

# Humanity inside us



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ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

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## Activity No. 1

### Part of the lesson: EVOCATION

**The aim of the activity:** To find out what pupils (twelve year old children) know about human values and motivate them to think about the right and the wrong behaviours.

#### STEP 1.

Brief description of the activity:

Students will write about what they consider to be the right and the wrong behaviour concerning human values.

Instruction (what you need to tell the students):

Please, work individually. Write on a piece of paper what comes to your mind when we talk about the right and the wrong behaviour related to human values. You have 3 minutes to do it.

#### STEP 2.

Brief description of the activity:

Teacher reminds the students of the rules of free typing and individual writing. The rules will be placed on visible place (e.g. board). After three minutes of writing students come to the discussion.

#### STEP 3.

Brief description of the activity:

Students read some of written ideas and the teacher writes notes on the board into 2 columns. Then the teacher will summarise what they wrote.

Right behaviour	Wrong behaviour

Instruction (what you need to tell the students):

Share your ideas if you want (at least 5-6 of them).

#### STEP 4.

Brief description of the activity:

Depending on the pupils' answers, the teacher can use this activity to introduce briefly or ask about some concepts such as respect, responsibility, tolerance, justice or empathy.

**Tools for the activity (everything you need to take to the classroom):** Pen and paper, stopwatch, the rules of free typing written on flipchart paper

**Estimated time** (max. 40 min.): 12 minutes

**Notes:** The rules of free typing:

Take pen and paper. Write everything that comes to your mind about his topic.

Do not plan ahead, just simply write.

Write during the entire provided time - do not stop writing, even if you have the impression that you have nothing else to write. . .

You write only for yourself. You can decide whether you'll read it to the others or it remains written for you only.

## Activity No. 2

Part of the lesson:  
**APPRECIATION**

**The aim of the activity:** To help students realize the consequences of our acts, not only for us, but also for the environment; and motivate them to change.

**STEP 1.**

Brief description of the activity:

Students will see the video “The girl who silenced the world for five minutes”. In this video we can see Severn Cullis-Suzuki, a twelve year old girl, speaking to the United Assembly about the need of care of our planet; showing that a young girl can make a big difference. <https://www.youtube.com/watch?v=WzigCajGwA>

Instruction (what you need to tell the students):

You are going to see the video “The girl who silenced the world for five minutes”. Please keep silence, watch it and listen carefully.

You will see Severn Cullis-Suzuki, a girl who was able to speak to the United Assembly when she was the same age as you, trying to make the Assembly to think about the way we are treating our planet.

**STEP 2.**

Brief description of the activity:

Children will sum up the main ideas of the video in their notebooks. The notes will be used for another activity later on.

Instruction (what you need to tell the students):

Please, write down individually the main ideas you’ve got from this video. What do you think, what does the girl mean by “**please make your actions reflect your words**”?

**Tools for the activity (everything you need to take to the classroom):** DVD player/ computer, paper and pencil

**Estimated time** (max. 40 min.): 13 minutes

## Activity No. 3

### Part of the lesson: APPRECIATION/ REFLECTION

**The aim of the activity:** To let students appreciate the environment around us and the importance of observing, not only watching.

#### STEP 1.

Brief description of the activity:

We'll go to the schoolyard to explore and observe the living creatures.

Instruction (what you need to tell the students):

In the schoolyard you have to search for the different living creatures (insects, trees, bushes, flowers...). You have 3 minutes to find as many as possible.

#### STEP 2.

Brief description of the activity:

Students will observe for a while what they liked the most.

Instruction (what you need to tell the students):

Now choose what you liked the most, and observe it for a minute.

#### STEP 3.

Brief description of the activity:

In silence (with no further observation), students will draw what they remember, trying to remember different sounds and their feelings from the observation. They will also write what new they have discovered in the schoolyard and the new sensations and feelings they have had with closed eyes.

Instruction (what you need to tell the students):

Please, now close your eyes for a while, then, in complete silence, draw what you remember. After that, write what you have learnt or realized by observing and the new sensations and feelings you have had when you had your eyes closed.

#### STEP 4.

Brief description of the activity:

Students read some of the ideas written. The teacher will summarise them and will ask if they think that we pay enough attention to nature around us.

Instruction (what you need to tell the students):

After observing living creatures in the schoolyard, do you think we pay enough attention to nature around us? Please, share your ideas and what you have written down if you want.

**Tools for the activity (everything you need to take to the classroom):** Pen and paper

**Estimated time** (max. 40 min.): 20 minutes. With these three activities we spent 45 minutes, so need one more lesson to do the next ones.

**Notes:** This activity could be done in a field trip to nature.

## Activity No. 4

Part of the lesson:  
**APPRECIATION/  
 REFLECTION**

**The aim of the activity:** To observe values from different cultures and to summarize what students learnt.

**STEP 1.**

Brief description of the activity:

The teacher reads a fragment of the letter of Seattle's Chief addressed to the President of the United States in 1852 (Annex 1).

Instruction (what you need to tell the students):

Please, listen carefully to this fragment of a letter which is attributed (but not verified) to Chief of Seattle, a native American Indian, sent to the American President.

**STEP 2.**

Brief description of the activity:

The class will be divided in groups of 4 to 5 people, and they will debate about their feelings and thoughts about the video they saw in the previous session, the letter and their experience in the schoolyard.

The teacher can guide them with some questions.

Instruction (what you need to tell the students):

In the groups you will debate about your feelings and thoughts related to the video you saw in the previous lesson, the letter to American president and your experience in the schoolyard.

You can think of the questions such as:

Do you think we respect nature the same way the Indians used to? Which differences do you recognize and which of those do you appreciate?

Do we treat nature the same way we want other people to treat us? Why?

Tell some consequences of the irresponsible and disrespectful behaviour of human beings on nature.

**STEP 3.**

Brief description of the activity:

The teacher can summarize some of the pupils' conclusions, which will be written on the blackboard.

Instruction (what you need to tell the students):

Please, if you like, tell us some of your conclusions.

**Tools for the activity (everything you need to take to the classroom):** Pen and paper, and the letter to read – add this text to worksheet for the students

**Estimated time** (max. 40 min.): 20 minutes.

## Activity No. 5

**The aim of the activity:** To help students getting a positive attitude, and learn how to help the planet with including some habits in their daily lives.

**STEP 1.**

Brief description of the activity:

The pupils are provided the text describing some easy behaviours and habits they can adopt in their daily life which can help to save the environment.

(e.g.: <http://www.greenderella.com/thoughts/20-easy-ways-to-save-the-environment/>)

They will use the "Insert" method using marks into the text to show what they already knew, the new information, what they don't understand and what is completely different from what they thought.

Instruction (what you need to tell the students):

Please, read this article carefully and mark only concrete info, not the whole paragraph; using the marks into the text:

- ✓ I knew this
- + new information
- ? I don't understand, I want to get it clarified
- completely different from what I thought

**STEP 2.**

Brief description of the activity:

The teacher will ask the students what they don't understand and want to clarify - and will sum it up on the board.

Instruction (what you need to tell the students):

Please, let me know what you don't understand in order to clarify it.

**Tools for the activity (everything you need to take to the classroom):** Information to be provided - printed, pen and paper

**Estimated time** (max. 40 min.): 15 minutes

Part of the lesson:  
**APPRECIATION**

## Activity No. 6

### Part of the lesson: **REFLECTION**

**The aim of the activity:** To help students reflect on their own behaviours and the ways of how to improve them.

#### **STEP 1.**

Brief description of the activity:

The teacher will ask some questions and pupils will think about them and write down their thoughts.

Instruction (what you need to tell the students):

Please, think about these questions:

Do you usually have behaviour responsible to the environment?

Which are the things that you already do to help the environment? How do you think you could improve to help protecting our planet? (List of ten actions).

**Tools for the activity (everything you need to take to the classroom):** Pen and paper

**Estimated time** (max. 40 min.): 10 minutes

## Annex 1

“Every part of this Earth is sacred to my people. Every shining pine needle, every humming insect. All are holy in the memory and experience of my people.

We know the sap which courses through the trees as we know the blood that courses through our veins. We are part of the earth and the earth is a part of us. The fragranced flowers are our sisters. The bear, the deer, the great eagle, these are our brothers. The rocky crests, the nectar in the meadows, the body heat of a pony, and man, all belong to the same family.

The sparkling water that moves in the streams and rivers is not just water, but the blood of our ancestors. If we sell you our land, you must remember that it is sacred. Each ghostly reflection in the clear waters of the lakes tells of events and memories in the life of my people. The rivers are our brothers. They quench our thirst. They carry our canoes and feed our children. So you must give the rivers the kindness you would give to any of your brothers.

Will you teach your children what we have taught our children? That the earth is our Mother? What destroys the earth destroys also all her sons.

This is what we know: The earth does not belong to man, man belongs to the earth. All things are connected like the blood that unites us all. Man did not weave the network of life; he is merely its´ strand. Whatever he does to the network, he does to himself.

We love this earth as a newborn loves its mother’s heartbeat. So if we sell you our land, love it as we have loved it. Care for it as we have cared for it. Hold in your mind the memory of the land as in the status when you received it. Preserve the land for all children and love it.”