

# SDG14 Future of Ocean

## MM2: Ocean Leadership for the 21st Century



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

#### Research and Development

#### Micro-Module 2:

#### Lesson 1 What is The Earth Charter?

Subject Areas: CSPE/ SPHE, English and Communication, Environment, Sustainability

**4** QUALITY EDUCATION



**13** CLIMATE ACTION



**16** PEACE, JUSTICE AND STRONG INSTITUTIONS



**17** PARTNERSHIPS FOR THE GOALS



#### Lesson Title and Summary: What is The Earth Charter?

This lesson introduces learners to the Earth Charter and its principles. Learners will develop an awareness of how Earth Charter principles can remind us what values cultivate a better, more equitable, just, sustainable and peaceful world. Learners will develop their skills in group discussion and ideation as well as reflective practice in researching. This lesson can be linked with Passion to Purpose lesson on Values.

#### Vocabulary:

Charter, Commitment, Conscience to Action, Equality, Foundations, (to be) Just, Mindset, Movement, (to be) Peaceful, (to be) Sustainable, Thrive, Visionary

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

- develop their skills in reflective practice and research
- practice collaborative discussion
- begin to understand what the Earth Charter is and an awareness of Earth Charter principles

#### Materials

- Worksheets: What is the Earth Charter?
- Worksheet: Know/Want/Learned (KWL) Chart,
- Worksheet: Turning Conscience into Action for a Thriving Earth.
- Worksheet: Interesting Insights of the Earth Charter
- Support Sheet: Teacher's Notes
- Dictionary (online or physical)
- Post It notes
- Video: 'Turning conscience into action for a thriving Earth. Earth Charter International' [1:20min] (see Media Box)

# SDG14 - 21c Ocean Leadership

## Lesson 1 What is The Earth Charter?



### Activity Instructions

#### Activity 1 - Vocabulary Building (10 mins)

1. Divide learners into groups of three. Using Worksheet: Vocabulary Builder, explain that each person looks up four new concepts and defines the new vocabulary in their own words in the speech bubbles above each word.
2. Ask learners to share their findings and definitions with their group members. Ask them to explain their understanding of the dictionary definition and to finish direct learners to complete the rest of the definitions based on their groups sharings so that they have all key concepts defined.

#### Activity 2 - Know/Want/Learned Chart (20 mins)

1. Group learners into pairs. Ask the whole class if they know what the Earth Charter could be about. Share ideas as a whole group.
2. Using Worksheet; KWL Chart, give them 1 minute (in pairs) to complete column 1- 'What I think I know about the Earth Charter'. Share ideas as a whole group.
3. Show learners the image at <https://earthcharter.org/read-the-earth-charter/preamble/> then ask them to complete the second column of the KWL Chart in pairs.
4. Show Video: "Earth Charter: Turning conscience into action for a thriving Earth." [1:20min]. Ask pairs to describe what they have seen in the video using the vocabulary from Activity 1.
5. Watch the video a second time, completing Worksheet: Turning conscience into action for a thriving Earth. Compare answers with another pair and complete the third column of the KWL Chart.

#### Activity 3 - Reflecting on the Earth Charter (20 mins)

1. Using the vocabulary, KWL Chart and responses to the video, write a paragraph that explains the objectives of the Earth Charter.
2. Make a list of 3-5 things you would like to know more about in relation to the Earth Charter.
3. Share paragraphs and lists with 2 other people and compare 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 - [mentimeter.com](https://www.mentimeter.com) to gather reflections

# SDG14 - 21c Ocean Leadership

## Lesson 1 What is The Earth Charter?



### EXTENSION / REDUCTION ACTIVITIES

Reduction: for a shorter class, complete Activities 1 & 2 only.

Extension: for a longer class, extend timings for Activities 2 & 3.

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

VIDEO Earth Charter: Turning conscience into action for a thriving Earth. | The Earth Charter International [1:20 min] <https://youtu.be/rfMtTpXjV78>

#### The Earth Charter

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

#### The Earth Charter Resources

<https://earthcharter.org/resources/>

#### Earth Charter in Irish

<https://haumea.ie/earth-charter-in-irish-an-gaeilge/>

#### The Earth Charter Stories Collection

<https://theearthstoriescollection.org/en/project/beginning/>

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

Direct learners to access the Earth Charter Stories Collection (See Media Box), and go to the stories collection and ask learners to type in 'Beginning' and select a story.

Ask them to consider and comment on:

- 1) Why they selected the story they selected?
- 2) What the story was about?
- 3) How the messages from the story might relate to real life?
- 4) Why the story is important.
- 5) What is their opinion about the story



### Vocabulary Builder Definitions of Key Concepts

mindset	a person's way of thinking and their opinions: to have a different/the same mindset.
conscience to action	the inner sense of what is right or wrong in one's conduct or motives, impelling one toward right action: to follow the dictates of the complex of ethical and moral principles that controls or inhibits the actions or thoughts of an individual.
commitment	a promise or firm decision to do something.
foundation	an idea or fact that something is based on.
a movement	a group of people with a particular set of aims or ideas : the women's movement.
to be just	fair; morally correct: : The judge's sentence was perfectly just in the circumstances.
to be sustainable	able to continue over a period of time.
to be peaceful	without violence.
thrive	to grow, develop, or be successful.
visionary	a person who has the ability to imagine how a country, society, industry, etc. will develop in the future and to plan in a suitable way.
charter	a formal statement of the rights of a country's people, or of an organization or a particular social group, that is agreed by or demanded from a ruler or government: a charter of rights.



### Know Want Learned (KWL) Chart

K-W-L is an acronym that stands for “Know,” “Want to Know,” and “Learned.” The KWL chart is divided into three columns - one for each letter - under which students record: What they already know about the topic, what they want to know and what they have learned that is new knowledge. These charts are graphic organisers that help students organise information before, during, and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor students' learning

### Example:

WHAT I THINK I  
KNOW ABOUT  
THE EARTH  
CHARTER

WHAT I WANT TO  
KNOW

WHAT I HAVE  
LEARNED

### Video Questions:

Q. Why do we need The Earth Charter?

A. Our home (planet Earth) is in crisis.

Q. What is The Earth Charter?

A. A document with 16 principles turning conscience into action. It is a commitment to a just, sustainable and peaceful world.

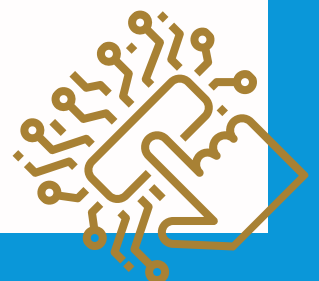
Q. Who and what is the Earth Charter intended to impact?

A. All life, people, animals, insects, all nature and living things.

Q. Spell out in full and consider: what are we asked to do with The Earth Charter?

A. The visionaries of the future to join and get to work. The visionaries are us.

Q. What does 'conscience into action' mean? Can you think of examples of this in our own lives?

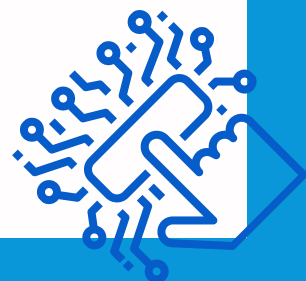




## Vocabulary Builder Key Concepts

- In groups of three, look up the following vocabulary to learn about their meaning.
- Each person look up four new concepts and define the new vocabulary in their own words in the speech bubbles above each word.
- Complete the rest of the definitions based on your groups sharings so that you have all key concepts defined.

“  ”	“  ”	“  ”	“  ”
(to be) JUST	SUSTAINABLE	PEACEFUL	CONSCIENCE
“  ”	“  ”	“  ”	“  ”
MOVEMENT	CHARTER	MINDSET	ACTION
“  ”	“  ”	“  ”	“  ”
COMMITMENT	FOUNDATIONS	VISIONARY	THRIVE





## KNOW WANT LEARNED (KWL) CHART

1. Complete the first box based on your understanding
2. Complete box 2 before watching the video 'Turning conscience into action for a thriving Earth'
3. Complete box 3 after watching video



## WHAT IS THE EARTH CHARTER?

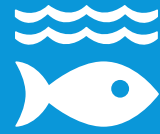
1. WHAT I THINK I KNOW ABOUT THE EARTH CHARTER

2. WHAT I WANT TO KNOW

3. WHAT I HAVE LEARNED

# MM2: L1 TURNING CONSCIENCE INTO ACTION FOR A THRIVING EARTH.

14 LIFE BELOW WATER



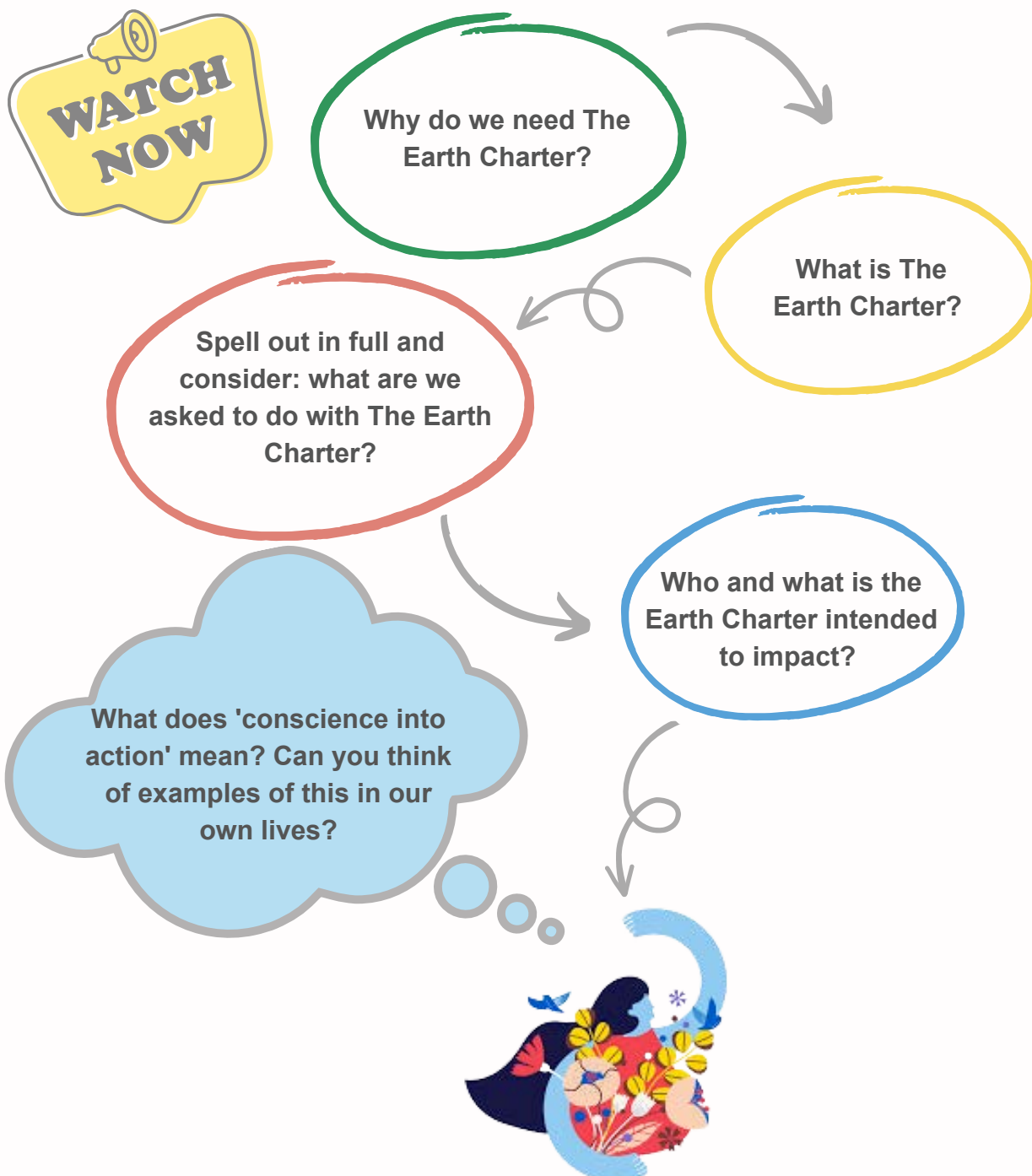
## VIDEO TASK

### Before Watching

Don't forget to complete Box 2 in the Know Want Learn (KWL) chart : What I Would Like to Know About The Earth Charter.

### During Watching

Note responses to the following questions:





# MM2: L1 INTERESTING INSIGHTS OF THE EARTH CHARTER



## INTERESTING INSIGHTS OF THE EARTH CHARTER

### After Watching the Video

1. Working in groups and utilizing the The Earth Charter images and titles below, your group must discuss what might be meant by the categories of each pillar:

- What does the value represent?
- What examples and value can you suggest that demonstrate this principle?
- Who might be impacted by such a value?



2. Identify five interesting insights from your discussion with your peers related to one of the Earth Charter pillars I, II, III, IV

- .....
- .....
- .....
- .....
- .....



3. Complete your final column of your KWL Chart (What I Have Learned).

## MM2: L1 CASE STUDY TEMPLATE

14 LIFE BELOW WATER



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: L1 CASE STUDY TEMPLATE

14 LIFE BELOW WATER



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, daigrams)
- 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 their 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?