



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Children

Ages 8-14 - Unit 5 - Simplicity and Caring for

the Earth and Her Oceans - Part A

For Educators, Parents and Principals Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Children Ages 8-14, Book 1* by Diane G. Tillman and educators around the world.

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Living Values Education
Activities for Children Ages 8 -14 , Book 1

Unit 5. Simplicity and
Caring for the Earth and Her
Oceans Part A

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Includes bibliographical references. # ISBN: 9781731023407

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International

This is a sampling of the larger book , *Living Values Activities for Young Adults*,. The expanded version has two volumes, Book 1 and Book 2, and is published independently by the Association for Living Values Education International (ALIVE), a non-profit Swiss Association, through Kindle Direct Publishing.

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For information about professional development workshops and LVE generally, please visit ALIVE's website www.livingvalues.net.

The development and advancement of Living Values Education is overseen by the Association for Living Values Education International (ALIVE), a non-profit-making association of organizations around the world concerned with values education. ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest. The development and implementation of Living Values Education has been supported over the years by a number of organizations; UNESCO, governmental bodies, foundations, community groups and individuals.

LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

C O N T E N T S - Brief Introduction

Setting the Context	5
LVE's Purpose and Aims	6
The Living Values Education Approach	5
Exploring and Developing Values	7
Values-based Atmosphere	11

PLEASE REFER to the "Overview and Introduction" book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

C O N T E N T S - Activities Part 1 Pages 15 - 41

Cover design by RIS Design, Gold Coast, Australia

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

VALUES ACTIVITIES IN THIS BOOKLET SERIES

*Peace I - Respect I - Love and Caring - Tolerance -
Simplicity and Caring for our Earth and Her Oceans - Honesty Happiness -
Optional Unit on Substance Abuse - Responsibility*

A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 23 years, writing educational resource books and traveling around the world to conduct workshops and seminars – at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-two years later, I now see the world through a values lens. I am honored to be part of the global LVE family as we continue to co-create LVE.

I've often felt devastated, as I'm sure you have, when reading of violence and atrocities toward children and adults, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe nurturing hearts and educating minds is an essential component in creating a sensible peaceful world of wellbeing for all.

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join radical groups.

Many of these young people are marginalized and want to belong to a larger “family”, to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of providing safe nurturing, supportive environments and educating hearts. The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

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

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

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

Diane G. Tillman

SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing hearts and educating minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a caring values-based atmosphere in which young people are loved, valued, respected, understood and safe.

Educators are asked to facilitate values activities about peace, respect, love and caring, tolerance, honesty, happiness, responsibility, simplicity, caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values.

The sixteen values units in the updated Living Values Education Activities books include other related universal values such as kindness, fairness, determination, integrity, appreciation, diversity, gratitude, inclusion and social justice. Students soon become co-creators of a culture of peace and respect. A values-based learning community fosters positive relationships and quality education.

The Need for Values and Values Education

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

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

The challenge of helping children and youth acquire values is no

longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions.

Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status.

Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them. Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens.

Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase.

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

LVE's Purpose and Aims

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF's headquarters in New York in August of 1996. The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.

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

The aims are:

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

The Living Values Education Approach

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

Vision Statement

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

Core Principles

Living Values Education is based on the following core principles:
On the learning and teaching environment

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

On the teaching of values

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.
7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.
8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

There are suggestions for greater community involvement in the area of vocational training as well as educating the community about AIDS and other relevant issues through dramas/skits.

LVE Supplement, Helping Young People Process Difficult Events – Originally developed in response to a request from educators in Afghanistan, this special supplement contains 12 lessons to help young people express and process their reactions to violence and death.

Designed to be used with *Living Values Education Activities for Children Ages 8–14*, it also contains guidelines to help children begin to process their reactions to other circumstances which may be emotionally traumatic. The lessons can be done in a classroom

Exploring and Developing Values

The choices of young people are critically important, not only for their own happiness and wellbeing at this vulnerable time in their lives, but also for their future. If they are to resist the powerful messages of negativity ubiquitous in our society and on social media, and move toward a love for values and positive socially-conscious choices, they need positive role models and the opportunity to cognitively discern the difference between the impact of values and anti-values on their lives, the community and the world.

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play with values. In the process, personal social and emotional skills develop as well as positive, constructive social skills. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

The Living Values Education Activities resource books are arranged to present a series of skills that build sequentially. However, it is important for educators to integrate values throughout the curriculum; each subject opens a window to view the self and values in relation to the world.

Three Core Assumptions

LVE resource materials are built on three 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 wellbeing 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.

Values-based Atmosphere

Feeling Loved, Valued, Respected, Understood and Safe

As values must be caught as well as taught, the adults involved are integral to the success of the program, for young people learn best by example and are most receptive when what is shared is experienced. The establishment of a values-based atmosphere is essential for optimal exploration and development. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

Creating a “values-based atmosphere” is the first step in LVE’s Developing Values Schematic. During LVE Educator Workshops, educators are asked to discuss quality teaching methods that allow students to feel loved, respected, valued, understood and safe.

Why were these five feelings – loved, valued, respected, understood and safe – chosen? Love is rarely spoken about in educational seminars. Yet, isn’t it love and respect that we all want as human beings? Who doesn’t want to be valued, understood and safe?

Many studies on resiliency have reinforced the importance of the quality of relationships between young people and significant adults in their lives, often teachers. What happens to the learning process when we feel loved, valued and respected? What happens in our relationships with educators who create a supportive, safe environment in the classroom?

Real Learning Comes Alive in a Values-Based Atmosphere

Achievement automatically increases as real learning increases. Real learning and motivation come alive in values-based atmospheres where educators are free to be in tune with their own values, model their love of learning and nurture students and the development of cognitive skills along with values.

This is not to say that excellent teaching will always occur when there is a values-based atmosphere; a values educator must also be a good teacher.

Modeling the Values from the Inside

In LVE Workshops, educators are asked to reflect on the values in their own lives and identify which are most important to them. In another session, they are asked to share quality teaching methods they can use to create their desired class climate.

Modeling of values by adults is an essential element in values education. Students are interested in educators who have a passion to do something positive in the world and who embody the values they espouse, and are likely to reject values education if they feel teachers are not walking their talk. LVE educators have shared amazing stories of change with angry and cynical pre-teens and teens, when they were able to stick to their values in challenging circumstances.

Teaching values requires from educators a willingness to be a role model, and a belief in dignity and respect for all. This does not mean we need to be perfect to teach LVE; however, it does require a personal commitment to “living” the values we would like to see in others, and a willingness to be caring, respectful and non-violent.

Skills for Creating a Values-based Atmosphere

Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills, and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

Skills for creating a values-based atmosphere also include: active listening; collaborative rule making; quiet signals that create silence, focus, feelings of peace or respect; conflict resolution; and values-based discipline. Active listening is useful as a method of acknowledgement with resistant, cynical and/or “negative” students.

If you are implementing LVE independently, it may be easier to focus on the values that fit best into your curriculum. A bit of reflection about values or an interesting discussion here and there, can help students become more engaged – and see the difference values make.

Do I need to do every activity?

No. While it is good to include a variety of values activities, educators may choose not to do some lessons or may wish to substitute material. In many of the lessons you will find scripted questions and content. This has been provided as many educators have requested such specificity. Please feel free to adapt the questions to your own personal style, the needs of the students, the culture, and your particular setting.

PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.



*We hope you and those with whom you work
enjoy and benefit from Living Values Education.
Thank you for your dedication to young people
and nurturing hearts as well as educating minds.*

UNIT 5. SIMPLICITY

Part 1

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

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

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

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

Please add your own ideas and help them do what is most needed in the local community. If you would like more activities on

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

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

Thank you for helping take care of our Earth.

Reflection Points

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

Goals and Objectives

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

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

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

Objectives:

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

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

Objectives:

- To hear about the harm driftnets can cause marine animals.
- To learn that 50 to 70 percent of the oxygen we breathe comes from the ocean.
- To hear about a few of the benefits of kelp forests in the ocean.
- To understand how fertilizer-run-off and nitrogen pollution and pesticides kill the kelp and create dead zones in the ocean; to

understand the meaning of dead zones and a few of the consequences.

- To learn about the negative effect of plastic and floating debris on marine mammals; to learn about the five huge ocean gyres of “toxic plastic soup”.
- To think of solutions and consider positive earth-friendly actions they can do so as not to contribute to the “toxic plastic soup”.
- To draw a large footprint on a piece of paper and inside write all the things that contribute to their carbon footprint; to think about the things they can do to reduce their carbon footprint.

Goal: To learn about Simplicity and Caring for the Earth and her Oceans.

Objectives:

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

SIMPLICITY AND CARING

FOR THE EARTH AND HER OCEANS LESSON 1

Simple Art

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

his younger years and clips from the *Lion King*.

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

Introduce the value of Simplicity and write the following

Reflection Points on the board:

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

Activity

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

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

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

Close with a relaxation/focusing exercises of your choice.

SIMPLICITY AND CARING

FOR THE EARTH AND HER OCEANS LESSON 2

Learning from Indigenous Cultures

Begin with music or a song.

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

Introductory Content: Many indigenous cultures in Africa, the Americas, Australia, Asia, and the Pacific islands showed respect for the earth and its resources in their gathering and hunting practices. For example, Native American Indian tribes were simple, economical, and wise in their use of plants and natural resources. Indians in the deserts of what is now California used each part of the ocotillo plant – the roots, leaves, and stem. They never overused resources and thus guaranteed there would be plenty. The Gwich'in Indians in the far north considered caribou reindeer to be their brothers.

From the caribou, they made food, clothing, snowshoes, cooking vessels, and their houses. The Indians considered themselves to be rich, as they were warm, well fed, and had plenty of time for their arts and prayers.

Activity

Discover ways in which indigenous peoples have used resources by reading a story, visiting a museum or a library with an exhibit, or viewing a film. Invite members of the community who can share artifacts or crafts from your heritage.

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

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

Discuss the Reflection Points:

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

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

Ask:

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

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

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

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

SIMPLICITY AND CARING

FOR THE EARTH AND HER OCEANS LESSON 3

A Nature Walk

Begin with a song.

A nature walk easily offers the experience of the following

Simplicity Reflection Points:

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

Activity

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

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

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

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

SIMPLICITY AND CARING

FOR THE EARTH AND HER OCEANS LESSON 4

Simple Things in Life that Mean so Much

Begin with a song.

Discuss/Share

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

A Tiny Drop of Water Creative Visualization

Inform the children that you will be asking them to imagine that they are a tiny drop of water taking an imaginary journey inside a plant. This is to appreciate one of the simple things in life that we often take for granted.

Guide the children gently through the visualization as suggested below:

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

Ask them to share about their journey. Their experiences will all be different. Accept all answers as correct.

Activity

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

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

Other visualization stories could include:

A walk through the park; What a bird sees through its eyes, What a dolphin sees through its eyes, The journey of water from liquid to ice to liquid to steam. - *Contributed by Peter Williams*

SIMPLICITY AND CARING
FOR THE EARTH AND HER OCEANS LESSON 5
The Ocean

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

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

Begin with a song.

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

Please read the following story to the class.

Share a Story: Out in the Dinghy

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

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

"Not this late."

"I know." Mama gave her a quick hug.

George ran into the kitchen, yelling, "Is Papa home yet?" Their silence answered.

"Oh." George slid into a chair, looking dejected.

"Come, let's have breakfast," said Mama, "and try not to worry."

Your Dad is very smart and his partner is a good one.”

“But it’s not even stormy, it’s just overcast,” protested Katie.

“So why is the boat so late?”

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

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

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

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

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

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

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

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

It was fresh and bright by the time they got down to the dinghy. Katie and George were good rowers. Soon they were on their way out, enjoying the fresh air and the sparkle of the light on the blue of the water. The light shone like diamonds on the sea and an occasional splash from the oars shone through the air, landing on them to make them laugh.

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

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

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

The flukes? And then they noticed! Next to Papa’s boat was a

whale! It was so low in the water they hadn't noticed it.

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

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

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

"So," Papa continued, "at sunset we rigged a line to lift some of the weight of the net off the whale and help him stay afloat, but we had to wait until daylight till it was safe to start cutting the net off."

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

"And that's one of the reasons I love you," Mama smiled.

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

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

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

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

or our ecosystem.”

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

“Great,” called Papa. “The middle section is already cut. I think I can ease the net off the flukes. Katie, he seems to like you patting him and looking at him. Keep doing that.

We need him to stay still.”

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

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

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

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

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

“Hooray,” shouted George and Katie.

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

George said softly, “I think he’s very happy and saying thank you.” Katie, Mama, Papa and Hector laughed. “I think you’re right,” they chorused.

Discuss

- Have you ever heard a story before of a whale being caught in a net? (Say, “Yes, this is something that happens. Unfortunately, many dolphins and whales are caught in nets every year and die. Occasionally, people have found them in time and have been brave and caring enough to set them free. Driftnets are banned in some areas but not in others.”)

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

Lesson Content – Information about the Ocean

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

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

The ocean is Earth's life support.

❖ 50 to 70 percent of the oxygen we breathe comes from the ocean.

That's more

○ than every one of the world's rainforests combined.

❖ The ocean is the #1 source of protein for more than a billion people. Sea life provides one-fifth of the average person's animal protein intake.

❖ The ocean regulates our climate, absorbs carbon dioxide, holds 97% of Earth's water, and supports the greatest abundance of life on our planet.

❖ More than 60% of the world's population lives on or near the coast. The ocean provides a livelihood, recreation, beauty, wonder, and untapped scientific discovery, leading to new medications, foods, and advanced technologies.

❖ Everyone, everywhere depends on a healthy sea.

Discuss/Explore

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

- Have all of you been to the ocean?

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

Share the following information:

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

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

Say, "There are beautiful kelp forests in the ocean. They are phytoplankton and are essential for the health of the ocean, humans and animals as they provide much of the oxygen we breathe.

They also provide food and shelter to thousands of species. Kelp forests also help to purify the ocean's water.

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

Activity Options

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

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

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

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

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

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

Close with a relaxation/focusing exercise.

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

Begin with a song.

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

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

Share a Story: Circling the Seagull

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

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

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

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

“I’m so glad you saw the whale in time,” said Katie. Papa gave her a wide grin, “Me, too.”

When the net was on board so it couldn’t do further harm, Mama said, “Katie and George, do you want to take the dinghy in and enjoy a swim? Or shall we tie it to the boat and haul it in? I think your Papa’s going to want to rest when he gets home. Yes, Luke?” “That would be great,” said Papa. He did look worn out.

“George, I want to row in and go for a swim. How about you?” asked Katie. “Sounds terrific!” yelled George. “I’ll beat you to the dinghy! Bye,

Papa,” he called as he gave him a quick hug and started over the side of the big boat. “Bye, Mama, bye Hector!”

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

“Yes, enjoy,” said Mama.

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

Papa’s boat soon overtook them and in ten minutes they saw it dock. “Shall we swim at Blue Cove?” asked George.

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

“Double hooray,” said George, “I’m famished.”

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

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

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

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

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

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

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

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

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

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

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

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

“Maybe my friends can help,” said George.

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

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

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

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

“Its wing is hurt,” said Tom.

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

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

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

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

“I think I’m as tired as Papa now,” sighed George, “but what a day!” His smile was as wide as Katie’s.

Discuss/Explore

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

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

Lesson Content

Please read the following information.

Source: Dolphin Research Center’s website,

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

The Pollution Problem

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

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

(Note to Educator: Please read the following two sentences only to students that are 12- to 14-years old.)

Entanglement is an especially serious threat to young marine mammals that tend to be curious and careless. Once a young animal becomes entangled, it dies a slow and painful death as its growing body is restricted by debris.

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

Almost everything we use has the potential to become marine debris, from the bottle of milk in the refrigerator to the refrigerator itself. The largest source of marine debris is runoff from land-based sources, such as storm sewers and parking lots. That means that the garbage we create each day is most likely what will end up in the oceans affecting dolphins, whales, and other marine life.

Activity

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

Ask:

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

The educator will need to repeat the above two questions several times in order to have them create a list of some of the major

kinds of trash and the problems it causes. This is also true for the questions below.

Ask:

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

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

Ask each group to share:

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

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

SIMPLICITY AND CARING

FOR THE EARTH AND HER OCEANS LESSON 7

Ocean Gyres

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

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

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

Share a Story: Toxic Plastic Soup

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

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

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

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

George and Katie told their story as they sat at the table while Papa poured some yummy smelling soup into two bowls. Mama had taken the gull into her lap and was gently examining its wing. "He's had a rough time with that plastic bag, it looks like. Besides being underweight, it looks like he has a broken wing."

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

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

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

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

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

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

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

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

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

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

“About what?” said Mama.

“About the animals getting all entangled and the gyres.” Papa and Mama looked at her and then at each other.

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

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

"How about we don't buy plastic?" asked George.

"Well, not buying any plastic is not practical," said Mama slowly. "A lot of things are made of hard plastic, like computer keyboards, games and certain car parts. We can recycle those things when they get old – and buy fewer things. It's mostly the one-use disposal plastic that is the problem. So not buying that is a great idea. If we really try we could probably cut buying one-use disposable plastic things by at least 90%."

"Do you mean like plastic cups, plastic straws, plastic bags and water in plastic bottles?" asked Katie. "Exactly," said Mama.

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

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

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

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

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

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

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

"Wow," said George, his face lighting up, "what if everyone did

this? Maybe we could stop the gyres growing. Toxic plastic soup does not sound good for animals or the ocean. What do you think Mr. Gull?" he asked, looking at the seagull.

Did the seagull just nod in approval?

Discuss

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

Lesson Content

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

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

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

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

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

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

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

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

Activities

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

Twelve to Fourteen Activity: Show the students pictures of the gyres. There are many websites on this subject. If there is time, allow the students to divide into small groups to further research this topic, such as the effects of Styrofoam and how plastic particles in the ocean “act as sponges for waterborne contaminants such as PCBs, DDT and other pesticides, PAHs and many hydrocarbons washed through our watersheds.” Then allow the students to create posters with their message.

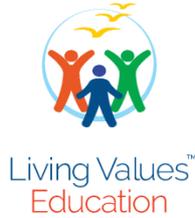
Sending Peace to the Earth Relaxation/Focusing Exercise

Say, "Please sit comfortably and let yourself be still inside. . . . Relax the body and breathe in the light of peace. . . . Let the light of peace surround you Breathe out any tension . . . and breathe in the light of peace. . . . Breathe out any tension . . . and breathe in the light of peace. . . . This peace is quiet and safe . . . it reminds me that I am peaceful inside. . . . Let yourself be very still and think . . . I am me

. . . I am naturally full of peace and love. . . . Let your body relax even more . . . and now focus on feeling peaceful. . . . As you feel peaceful that peace will naturally go outward to nature . . . to the dolphins and the whales . . . to the birds . . . to the animals large and small. . . . I let myself be full of peace . . . and that peace naturally goes outward to the Earth . . . to the rivers and ocean . . . to the trees and the meadows. . . to the mountains and the sky. . . . I am full of peace. . . . I am one who is acting to help our Earth be healthy again. . . . This will happen in time. . . . Our planet will be well. . . . I picture the light of peace all around the Earth . . . and our beautiful oceans being healthy again . . . our beautiful Earth being healthy again. . . . Feeling relaxed and peaceful . . . now begin to be aware of where you are sitting and bring your attention back to this room."

More Lessons for SIMPLICITY AND CARING
FOR THE EARTH AND HER OCEANS
continues in Part 2

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



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