of huge amounts of oxygen needed by other forms of aquatic life to survive. Anything that upsets the delicate balance of the natural food web can ultimately destroy those species at the top: dolphins, whales, and humans.

Certain chemicals such as DDT and PCBs disrupt biological processes and cause widespread sterility, cancers and genetic abnormalities in populations of land animals. Our lack of scientific knowledge about the normal levels and effects of biological and chemical toxins, and about bacterial and viral infections in fish and marine mammals, limits our efforts to understand or prevent die-offs.

Discuss

- ◆ Have you ever seen green algae growing on rocks near the ocean's coast? (That is actually algae growing as a result of fertilizer contamination and is an indicator that the ocean in that area is polluted.)

Activity

Do the activity noted in the 8–14 section, allowing the young adults to research the topic in small groups. What do they think are possible solutions? Bring out the Possible Actions list and allow each group to plan an action and possibly start on the steps necessary to carry it through.

End with the relaxation/focusing exercise, Sending Peace to the Earth.

Lesson 6

One Thing Affects Many Things — Systems Thinking

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter Five, *To the City Council!*” This story can be found in Lesson 6 of the section for children 8 to 14 years old. Kindly follow the story with discussion and the lesson content of that same section.

Do the same activity as noted — but allow the small groups to go into additional topics if they so wish. Allow one group to mind map the effects of pesticides versus organic farming; other groups can do flow charts and/or mind mapping on other environmental factors that have caught their interest.

End with the relaxation/focusing exercise, Sending Peace to the Earth.

Lesson 7

The Exchange Between Trees and Humans

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter Six, *Trees, Oxygen and Hope.*” This story can be found in Lesson 7 of the section for children 8 to 14 years old. Kindly follow the story with discussion and the lesson content of that same section. Further lesson content is below.

Further Lesson Content

Source: National Geographic.

<http://environment.nationalgeographic.com/environment/global-warming/deforestation-overview/>

Modern-Day Plague

Deforestation is clearing Earth's forests on a massive scale, often resulting in damage to the quality of the land. Forests still cover about 30 percent of the world's land area, but swaths the size of Panama are lost each and every year. The world's rain forests could completely vanish in a hundred years at the current rate of deforestation.

Forests are cut down for many reasons, but most of them are related to money or to people's need to provide for their families. The biggest driver of deforestation is agriculture. Farmers cut forests to provide more room for planting crops or grazing livestock. Often many small farmers will each clear a few acres to feed their families by cutting down trees and burning them in a process known as “slash and burn” agriculture.

Logging operations, which provide the world's wood and paper products, also cut countless trees each year. Loggers, some of them acting illegally, also build roads to access more and more remote forests—which leads to further deforestation.

Forests are also cut as a result of growing urban sprawl. Not all deforestation is intentional. Some is caused by a combination of human and natural factors like wildfires and subsequent overgrazing, which may prevent the growth of young trees.

Deforestation has many negative effects on the environment. The most dramatic impact is a loss of habitat for millions of species. Seventy percent of Earth's land animals and plants live in forests, and many cannot survive the deforestation that destroys their homes.

Deforestation also drives climate change. Forest soils are moist, but without protection from sun-blocking tree cover they quickly dry out. Trees also help perpetuate the water cycle by returning water vapor back into the atmosphere. Without trees to fill these roles, many former forest lands can quickly become barren deserts.

Removing trees deprives the forest of portions of its canopy, which blocks the sun's rays during the day and holds in heat at night. This disruption leads to more extreme temperatures swings that can be harmful to plants and animals. Trees also play a critical role in absorbing the greenhouse gases that fuel global warming. Fewer forests means larger amounts of greenhouse gases entering the atmosphere—and increased speed and severity of global warming. The quickest solution to deforestation would be to simply stop cutting down trees. Though deforestation rates have slowed a bit in recent years, financial realities make this unlikely to occur.

A more workable solution is to carefully manage forest resources by eliminating clear-cutting to make sure that forest environments remain intact. The cutting that does occur should be balanced by the planting of enough young trees to replace the older ones felled in any given forest. The number of new tree plantations is growing each year, but their total still equals a tiny fraction of the Earth's forested land.

Glaciers are melting, sea levels are rising, cloud forests are drying, and wildlife is scrambling to keep pace. It's becoming clear that humans have caused most of the past century's warming by releasing heat-trapping gases as we power our modern lives. Called greenhouse gases, their levels are higher now than in the last 650,000 years.

Activity

Ask each student to write a message to the world from a tree, a kelp forest or the ocean. It can be a simple message or it can take the form of a poem or a song. Allow those who wish to share their message, poem or song to do so. If some have created songs, sing them as a group. If there is time, allow the students to write a response back to the tree, kelp forest or the ocean — and share those.

Lesson 8

Growing Organic and Being Vegetarian Affects the Ocean

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter Seven, *An Organic Garden*.” This story can be found in Lesson 8 of the section for children 8 to 14 years old. Kindly follow the story with discussion and the lesson content of that same section. Do the activity noted for 13- to 14-year olds. Group Two may wish to research specific details, such as the resources necessary to create one-pound of meat for consumption.

End with a relaxation/focusing exercise or a song about the Earth or the ocean.

Lesson 9 Reducing Our Carbon Footprint

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter Eight, *Carbon Footprints*.” This story can be found in Lesson 9 of the section for children 8 to 14 years old. Kindly follow the story with discussion and the lesson content, the further lesson content below and activity of the former section.

How Do Humans Contribute to the Greenhouse Effect?

Source: <http://environment.about.com/od/globalwarming/a/greenhouse.htm>

While the greenhouse effect is an essential environmental prerequisite for life on Earth, there really can be too much of a good thing.

- The problems begin when human activities distort and accelerate the natural process by creating *more* greenhouse gases in the atmosphere than are necessary to warm the planet to an ideal temperature.
- Burning natural gas, coal and oil -including gasoline for automobile engines-raises the level of carbon dioxide in the atmosphere.
- Some farming practices and land-use changes increase the levels of methane and nitrous oxide.
- Many factories produce long-lasting industrial gases that do not occur naturally, yet contribute significantly to the enhanced greenhouse effect and "global warming" that is currently under way.
- Deforestation also contributes to global warming. Trees use carbon dioxide and give off oxygen in its place, which helps to create the optimal balance of gases in

the atmosphere. As more forests are logged for timber or cut down to make way for farming, however, there are fewer trees to perform this critical function.

Source: Planet Green. <http://planetgreen.discovery.com/videos/blue-august-plastic-is-forever.html>

CFCs and related halocarbon gases are the main cause of ozone depletion all over the world. CFCs released from Western countries take several years to reach the stratosphere where the ozone layer is. During that time winds spread them all over the world. In the presence of ultraviolet light these gases release chlorine and bromine atoms which destroy some of the ozone in the ozone layer. This is called ozone depletion. The ozone hole is a related but different phenomenon.

Effects: Earth's surface receives more UltraViolet-B, as ozone is the only gas currently in our atmosphere that absorbs UltraViolet-B. UltraViolet-B is also absorbed by soil, meters depth of water, and directly by the DNA of all surface life. DNA absorbing UltraViolet-B ends up increasing rates of cancer, mutation, and decreases crop yields. UltraViolet-B also causes cataracts to form in eye structures in animals (including Man).

Lesson 10

What's One Thing I Can Do to Help the Earth?

Opening

Welcome the students and play 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.

Lesson Content

Please read “Green Values Club, Chapter Eight, Nine, *Living Green Values*.” This story can be found in Lesson 10 of the section for children 8 to 14 years old. Kindly follow the story with discussion, lesson content and activity of that same section.

Lesson 11

The Rainbow Country

Opening

Welcome the students and begin with a song about harmony, unity or belonging to one family. 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.

Lesson Content

Read Deley de Acari's poem, “Rainbow Enemy” (Santos, 2005).

Rainbow Enemy

Enemy of races
 Enemy of ethnicities
 Enemy of peoples
 Enemy of nations
 Enemy of his own
 People because he blinds them
 With his racist hatred
 And prohibits them from seeing the beauty
 That other people have
 Every racist...like those who raise walls
 Of anger and inhumanity to divide
 And separate human beings that could
 Be brothers and not enemies... This racist
 One day will have the wall that he built
 As his tombstone.
 Every racist needs to be combated
 Vanquished and destroyed since he is
 A lethal menace for the ethnic and
 natural biodiversity
 And he may at any minute turn his
 Inhuman hatred into a missile
 And bomb the rainbow
 Just because he doesn't find it beautiful.

Say, "For us to build a sustainable world we need to develop relations based on love, respect, and cooperation. This is important in our relationships with those of all other races and creeds and in our relationship with nature, with our precious Earth. It is impossible to create a sustainable society while there is social injustice, religious intolerance and racism.

Related to humanity's social problems with the exploitation of some by others, there is exploitation of the earth. The exploitation of the planet's natural resources has been driven by man's greed. This has had disastrous consequences for the environment as well as poorly treated laborers. These attitudes are the cause of different forms of exclusion and conflicts which affect our whole world. Deley de Acari's poem calls our attention to one of these issues, that of racism."

Explore with your students the cognitive and practical meaning of racism. Ask them the following questions.

- ◆ What is racism?
- ◆ Why do you think some people are racist?
- ◆ What feelings do you think racists have?
- ◆ What feelings do you think those who suffer the consequences of racism have?
- ◆ What kind of anti-values forms the basis of racism?
- ◆ What values build harmony and a sense of brotherhood?

Activity

Ask the students to mind map of the effects of racism in the society in which they live on one side, and the effects of respect on the other. You may wish to facilitate this process with the entire group, or divide the students into teams of five or six.

— Contributed by Paulo Barros, Brazil

Lesson 12

Environmental Education

Opening

Welcome the students and play 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.

Lesson Content

Focus on the concept of Environmental Education with the students. Go beyond the superficial idea of Environmental Education which only considers the ecological issue. The concept of Environmental Education considers not only the ecological but also the social, economic, cultural, ethical and spiritual aspects.

Marcos Reigota, in his book, *What is environmental education?* (Original in Portuguese: *O que é educação ambiental*) argues, for example, that “ethics has a fundamentally important role in environmental education,” which is “imbued with the ideal of radically changing the relationships that we know today, whether between mankind itself or between mankind and nature.”

Discuss

- Environmental education is more than ecological education.
- Environmental education addresses cultural diversity.
- Environmental education proposes a just, equitable and peaceful world.

In the book, *Eco-pedagogy and Planetary Citizenship* (original in Portuguese *Ecopedagogia e Cidadania Planetária*), Francisco Gutiérrez and Cruz Prado propose the following three questions that can be explored in the classroom. If necessary, adapt them to the class context.

Ask students to discuss these questions in small groups and then present their findings to the larger group.

- ◆ Do you believe ecology is promoting new values? If so, list some of them.
- ◆ Think about what a society would be like if there were solidarity, gender equality, greater spiritual strength and positive and harmonious life skills were valued.
- ◆ Look for signs of change in your everyday family, institutional and social life.

End with the relaxation/focusing exercise, Sending Peace to the Earth.

— Contributed by Paulo Barros, Brazil

Lesson 13

Sustainable Consumption

Opening

Welcome the students and begin with a song about nature. Talk about organizations that work with sustainable development in your country and overseas, regarding organic agriculture, vegetable gardens, animal rights, alternative energy sources and so on.

Lesson Content

Kelma de Matos and Miguel Angel Bordas wrote the following in one of their books about the environment and sustainability. Please listen carefully!

“Media stimulates a consuming society and does not consider the consequences for future generations, and the planet as a whole. The fact that products do not last long makes them obsolete much faster, and creates the need for a consuming way of life that disregards the preservation of our planet. We live in a disposable society and we must follow the trends, otherwise we are out.

On the one hand, consuming is necessary for living but could be done in a sustainable and conscious way. On the other hand, aggressiveness is present and contributes with showing off, social injustice and conflicts. These external factors have an effect on our bodies and in our lives as a whole and can affect us negatively because we are part of the environment. ”

Discuss/Explore

- ◆ The media entices people to want certain things. Can you give me some examples from the advertisements you see?
- ◆ What do you think the consequences for future generations and the planet as a whole would be if people continue to disregard conservation and engage in excess consuming?
- ◆ What pressures do some young people experience from their peers when they do not follow the fashion promoted by the media?
- ◆ What could a person do to resist this type of pressure?
- ◆ What values or qualities would help you resist this type of peer pressure?

Say, “Let’s make a list of what the media promotes and another list of what you need.” Allow the students to create two lists on the board or flipchart. Then ask:

- ◆ What kind of respect would you need inside to live with only the list of needs?
- ◆ What values would you need to be able to live only with this list of needs?
- ◆ How could teens help promote a culture of conservation?

Invite students to make comments about the following quotes.

“The environment is inside our bodies and the health of the environment affects our physical, emotional and mental health”. Maurício Andrés Ribeiro

“There is enough in the world for human needs, but there is not enough for human greed.” Mahatma Gandhi

“How can we use our love for the environment and the world to help us assess our wants versus our needs?” *Living Values Activities for Young Adults*

“There is a sustainable bond among youngsters and the environment.” Mateus Fernandes

Activity

Ask the students to form groups of four or five to think about Kelma de Matos and Miguel Angel Bordas's thoughts: “Young people, regardless of social groups, are driven to unstoppable consumption by the media so they can fit in a mold and be recognized as successful citizens, and even experience the feeling of not being excluded from a society that excludes the overwhelming majority most of the time.”

After the discussion, ask each group to think about creating a project for sustainable consumption at school, taking into consideration books, food, water and so forth.

Finish the task by having each group present their ideas. The class as a whole can then select two or three ideas that they feel they can all carry out. If they would like the entire school to be involved, or need to obtain cooperation from the administration, they can create an essay and present their proposal to the school.

— Contributed by Paulo Barros, Brazil

An additional lesson: If possible, show the students the documentary film *I Am* by and about director Tom Shadyac. He tells the story of the change in his life after suffering a serious accident. He moved from a huge house afterwards, realizing how his excess consumption was impacting the Earth. There are also wonderful and uplifting interviews about the effect of human energy on matter.

Lesson 14 The Tuaregs

Opening

Welcome the students and play 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.

Story

Tell the group that you will share a story of a different culture, the culture of the Tuaregs. The Tuaregs are nomads. Nomads are different than street people. Nomads have a culture of traveling from place to place all the time. They do not have a fixed residence or meeting point and may not belong to a particular country, however, they carry with them what is needed to set up their temporary shelters and sustain their families.

Read the story below.

The Tuaregs

The Tuaregs are nomads that live in the Sahara desert of Mali and Niger, in the African Continent. Today there are about five million Tuaregs. They are traditionally shepherds, taking care of camels and other animals that live in the desert. They live a very simple life, and when people ask them if they would like to live in a big city, they laugh and ask why. Their life is very simple, they are very close to nature and this makes them very happy. In the desert there is no electricity or piped water like people have in the city, so it is a very different way of life.

Some people say that the Tuareg way of life is very boring, but others experience it to be stimulating. The Tuaregs say that by the time they are seven years old they know how to move around the desert safely. They have learned how to camp and have begun to learn how to smell the wind in such a way that they know what will be happening with the weather. They know how to watch the stars and care for their camels. If they get lost, they know their camel will take them to where there is water.

Everything is simple and meaningful in their life. They own few things and everything is useful and hence valuable. One Tuareg spoke about his feelings. He said that he felt it was sad to live in the city, because at night you only watch TV ... but when you are in the desert you look at the stars, and every star is different like every goat. He said he misses the camel milk. In the desert there are no traffic jams, because nobody wants to get ahead of anybody, there they say they have time. This is something very important, he said, to find the time to live. He feels that in the city people spend too much time being busy and at the end many come to the conclusion that it is was not worthwhile rushing so much.

— Story contributed by Ingrid Schrijnemaekers, Brazil

Discuss

- ◆ What do you think the Tuaregs enjoy about their life?
- ◆ Do you think you would like to live with the Tuaregs for a week?
- ◆ If you lived with them for a week, what do you think you would enjoy?
- ◆ What do you think you might find difficult?
- ◆ How do you feel when you are in the beauty of nature?
- ◆ What do you enjoy when you are close to nature?
- ◆ What would help you slow down a little and enjoy the things of nature more?

Further Lesson Content

Say, “The Tuaregs like many indigenous peoples around the world thrived in their native land. They learned how to live and do well even in the extreme environment of the desert. There are many examples of tribes developing the wisdom and skills to be able to live in harmony with their habitat. This is seen with the native American Indians, the Australian aborigines and many Brazilian native tribes.”

Ask:

- ◆ In the story, why do you think the Tuareg man was living in the city?

Acknowledge their answers.

“Sometimes people are drawn to the so-called ‘modern’ way of life, especially young people. But there is another factor. Many indigenous tribes have a very difficult if not impossible time maintaining their traditional life style either because of infringement on their native lands, that is, the more ‘modern’ society taking over some of their land, or a change in their native territory because of pollution, climate change or ecological degradation caused by damaging human practices.

In the case of the Tuaregs, for example, as noted in Wikipedia:

Despite the Sahara's erratic and unpredictable rainfall patterns, the Tuareg have managed to survive in the hostile desert environment for centuries. Over recent years however, depletion of water by the uranium exploitation process combined with the effects of climate change are threatening their ability to subsist. Uranium mining has diminished and degraded Tuareg grazing lands. Not only does the mining industry produce radioactive waste that can contaminate crucial sources of ground water resulting in cancer, stillbirths, and genetic defects but it also uses up huge quantities of water in a region where water is already scarce. This is exacerbated by the increased rate of desertification thought to be the result of global warming. Lack of water forces the Tuareg to compete with southern farming communities for scarce resources and this has led to tensions and clashes between these communities. The precise levels of environmental and social impact of the mining industry have proved difficult to monitor due to governmental obstruction.

Deprived of their traditional lifestyle, some people experience not belonging in the so-called ‘modern’ culture. Indeed, there has been a history of terrible discrimination and mistreatment for centuries of native peoples.”

Discuss

- ◆ How would you feel if you were an indigenous person and were discriminated against by the more so-called modern society in control of the country?
- ◆ Why do people usually want to take over someone else's land?
- ◆ What anti-value is behind that?
- ◆ What anti-value is behind discrimination?
- ◆ What value is the antidote to these anti-values?
- ◆ How could people of the “native culture” and the people of the “modern culture” develop more mutual respect?
- ◆ What do you think would happen if there was an internship program, where people of the so-called “modern culture” could go visit people of the native culture, live with them and learn about them for two or three weeks?

Say, “An internship program might be beneficial for both people of the native tribe and the interns from the “modern culture”. Unfortunately, as many native peoples have been terribly discriminated against over time, many have lost self-respect as well as respect for their traditional knowledge and skills. Such internship programs are likely to increase the respect of the native peoples for themselves and their heritage, and the respect of those of the “modern” culture for the native culture.

- ◆ What do you think would happen if there was an internship program, where people of both cultures became equally comfortable in both cultures? Perhaps those people could help the “modern society” truly understand and respect the contributions and abilities of the native culture.

End with a relaxation/focusing exercise of their choice or a song or ceremony from a native culture.

Lesson 15

Native Simplicity and Wisdom

Opening

Welcome the students. 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.

Lesson Content

Do Simplicity Lesson 2, “Native Simplicity and Wisdom” in the *Living Values Activities for Young Adults* book. The educator and students can decide if they would like to pursue this theme for one or more lessons. It would be valuable to invite someone from the community who can share about a native culture and the relationship of their people to the environment. It seems each indigenous culture has a way to honor the Earth.

Question: How can each one of us honor the Earth or her ocean?

Lesson 16

Environmental History

Opening

Begin the activity with an ecological song or a video that tells the history of the commitment of an organization or individual to the environment. Ask how the students 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.

Lesson Content

Knowing and appreciating the history of individuals and organizations that have developed activities in favor of the environment leads us to develop a deeper social and environmental commitment and practice our love and respect for nature with greater intensity. Environmental issues directly affect the quality of life of society and contain facts and problems that can be analyzed through their history.

Discuss

Invite the students to comment on the following quotes.

“The use, on a wide and growing scale, of natural resources by industrial society has caused social and environmental imbalances that have made up the international political agenda in recent decades.” *Paulo Henrique Martinez*

“We’re consuming 20% more than the earth can sustain. And more than that: if the entire population of the world consumed like North Americans and Europeans, who have the highest rates of consumption, today, we would need four planet Earths.” *Hélio Mattar*

“High levels of obesity and personal debt, less free time and a more damaged environment are all signs that excessive consumption is diminishing the quality of life for many people.” *State of the World 2004, Worldwatch Institute.*

Activity

Ask students to research the history of the commitment to the environment of people, communities, governmental and non-governmental organizations in their community, country and in the world. Some examples of wonderful projects are:

- Chico Mendes in favor of forest peoples in the state of Acre, Brazil;
- Wangari Muta Maathai, a Kenyan environmentalist awarded the Nobel Peace Prize in 2004 for recognition of his work in support of sustainable development, democracy and respect for human rights and peace in both Kenya and throughout Africa;
- Organizations such as Greenpeace and WWF and others known in their own country; and
- United Nations conferences on the environment, such as in Stockholm, Sweden, in 1972, Rio-92 in Rio de Janeiro, Brazil, Rio+10 in Johannesburg, South Africa, in 2002 and Rio+20 in Rio de Janeiro, Brazil, in 2012. The students could study the documents produced.

Their research can be presented in the form of panels, exhibitions, videos, skits and sketches, etc. at a fair in the school or in a nearby square or public space.

— Contributed by Paulo Barros, Brazil

Lesson 17

Environmental Projects and Service-Learning Activities

Opening

Welcome the students. 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.

Environmental Project

Ask the students to think about if they would like to do an ecological project to benefit the school, organization or community — and if so, what they would like to do. Students could choose to do a project for a week or two, or do a semester long service-learning project. A few ideas are noted below to hopefully spark further ideas from the students.

- **Agriculture:** Is there a space to have an organic garden in your location? Are there others interested in the school? Could some of the fresh produce be served for lunch? Would they like to study alternatives to chemical fertilizers and pesticides for the crops usually grown in your area? Try it and see if it works well. What changes occur in the soil when chemical fertilizers are used versus when organic fertilizers are used? What challenges are there? What sustainable things solve those challenges? Why do organic vegetables have greater nutritional value.
- **Energy:** Learn more about solar power, wind power or other renewal sources of energy. Is it possible for the school to actually save money by converting to solar? Perhaps making solar cookers would be of benefit in your community. Are there homes that do not have ovens? They might wish to study the new technology that converts plastic back into petroleum.
- **Forestry:** What about organizing planting of trees in the community with the help of businesses? What trees would be most beneficial in your area? They might wish to study what types of trees can grow well when there is pollution if they are to plant in an area with heavy air pollution. What density of trees would compensate most for the poor air quality? Maybe the city can allow them to create a natural garden in a vacant lot. Perhaps they can inspire businesses to donate trees so the city can become more beautiful — and healthy.
- **Increasing Environmental Awareness:** Spread the word about the importance of reducing our carbon footprint and sensible, constructive ways to achieve such. This could be explored during the next lesson, that is doing skits/dramas and artistic presentation about conservation to the wider community. Students may also wish to have people take a test — seeing how “green” they are by sharing Worldwatch Institute’s 12 simple steps to help the environment (<http://www.worldwatch.org/going-green-12-simple-steps-2012-0>). You could ask young adults and the adults you give skits and include: “What’s your green score?” Perhaps add a few items and send it to us at www.livingvalues.net. We’ll post your test and activities on the web!
- **Recycling/Consumption:** What about a project to recycle in order to reduce the need for buying new things? Perhaps some students would like to organize a drive to clean and repair older things rather than buying new things, such as bicycles. The students could do this for themselves and their families or donate needed things and toys to homeless shelters.
- **Preventing Trash and Toxic Plastic Soup Build-up:** What about keeping the shore of the ocean or a lake or a local river or waterway clean of trash? Perhaps combine beach or river clean-ups with an awareness campaign about the gyres of toxic plastic soup. Has your city banned plastic bags yet? Has the city asked local organizations and restaurants to stop using Styrofoam?
- **Water:** What is the quality of water in the river or ocean? How is it tested? Do all people in your area have clean drinking water? What are simple methods to purify water? Is there an ocean dead zone in your area? What can be done to help the

ocean be healthy again in that zone? Are there marine protection zones in your area?

Allow the students to create a number of project ideas and then select several that create the greatest interest.

Each group may wish to study further before creating a plan/proposal. Please allow them time to study and develop their plan. They may need a week or more. They may wish to access documents created for Rio+20 and the Worldwatch Institute's State of the World 2012 report, *Moving Toward Sustainable Prosperity*.

Please help them during this lesson and the next to make their plans practical, so it is possible for them to achieve their goal.

End each lesson with the relaxation/focusing exercise, Sending Peace to the Earth. The students may wish to add a few more lines. Or, they may wish to create their own relaxation exercise.

Lesson 18

Artistic Creations for the Earth and Her Ocean

Opening

Welcome the students. Play 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.

Artistic Expression

Allow the students to form groups and create songs, poems, dramas/skits about the Earth and her ocean, highlighting some of the things they think are most important. Give them time to create and then perform.

Perhaps they could share a few of the items with another class or a younger grade level at another time.

Have a wonderful time celebrating what they have learned.

Please encourage them as they carry through with their environmental project(s). Allow them to report as you continue with other Living Values Activities.

End with the relaxation/focusing exercise, Sending Peace to the Earth.

For More Living Values Activities about the Earth

You may wish to do some of the remaining lessons of the Simplicity Unit in the *Living Values Activities for Young Adults* book. In addition to the core lessons, there are activity suggestions for different subjects.

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About the Author

Diane G. Tillman coordinates content for the Association for Living Values Education International (ALIVE). She is the primary author of the award-winning Living Values Series of five books, and eleven additional educational resources, including Living Values Activities books for street children, children affected by war, children affected by earthquakes, young offenders, at-risk youth, youth in need of drug rehabilitation and Living Green Values. A Licensed Educational Psychologist and Marriage and Family Therapist, Ms. Tillman worked in a California public school system for 23 years as a school psychologist. She has worked with Living Values Education since its inception in August of 1996. Ms. Tillman has traveled to more than 30 countries to conduct training and LVE seminars at conferences and refugee camps, for educators, UNESCO and street-children agencies. She is on the International Advisory Committee of the Association for Living Values Education International. She deeply cares about children and our Earth, and feels values education can help create a better world for all.