

# SDG12 Future of Innovation and Enterprise

## Enterprise Leadership for the 21st Century



### Micro-Module 2: MM2: Ethical Leadership for the 21st Century

#### Research and Development

### Lesson 3 Lesson The First Earth Charter Pillar: Respect and Care for the Community of Life and Leadership

Subject Areas: CSPE,  
Climate Action and  
Sustainability English,  
SPHE

#### **Lesson Title and Summary: The First Earth Charter Pillar: Respect and Care for the Community of Life and Leadership**

Respect and empathy are core traits of effective leadership. Transferable skills applicable to all areas of human and Earth living involve having respect for and caring for others, including nature.

We are better placed for responsible decision making, perspective taking and inclusive approaches to work and life.

This lesson will analyse the connection between respect and care, gratitude and compassion within leadership in relation to the community of life - human and all life on Earth.

#### **Vocabulary:**

Care, Compassion, Empathy, Gratitude, Positive Mindset, Problem Solving, Respect, Well-being, Venn Diagram

#### **In this lesson, the learner will:**

- brainstorm what it means to be respectful and to care for self, others and all life
- explore the actions and values required to ensure respect and care of all
- discuss the connection between respect and care, and wellbeing

#### **Materials**

- Worksheet: Respect and Care for Self, Others and All Life
- Worksheet: Earth Charter in Action
- Worksheet: Venn Diagram
- Worksheet: Case Study Template
- Support Sheet: Teacher's Notes
- A3 paper
- Pens, coloured pens, pencils



# MM2: Ethical Leadership for the 21st Century

## Lesson 3 The First Earth Charter Pillar



### Activity Instructions

#### Activity 1 - Respect and Care for Self, Others and All Life (10 mins)

1. Write the words "respect" and "care" up on the board or project on the screen and invite learners (individually) to take one minute to list what these two words mean to them.
2. Group learners in pairs to think back and share their ideas on their understanding of what they learned about The Earth Charter and particularly the first pillar.
3. Next, direct learners to Worksheet: Respect and Care for Self, Others and All Life. Go through instructions checking understanding as you go.

#### Activity 2 - Actions and Values (20 mins)

1. Put learners into groups of 3. Using Worksheet: Earth Charter in Action, ask learners to select one case study per team member to research.
2. Use Worksheet: Venn diagram to make notes on their chosen case study and compare case studies and work together to complete centre of the Venn Diagram.

#### Activity 3 - Respect, Care, Leadership Connections (20 mins)

1. Divide learners into groups of three and give each group an A3 piece of paper, a pack of coloured felt pens and instruct them to write the words "respect", "care" and "wellbeing" in separate bubbles on their paper. then to write "self", "others" and "all life" in further separate bubbles.
2. Invite students to share ideas, explore, discuss and explain connections between respect and care in relation to leadership specifically how and why they connect using evidence from prior learning.
3. Set a time limit of 15 minutes and allow 5 minutes for groups to explore eachother's ideas.

### REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

Use Post-its or a mentimeter survey - [www.mentimeter.com](http://www.mentimeter.com) - to gather reflections

# MM2: Ethical Leadership for the 21st Century

## Lesson 3 The First Earth Charter Pillar



### EXTENSION / REDUCTION ACTIVITIES

**Reduction:** For a shorter class, reduce timings of Activities 1 & 2 and set Activity 3 as an out-of-class activity..

**Extension:** For a longer class, extend timing of Activity 2 and add presentation time after completion of Venn Diagrams. Encourage all members of each group to have speaking time and listeners to ask questions. Instruct groups to add interesting points from other's Venn diagrams to their own.

### MEDIA BOX: (materials, online video links, extra resources, case studies etc)

**VIDEO** What is a Venn Diagram? Nicole Harcos [3:03 min] <https://youtu.be/lnall7eVQsQ>

**WEBSITE** Hannah Herbst

<http://www.hannahherbst.com/mystory.html>

**WEBSITE** Ellen MacArthur

<https://ellenmacarthurfoundation.org/about-us/ellens-story>

**The Ellen MacArthur Foundation**

<https://ellenmacarthurfoundation.org/topics/plastics/overview>

**WEBSITE** Sylvia Earle

<https://www.womenshistory.org/education-resources/biographies/sylvia-earle>

**Mission Blue** <https://missionblue.org/about/>

### Local Trip / Expertise / Additional Work and Assessments

As a case studies exercise, have them produce a case study on selected person using the worksheet Case Study Template and create a Venn diagram relating to how respect and care in leadership impacts collective wellbeing.

As this lesson focuses on respect and care as well as leadership, learning here may be linked to Passion 2 Purpose lessons: Empathy 1 and What Are Your Passions and Gifts?

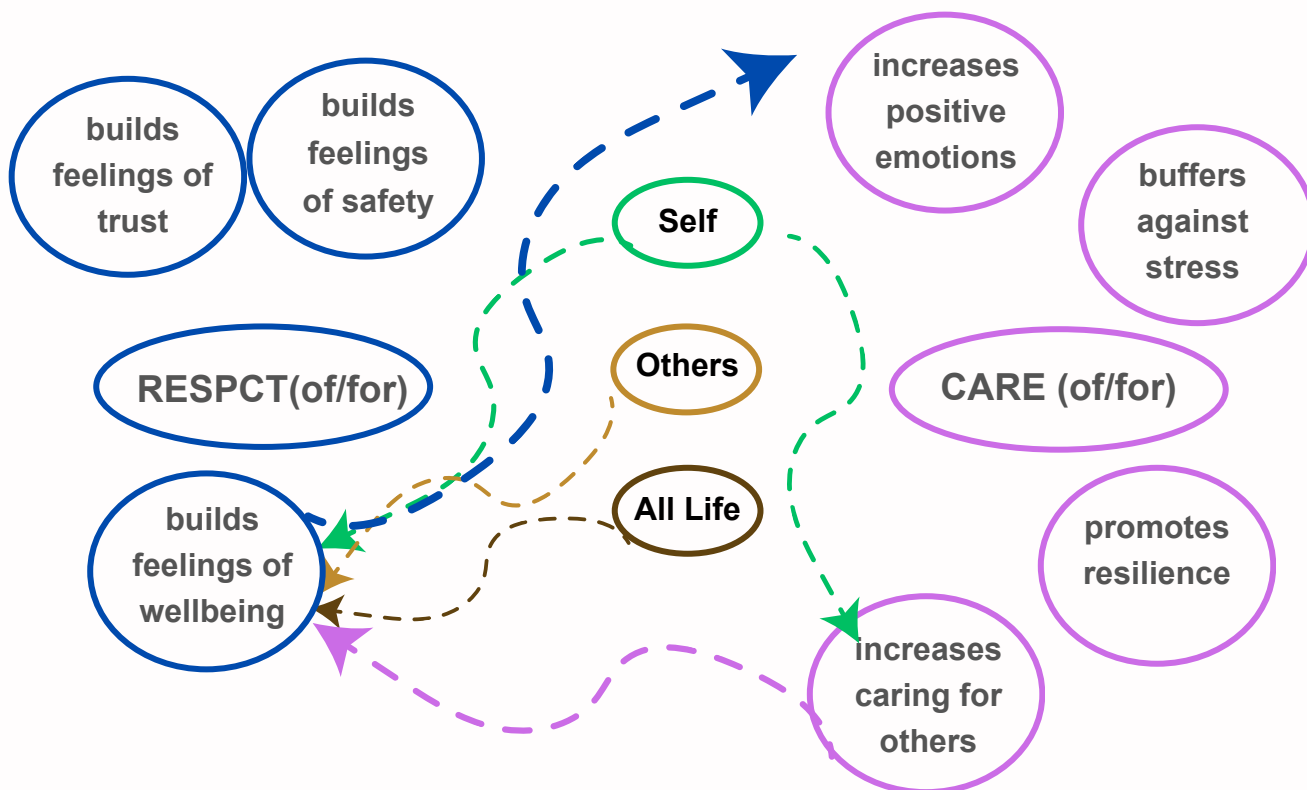
## Respect and Care for Self, Others and All Life

### Activity 3 Respect and Care Connections

Additional guidance on the themes are below:

- self - consider thoughts, experiences, sphere of influence (friends and family)
- others - consider peers, connections in community, national and international community reminds me of because
- all life - consider communities, nature with compassion and gratitude

Diagram: concept mapping/ finding connections - learners identify what impact respect and care has on the self, others and all life. Learners will discover all elements are interconnected. Eg. Respect for self , others, all life builds feelings of wellbeing, care for self increases caring for others, caring for others builds feelings of wellbeing.





### Venn Diagram

#### What is a Venn Diagram? Information

Two set diagrams are the most common and used to compare two data sets. Formed from two circles that overlap. Commonly used to compare and contrast similar entities.

Create a Venn diagram using this simple step by step process:

1. Decide what you are comparing - Malala actions vs Greta Actions, Malala values vs Greta values
2. Draw a circle for each data set. All circles should overlap, and you should make both your circles and the overlapping areas large enough to write notes in.
3. List unique characteristics in each circle.
4. List shared characteristics in the overlapping spaces.
5. Adjust as needed. For example, if your overlapping spaces are too small, you may need to redraw your Venn diagram to accommodate all of your notes.
6. Review your Venn diagram. Make sure all shared characteristics are in overlapping spaces, and everything is legible and neat.

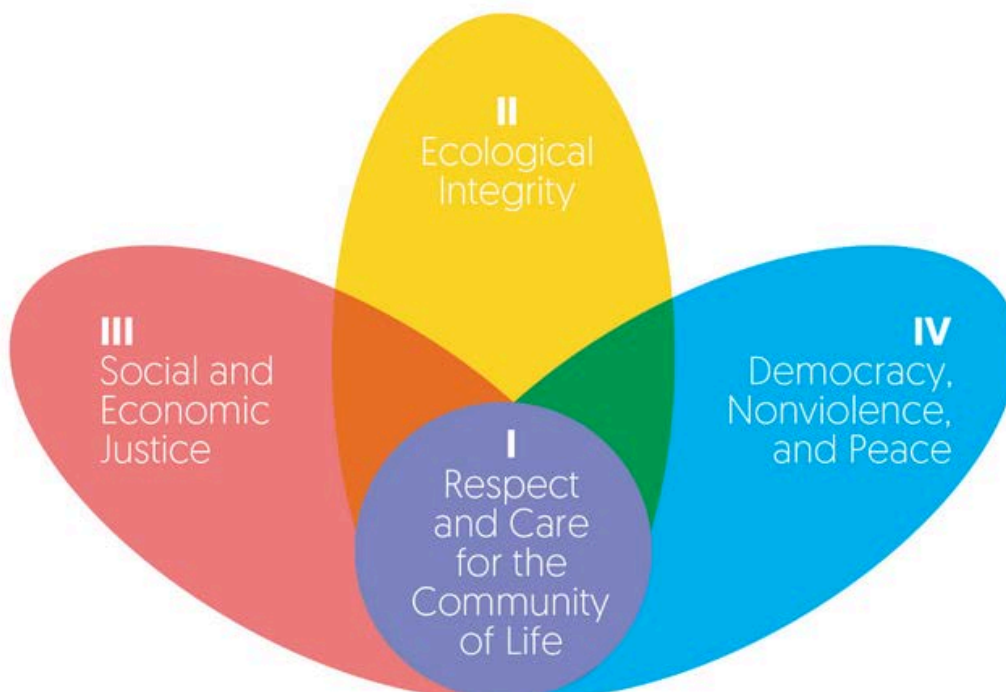


Image Credit: Earth Charter International

## MM3: L3 TEACHER'S GUIDE

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Jane Goodall



Jane  
Goodall  
Institute

### Information about Jane Goodall

Jane has used the Earth Charter to develop her "Roots and Shoots" global environmental-social education program since 2001, reaching thousands of learners. She and her institute looked to and used the Earth Charter shortly after its launch in 2000, although they have modified their values learning for younger children since.

Additionally, Jane recently contributed to the Irish citizens assembly on biodiversity, and in her communications she share the Earth Charter's main philosophy of interconnectedness and interdependence. Her views stressed the importance of empowering young people with understanding to take collective actions.

<https://www.rte.ie/news/2022/1126/1338478-citizens-assembly/>

Jane also epitomises that sustainability education/the Earth Charter are about cultivating an enduring culture of peace, and this connects with her role as UN messenger for Peace since 2001. See Jane talk about the importance of the EC here in 2020

<https://www.youtube.com/watch?v=Qvmsz8G-NjU>



### RESPECT AND COMPASSION FOR SELF, OTHERS & ALL LIFE



- In pairs, share your responses to the prompt written on the board by your teacher and remember compassion is a learnt practice to be cultivated over life
- Remember to actively listen to each other and to take turns in sharing.



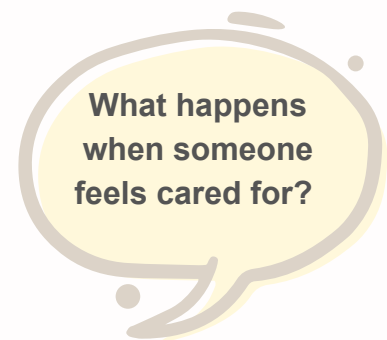
- Below are questions to explore the concepts of "respect" and "care" further.
- Work in you pairs to discuss ideas to these questions. You may take notes below.

**WHAT DOES IT  
MEAN  
"TO RESPECT" ...**

**WHAT DOES IT  
MEAN  
"TO CARE FOR" ...**



**SELF  
OTHERS  
ALL LIFE**





### HOW DO CHANGE MAKERS TAKE ACTION AND WHAT VALUES DO THEY HAVE TO ENSURE RESPECT AND CARE OF ALL?"



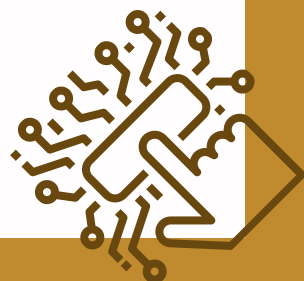
Truth, justice,  
forgiveness, and  
equality

Each group member choose one of the following people to read about:

1. Malala Yousafzai
2. Greta Thunberg
3. Jane Goodall

Go to the following websites for information and skim and scan the text to identify actions each has taken and values each holds:

- WEBSITE A Year of Greta Thunburg <https://theyearofgreta.com/>
- WEBSITE Malala's Story <https://malala.org/malalas-story/>
- WEBSITE <https://janegoodall.org/our-work/our-approach/>





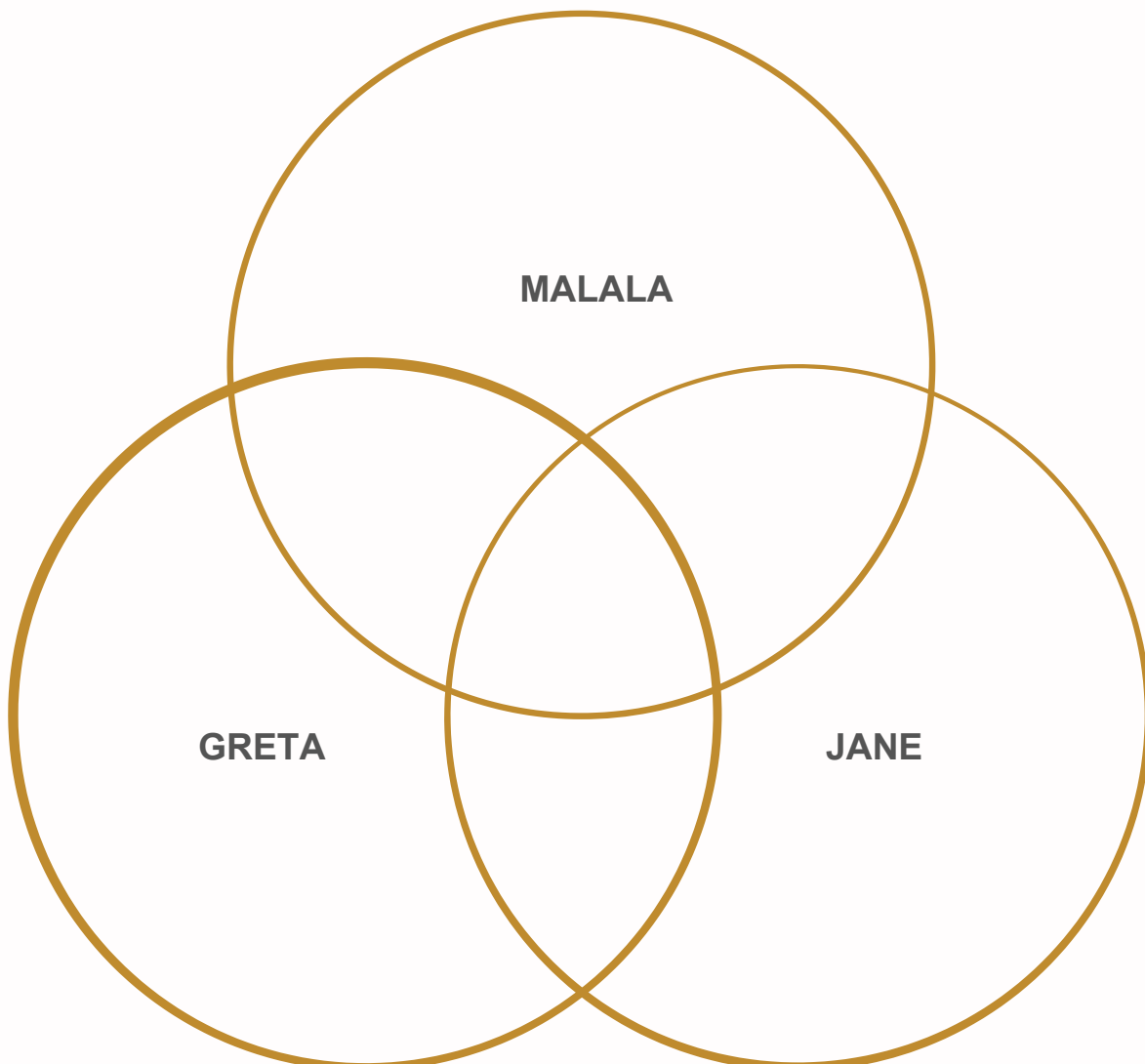
## MM2: L3: EC PILLAR 1 Venn Diagram

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### HOW DO CHANGE MAKERS TAKE ACTION AND WHAT VALUES DO THEY HAVE TO TO ENSURE RESPECT AND CARE OF ALL?"

In your groups, discuss and take notes using the double Venn diagram, which asks you to collaboratively find connections between the actions and values of Malala, Greta and Jane, to help you answer the question at the top of this worksheet.





## Case Study Template

Step 1:

Select a case study to investigate: (insert here) \_\_\_\_\_.

In the space provided draw a tree: trunk , branches/leaves and roots

Example:

- In the trunk:
  - identify the core issue or problem
- In the branches and leaves
  - Identify the effects of the core issue/problem
- In the roots
  - Identify the causes of the core issue/ problem



Problem Tree:

## MM2: L3WS: EC PILLAR 1 Case Study

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Step 2: Using the following questions, research and gather findings on your chosen person and create a case study to present to your peers.

Your main questions you will be answering are:



- What was the core issue of the problem identified by the young person in your case study?
- What was the vision for solving the problem?
- What actions did they take to begin tackling the problem?
- What actions could you take to continue their work?

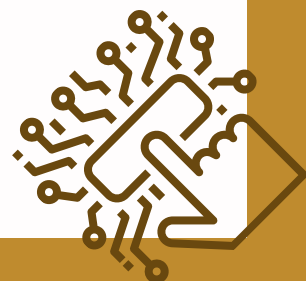
Check with your teacher for your options for :

- Note-taking and information gathering
- Organising information
- Presenting information

Step 3:

Gather and present your findings to a peer for feedback. This process is known as peer review

- Discuss your findings
- Discuss any problems you came across and how you might present them
- Discuss how to make your topic interesting and ask your peer about things they find interesting
- Offer support to each other in making your case study and its presentation the best it can be





## Research Question Prompts

To help you get to those answers here are additional questions to guide you:



- What do I need to find out / ask about this topic?
- What do I already know about this topic?
- What is the focus question asking me about / to do?
- When is my deadline so I can plan my action points

### MORE INFO



- What types of information will I need to complete my research task? (Facts, statistics, instructions, opinions, diagrams, reports, maps)
- What is the best source of information for my topic? (online journals, interviews, blogs, references, cites, newspapers, social media, reports)
- How will I search and what search engines might I use for online searches
- What key words will I use?



- How will I record the information I have found?
- What note making tool will be best for this task / will I use? Onedrive doc, Evernote, Cornell format or pen note book
- What note making format will I use to record my information e.g. spider diagram, matrix, mindmaps
- How will I organise my information (outlines, headings, bold text, diagrams)
- How will I assess and validate my sources of information



- How should I organise my information so that it is presented in a logical accessible way
- Would a graphic organiser help me to organise my information? If so, what one, what is out there
- Should I use key word heading and paragraphs to present my information
- How will I present my information and is there a presentation format required that might suggest a particular way to organise my information?
- Have I answered all the focus questions? If not, do I need to go back and find more information?
- Have I collected all the relevant details for my reference list?



- Can I choose the presentation format to present my information?
- What might be an interesting way to present the findings for my task?
- Does the presentation format suit the audience - what do I need to consider?
- Have I included the relevant information - is there anything to add or lose?
- Have I shown my learning or understanding about the topic?