

Peace Resource Center Workshop
Fourth Grade
Youth Activism, Sustainability and Conservation

Materials: Book "Save the Rainforest"*, Save the Rainforest powerpoint <https://docs.google.com/presentation/d/1c2F5PN8XWNmBMS9fojdt7beCEWdj4OEb8uPpRivROXM/edit?usp=sharing> and narrative printed out from the Rowan folder (this is a shortened version of the book), video player, screen, nametags with students' names already written on them, Chart of Energy Saving Ideas, individual paper strips with energy saving ideas, chart paper, markers and 12 x 18 paper

Post the following Agenda:

Game
Nametags, Agenda Preview
Welcome to the PRC
Save the Rainforest
Peacemaker Activity
Sustainability and Conservation
Break/Snack
Conservation Posters

(A) Game: (Icebreaker): "To start off, we'll play a quick game of "would you rather?" I'll give you two choices, and I'll ask you to move to the side of the room that I point to. Ready?"

Would you rather: Ride a bike, ride a skateboard?

Be on stage, be in the audience?

Go to the zoo, or go to the beach?

Read a comic book, read a mystery story?

Sleep in a tent, sleep at home?

Meet a president, meet a movie star?

Go for a very long walk, go for a very long car ride?"

5 min.

Distribute Nametags, Preview Agenda

Ask students to be seated on the rug. Let them know you would like to call them by name, which is why you are asking them to wear nametags. Go over the Agenda you have posted.

5 min., 10 total

(B) Welcome to the Peace Resource Center

(During this time A sets up the projector)

Seat students on the rugs in front of you. Ask children to get a partner and have them do a pair-share about what they think the Peace Resource Center is, and what it's for. Then ask students what they heard their partner say. Summarize the ideas. That we are here to help all kinds of people, young and old, far and near, learn about peace, about what is fair, and to encourage people to take care of the earth. We believe in nonviolence, which means that there are kinder and smarter ways to solve problems than hurting others or using weapons.

"So we welcome you; we're glad you're here, and we hope that you will make many visits back here."

7 min., 17 total

(A) Powerpoint: Save the Rainforest (Young Hero for the Earth)

(B runs the projector while A reads the story)

I've got a story that I want to share with you. It's about an 8 year old. He learned about something that happened in his country and he decided to do something about it. When you hear his story, I'd like you to ask yourself what made him so strong? And how could he do the things that he did?

Show powerpoint. (Narrate from notes provided with powerpoint)

<https://docs.google.com/presentation/d/1c2F5PN8XWNmBMS9fojdt7beCEWdj4OEb8uPpRivROXM/edit?usp=sharing>

Repeat the previous questions: What made Omar so strong? How could he do such important work?

10 min. 27 total

(B) Peacemaker Activity:

Game: I Agree

Have the group form a standing circle. Let students know that you are going to make a statement, and if they agree with the statement, they are to take one step (emphasize **one** step) into the circle, saying "I agree". If they disagree, they stay where they are. Practice by beginning with "We are in the Peace Resource Center".

Omar really cared about the rainforest, even though he had never seen one.(agree)

Jaguars and cougars live in Mexican rainforests.(agree)

There are no butterflies in the rainforest (disagree)

Scientists often find new medicines in rainforest plants.(agree)

Some of our hamburger meat comes from cattle that graze where the rainforest was cut down.
(agree)

Omar and his father walked 200 miles to the rainforest (disagree).

Omar's father had enough money to go all the way to the rainforest.(disagree)

The Mexican president talked to an 8 year old about saving the rainforest.(agree)

Omar couldn't save all of the rainforest, but he did help.(agree)

Kids can do amazing things (agree)

Omar helped the world by getting people interested in rainforests. Turn to a partner and tell him or her how you would like to help the world.

5 min, 32 total

(A) Sustainability

(During this time B prepares to show the video)

So Omar and his dad, and the kids who joined him wanted to keep the rainforest going. Cutting down the rainforest to make pasture for beef cattle isn't a sustainable practice.

But what is sustainability?

To sustain is to keep something going. One of the things we'd like to keep going is the earth, along with the people, plants and animals on it. When we do things in a sustainable way, that means there is enough for everyone, and that is a good way to keep peace.

To get to sustainability, we are going to need your help.

Take a look at Bill Nye the science guy. He explains what's been happening pretty well.

(video is 3 minutes long)

<https://www.youtube.com/watch?v=grl3BDSGEC4>

So, Bill Nye is helping us to understand that using non-renewable fuels, like coal and gas, is heating up the earth's atmosphere in an unhealthy way. Fossil fuels are taken out of the earth and processed in a way that we can use them, such as gas for our cars, or propane for our grills. Does anyone know what are some other fossil fuels? (Uranium, natural gas, petroleum (or oil).

There are two ways we can help this problem. We can use less energy or we can use renewable energy. What kinds of energy are **renewable**? Turn to a partner and share your idea of renewable energy. (Take students' ideas until you have heard the three main sources. Note that there are other renewable sources such as geothermal and biomass)

The main ones are solar, wind, hydroelectric, (ask students to explain each one.)

7 min. 39 total

(B) Conservation

So let's focus on the idea of using less energy. Does anyone know a name for that? It's called **Conservation**. What is conservation? Conservation means that while we are still using energy, we use less.

How do we do that?(Group brainstorm) List the student's ideas on chart paper. Have your list of ideas behind the students' list.

Energy Saving Ideas (Have these on a chart, but list the kids' ideas first before showing it.)

Walk, ride bikes, scooters instead of getting a ride in the car.

Use public transportation, such as busses or trolleys.

Buy less stuff.

Buy stuff with less packaging (Plastic in packaging comes from petroleum (oil).

Encourage your family to go to the farmer's market, usually the food was grown nearby and it didn't have to travel as far.

You can take your own bag to the farmer's market, or to the supermarket, and that saves energy.

Instead of throwing your old toys and clothes away, find someone who can use them.

Turn off lights and other appliances when they are not being used.

Use daylight instead of electric light when you can.

Take shorter showers.

Unplug phone and laptop chargers. They use energy even when they are not charging!

Encourage your family to use a clothesline to dry clothes.

Encourage your family to use fluorescent or LED light bulbs.

Use a refillable water bottle. It takes a lot of energy to make plastic bottles and transport them!

Compare your list with the list that the students generated. Note where the ideas were the same. Give positive feedback for the student list.

Let students know that they will be working with these ideas to create a poster for Conservation after they have a break.

7 min. 45 total

Snack/Bathroom break

15 min., 60 total

(B) Activity: Advertise Conservation

Ask the teacher to pick pairs that will work well together and assign the pairs a place next to one another. Provide paper and markers. Have all of the above ideas on strips of paper and have each pair pick one (randomly is easier).

Show an example of a conservation poster with an illustration and catchy slogan.

Some examples of catchy slogans:

Be green like a pro, by conserving H₂O. Or- Put a stop to the drop.

More ideas here: shoutslogans.com/100-best-environmental-slogans-posters-and-quotes

(Don't make it too fancy, or kids may be too intimidated to try.) Let students know that you expect them to work cooperatively on the next task. Ask pairs to illustrate their conservation concept, and think of a catchy or poetic way to write the message. Also ask the pairs to talk with each other about who will do what on the poster before they begin. Students could also decide that one member of the team will write the slogan and the other will do the illustration.

Let students know you will be coming around to their work spaces to check on how they are doing or if they need help. Let them know they will have 20 minutes to create their poster.

If there are uneven numbers, choose one of the following options:

A leader could work with one student.

Three students could work together.

One of the students could work alone.

After 15 minutes, give a 5 minute warning.

25 minutes, 85 total

(A) At the 20 minute mark,

Ask pairs to sit next to each other as the class forms a circle. Have students share their poster.

Ask how might students use their posters to help others to conserve. Where might they put their poster, and who might they want to teach?

20 min. 105 total

(A or A&B) Conclusion: Standing Circle

Thank the group for coming and express a wish that you will see the students again.

Then, each student finishes this statement: It was interesting that _____. Once they complete the statement, they extend one arm into the circle, until everyone's had a turn. At that point, all arms are lifted to the sky for a "Peace" cheer.

7 min. 112 total

*Note: As of this date (5/3/2016) **Save My Rainforest** is still available as a new or used book, and of course, it is available in the PRC library in both English and Spanish. Other sources for this sort of information:

<http://earth911.com/home/family/how-kids-are-saving-the-planet/>

<http://www.kidsforsavingearth.org/inaction.htm>

<http://inspiremykids.com/2011/alex-lin-turning-e-waste-into-e-treasure/>

Book: *Heroes of the Environment: True Stories of People Who Are Helping to Protect Our Planet* by Harriet Rohmer (includes stories about young heroes)