

# SDG14 Future of the Ocean

## Ocean Leadership for the 21st Century



### MM2: Ocean Leadership for the 21st Century

### Research and Development

### Lesson 4 The Second Earth Charter Pillar: Ecological Integrity and Leadership

Subject Areas: CSPE  
Climate Action and Sustainability English  
SPHE

#### Lesson Title and Summary:

#### The Second Earth Charter Pillar: Ecological Integrity and Leadership

This lesson highlights the crucial intersection of ecological integrity and visionary leadership. It emphasises the profound connection between shared responsibility for protecting all living things on Earth and the promotion of collective wellbeing and prosperity.

Learners will explore how leaders with a strong vision concentrate on aligning personal values, business ethics, and community well-being while prioritizing ecological sustainability. Through this lesson, participants will gain a holistic perspective on leadership that extends beyond individual success to embrace broader ecological and societal concerns.

#### Vocabulary:

Ecological Integrity, Ecosystem, Guardianship, Indigenous Perspective, Leadership Vision, Prosperity, Shared Responsibility, Wellbeing

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

- define key vocabulary in their own words to gain deeper understanding
- begin to understand the concept of guardianship and ecological integrity
- discuss how leadership vision and values connect to achieving ecological integrity

#### Materials

- Worksheet: Define It
- Worksheet: Guardianship
- Support sheet: Teacher's Notes
- Word and Definition Packs
- A3 paper
- Felt pens



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## Lesson 4: The Second Earth Charter Pillar



### Activity Instructions

#### Pre lesson preparation notes:

Activity 1: Cut up Word and Definition card packs, shuffle and made into packs. See Teacher's Notes for template.

Activity 2: Cue video segments ready to play.

1- start at [6:56] stop at [10:28]

2- start at [10:29] stop at [12:33]

#### Activity 1 - DEFINE IT (10 mins)

1. Write "Earth Charter" on the board. Elicit learners' recollection of Earth Charter lesson and note responses around the words on the board.

2. Pair learners and distribute the word and definition card packs. Tell pairs to match the dictionary definitions to the key vocabulary using packs. Encourage learners to start with what they think they know and then check with a dictionary.

3. Direct learners to Worksheet: Define It and ask them to define the new terms in their own words in their notebooks or digital vocabulary bank, if they have one.

#### Activity 2 - Guardianship (30 mins)

1. Group pairs to create groups of four. Elicit understanding of "indigenous" and "perspective" then direct groups to Worksheet: Guardianship and go through instructions.

2. Direct learners to the first task and set a short time limit to for brainstorming (5 mins).

3. Tell learners they will watch 2 extracts of a talk about perspectives on humanity's survival on Earth - 'An Indigenous perspective on humanity's survival on Earth'. Explain that between each part they will have time for a short discussion (5 - 7mins).

### 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 - [mentimeter.com](https://www.mentimeter.com) to gather reflections

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## Lesson 4: The Second Earth Charter Pillar



### EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, set Activity 1 as a flipped classroom exercise.

Extension: For a longer class:

1. Group learners in pairs and write or project the following question for whole class view: "How might leadership vision and leadership values aid in achieving ecological integrity?" and briefly elicit understanding of the concepts "ecological integrity", "leadership", "vision", and "values".
2. Give each group the word cards from the Word/Definition Packs, an A3 piece of paper and pens and direct learners to discuss their collective ideas in response to the question. Have learners refer to their key terms from the first activity and the learnings from the TED Talk - 'An Indigenous perspective on humanity's survival on Earth'.. Direct learners to the word cards and paper to create a mind map of their ideas and invite groups to go around the room and view other groups mind maps.

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

**VIDEO** An Indigenous perspective on humanity's survival on Earth | Jupta Itoewaki  
[14:08min]

[https://www.ted.com/talks/jupta\\_itoewaki\\_an\\_indigenous\\_perspective\\_on\\_humanity\\_s\\_survival\\_on\\_earth](https://www.ted.com/talks/jupta_itoewaki_an_indigenous_perspective_on_humanity_s_survival_on_earth)

Planetary Wellbeing <https://earthcharter.org/planetarywell-beingindex/>

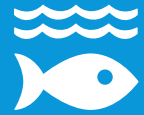
The Earth Charter <https://earthcharter.org/education-sustainable-development/>

The Earth Charter Resources <https://earthcharter.org/resources/>

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

Learners rewatch TED Talk and make a list of key words, thoughts and ideas they have while watching. Share ideas with a partner and contribute to a whole class ideas wall.

Linked learning: Passion 2 Purpose lessons: Introduction to Sphere of Influence, Conflict and Resolution



### The Second Earth Charter Pillar: Ecological Integrity and Leadership

#### DEFINE IT

**Note: Copy and cut up word cards and definitions to create enough packs per group.**

#### Answers

- Ecological integrity - protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.
- Collective and Planetary Wellbeing - more than personal wellbeing, this is the collective, planetary, and intergenerational wellbeing.
- Shared Responsibility - everyone shares responsibility for the present and future wellbeing of the human family and the larger living world.
- Leadership vision - the ability to imagine how a country, society, industry, etc. could develop in the future and to plan for this.
- Ecosystem - the community of life and the well-being of humanity, a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air.
- Prosperity - Social and economic justice in which all humanity have access and opportunity for success in all its forms.

#### GUARDIANSHIP Video Activity

1. Follow instructions in lesson plan and pause between viewing of two parts to allow for brief group discussions.
2. Follow watch times and allow 5 - 7 minutes brief discussion between each part.
  - First extract is approx 3.5mins start at [6:56] stop at [10:28]
  - Second extract is approximately 2 mins start at [10:29] stop at [12:33]
3. Tell learners the following: The speaker offers five key words to explain indigenous perspective, what are the five words and what are her main points for each word?
4. See following page for answers.

**WORD**

**Ecological  
integrity**

protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.

**definition**

**WORD**

**Collective and  
Planetary Wellbeing**

Collective, planetary and intergenerational health, and vitality.

**definition**

**WORD**

**Shared  
responsibility**

everyone shares responsibility for the present and future well-being of the human family and the larger living world.

**definition**

**WORD**

**Leadership  
vision**

the ability to imagine how a country, society, industry, etc. could develop in the future and to plan for this

**definition**

**WORD**

**Ecosystem**

the community of life and the well-being of humanity, a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air.

**definition**

**WORD**

**Prosperity**

Social and economic justice in which all humanity have access and opportunity for success in all its forms

**definition**



### The Second Earth Charter Pillar: Ecological Integrity and Leadership

#### Video Answers

First extract is approx 3.5mins start at [6:56] stop at [10:28],

#### Responsibility:

- main points - accept you don't have all the answers, attend activities hosted by indigenous communities, lead by example, talk about decolonizing and indigenizing education, connect with indigenous people.

#### Respect:

- main points - for each other, in ways of living, in knowledge, in ways of decision making, in cultural integrity.

#### Relationship:

- main points - develop relationship with place, cultures and spirituality, have commitment and mutual learning, no power struggle, learn, practice, improve.

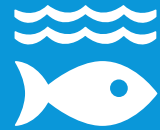
Second extract is approximately 2 mins start at [10:29] stop at [12:33].

#### Reciprocity:

- main points: giving and receiving creates connection between people, beliefs and actions, as well as nature. Lifts all, not few.

#### Redistribution:

- main points - land division is equitable and fair, people given agency to protect, defend and govern.



## KEY CONCEPTS FOR EARTH CHARTER PILLAR 2

1. Match the definitions relating to principles of the Earth Charter to the key vocabulary concepts using the word and definition packs from your teacher. Start with what you think you know and then check with a dictionary.
2. Define the terms in your own words in your notebooks/ vocabulary bank.
3. Consider your learnings about the Earth Charter principles.

**Ecological Integrity**



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**Collective and Planetary Wellbeing**



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**Shared responsibility**

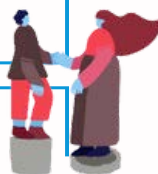


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**Leadership vision**



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**Ecosystem**

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**Prosperity**



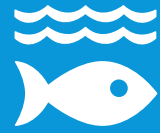
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## MM2: L4WS GUARDIANSHIP

14 LIFE BELOW WATER



Indigenous peoples have been described as being fundamentally important in leadership of global efforts to preserve nature and maintain a habitable planet.

Shutless, 1996

- Work in groups of four.
- Watch and as you listen note your answers in the numbered boxes to the question below. Make any additional notes on the main points given for each "R" word in the numbered lined spaces to support discussion.
- You will watch two extracts.
- After watching each part, share and discuss your ideas with your group.

**WHAT FIVE WORDS EXPLAIN AN INDIGENOUS PERSPECTIVE?  
(ALL ARE VALUES THAT BEGIN WITH "R")**

1

“ ”

2

“ ”

3

“ ”

4

“ ”

5

“ ”

**WHAT ARE HER MAIN POINTS FOR EACH WORD?**

1

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

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