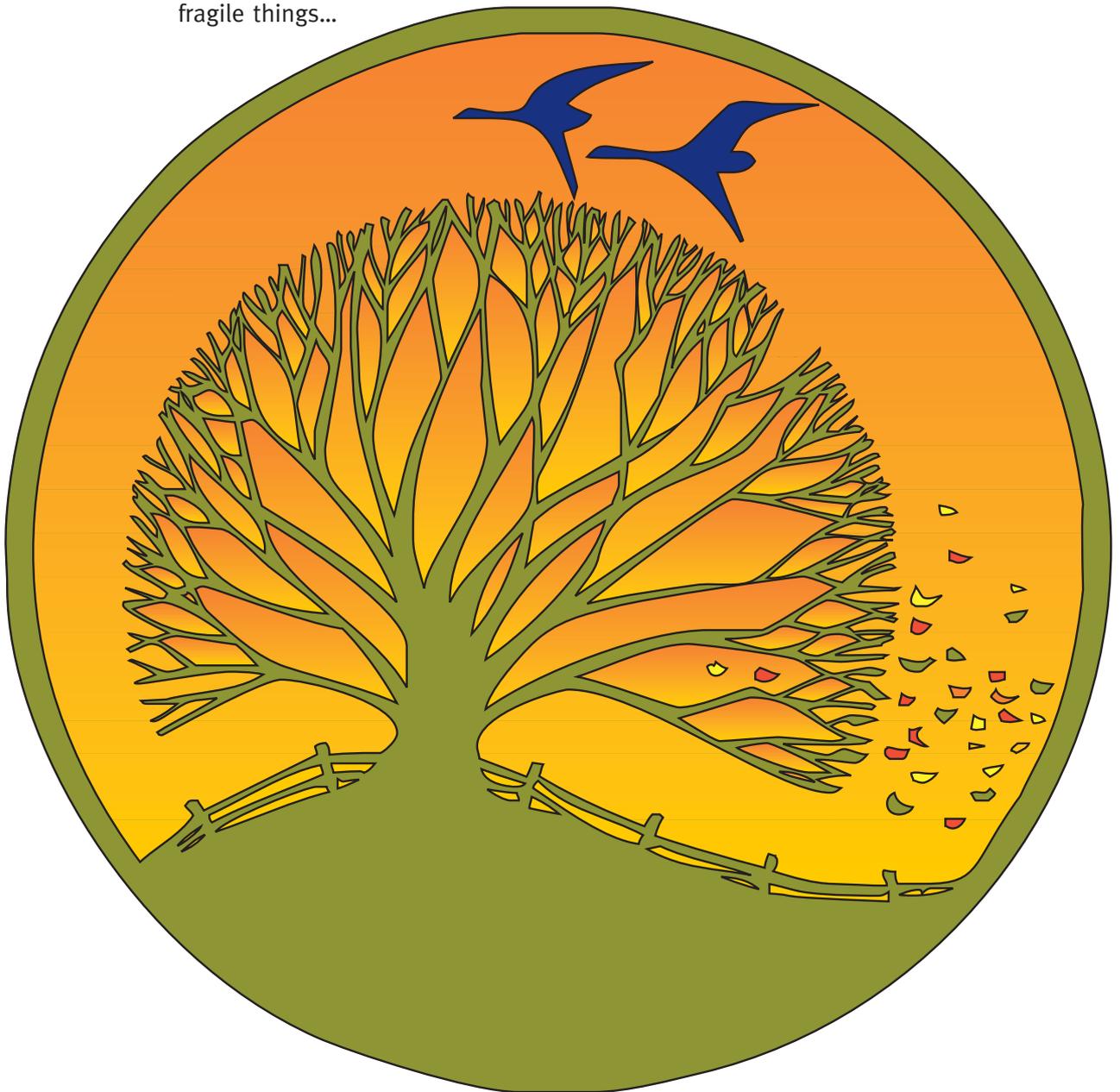


IMPACT ON THE ENVIRONMENT

'Snowflakes are one of
nature's most
fragile things...



...but just look at what they
can do when they
stick together'



WARM-UP ACTIVITIES FOR THE ENVIRONMENT

1. Do a round with the first person thinking of an animal or bird beginning with the letter A and the next one beginning with B and so on. Encourage the group to think of examples from different countries.
2. This could be done in small groups and then everyone has to think of the thing with every letter.
3. In small groups, ask everyone to 'get on their soap box' for a short time, perhaps 30 seconds, and tell the others in the group, without interruption, about an aspect of the environment about which they feel strongly. Spend the last few minutes talking as a group, in response to each other.
4. Talk in pairs about what you or your family do, or do not do, to contribute to protecting the environment e.g. cycling when it is not essential to use a car, buying environmentally friendly products, recycling 'waste' products.
5. In groups of six or seven people see how many actions you know of which your village, town or city takes to promote protection of the environment e.g. provision of recycling centres, cycle lanes etc.
6. Devise a game of twister, where you produce a large sheet of paper divided into squares. Write in each square one attitude in relation to the environment. The group could have thought up a list together first e.g. individuals cannot make much difference, I am worried for the future etc. Then six or seven people at a time put part of their body on each of the squares which apply to them, twisting round each other. They may then talk briefly about their feelings about where they placed themselves on the grid.
7. In pairs, the participants may be invited to complete the sentence, 'Caring for the environment means...', which they then read out to the group. They could aim to be funny, like the 'Love is...' ones.





WHAT'S THE CONNECTION?

PURPOSE

- To reveal some of the connections between our actions and their effect on the environment or on people in another part of the world. For example, how our consumer choices in the United Kingdom are linked to the environment in other parts of the world.

WHAT TO PREPARE

You will need to photocopy and cut out and stick, or simply copy, the statements A, B, and C onto the front of a long envelope.

Cut out each of the 'links statements' separately so one is on each strip of paper and keep together the sets of 'links statements' to go with the main statement. Put each set in the appropriate envelope but make sure they do not go in the right order.

Copies of the Activity Resource 'Background Information' (see page E-5) – optional.

TIME

20 – 30 minutes.

HOW TO RUN IT

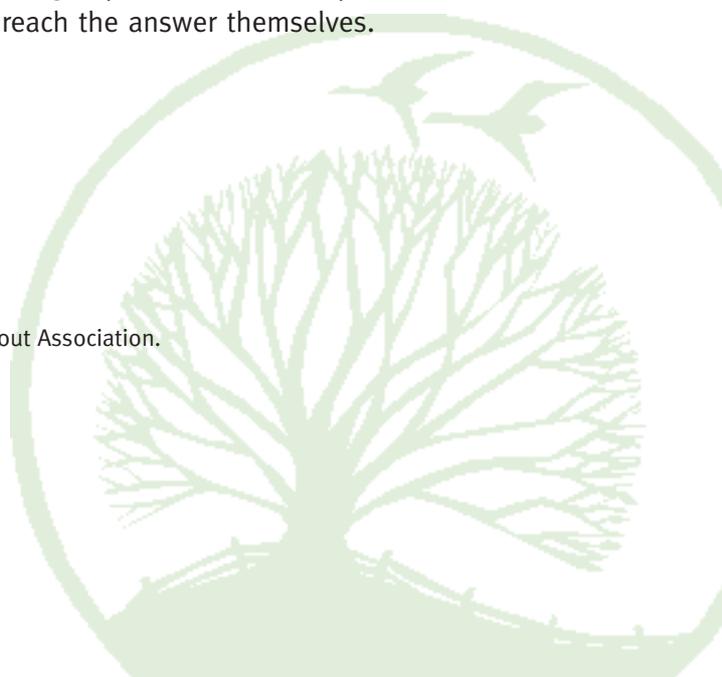
1. Divide into three groups, each with one envelope.
2. As a group, without opening the envelope, try to work out the connection between the two things on the front of your envelope.
3. If you can – great! If not, open the envelope and try to arrange the statements in the correct order to discover the connections.
4. As a whole group share the connections and then discuss thoughts, questions, ideas arising from these games. You can also make up one of your own and try it out on the other groups.

Is there anything more the group would like to do – for example, find out more or take action?

VARIATION

If the group cannot make the connection, then one group member could open the envelope and give the others clues so they can reach the answer themselves.

From: **Unite – Programme ideas for Venture Scouts**. The Scout Association.





WHAT'S THE CONNECTION?

STATEMENTS (TO GO ON THE FRONT OF THE ENVELOPES)

A. What's the connection?

A fashionable bathroom and finding a cure for AIDS?

B. What's the connection?

Pineapples and custard for dessert and famine in Africa?

C. What's the connection?

Saturday sport in Northampton and skin cancer in Greenland?

LINK STATEMENTS

A. A FASHIONABLE BATHROOM AND FINDING A CURE FOR AIDS?

You buy a mahogany loo seat.

The wood is imported from Uganda.

The timber is logged in virgin rainforest.

The rainforest is degraded irrevocably.

Many unique rainforest plants and animals disappear.

Undiscovered species are lost forever.

A vast medicinal resource-bank is destroyed.

A possible cure for AIDS is never found.



WHAT'S THE CONNECTION? (CONT)

B. PINEAPPLES AND CUSTARD FOR DESSERT AND FAMINE IN AFRICA?

Pineapples grown by big multi-national fruit company.

Fruit company buys up most fertile land for plantation.

Local farmers forced off fertile land.

Farmers occupy less fertile land unsuited to agriculture.

Tree-cover and vegetation destroyed by over-grazing.

Rapid desertification of less fertile land.

Desertification leads to even lower rainfall.

Drought/famine cycle established.

C. SATURDAY SPORT IN NORTHAMPTON AND SKIN CANCER IN GREENLAND?

A football fan has a message.

It is sprayed on a wall.

The spray can used a CFC propellant.

The CFCs are released into the atmosphere.

The CFCs dissolve the high ozone layer.

The sun's gamma rays are no longer screened by ozone.

The ozone layer thins, especially near the poles.

The gamma rays cause skin cancer, especially nearer the poles.



WHAT'S THE CONNECTION?

BACKGROUND INFORMATION

DESERTIFICATION

Desertification (the forming of a desert) is a problem which affects 40–50% of the earth's surface. It happens when the plants which naturally protect fertile soil disappear from a piece of land. This is often the result of how the land is used. For example:

- grazing the same kinds of animals all year round on treeless hills and plains.
- farming the same crops all year round. Certain nutrients are constantly removed from the soil and never replaced.
- cutting down live trees for firewood without replacing them (deforestation).

The soil becomes exposed to wind and rain and is carried away. Topsoil, which is the richest and most fertile, always goes first. Once the plants and organic topsoil have been removed, there is nothing left to hold water. New seeds cannot germinate and the soil is either too sandy or too full of clay for the roots to take hold. Once the land has reached this stage, recovery is very difficult. The human inhabitants often give up trying to earn a living and move elsewhere. If large areas suffer from desertification, there is nowhere for people to go for food, resulting in malnutrition and starvation.

CFCs

CFC stands for chlorofluorocarbon. CFCs are chemicals which are widely used in refrigerators, air conditioners, aerosol sprays and the production of foams. Several years ago scientists noticed a hole developing in the ozone layer which was found to be caused by CFCs. The ozone layer protects us from dangerous radiation from the sun. Holes in the ozone layer will increase our risk of getting certain forms of cancer e.g. skin cancer.

AIDS

AIDS is the shortened term used for Acquired Immune Deficiency Syndrome. This covers a variety of symptoms people acquire as the result of being infected with the Human Immunodeficiency Virus (HIV). This virus destroys the body's defences against other diseases. AIDS is one of the most serious health problems in the world today. The World Health Organisation predicts that over 40 million people world-wide will be infected with HIV by the year 2000. This has far reaching effects on the economies of countries, particularly developing countries, where AIDS affects mainly the active, young people. These are the people who can often contribute to the economy and the economy suffers because people are ill or dying from AIDS. It also puts a huge burden on healthcare, which is costly in terms of money and human resources. At present there is no cure for AIDS.



WHAT'S THE CONNECTION? (CONT)

UGANDA

Uganda is situated in East Africa, and lies to the west of Kenya and north of Lake Victoria. Most of the country is a plateau which lies about 1,200 m above sea level. Uganda is a very fertile country and 90% of the population live in the countryside in rural farms called shambas. The main crops are coffee, tea and cotton. Uganda produces hardwoods. The Ugandan Government recently stopped dealing with a country in the west because they wanted to be paid in hardwoods rather than in currency. Uganda has also decided that no hardwood will be exported as timber. These decisions protect the hardwoods and the jobs for local people.



A LITTLE GAME AND A MODERN PARABLE

PURPOSE

- To encourage the adoption of an open-minded attitude and approach to new ideas and new situations.
- To support new ways of perceiving familiar things.
- To develop the ability to think critically.
- To increase awareness of personal attitudes and behaviour which can help to solve a problem.

WHAT TO PREPARE

- One copy of Activity Resource 'The Game of 9 Dots' (see page E-9) for each group doing the game.
- A pencil or pen for each group.
- Flip chart paper and a stand or re-usable adhesive and a wall.

TIME

45 minutes.

HOW TO RUN IT

1. Introduce this as a game about creativity and problem solving.
2. Work in groups of 3 or 4 and sit far enough apart so as not to see what others are doing or hear others talking.
3. The sheets (Activity Resource 'The Game of 9 Dots') are handed out to the groups and the instruction is read out. There are 5 minutes to complete the task. The groups should keep their own time. If no group has finished and got it right in 5 minutes, agree another 3 – 5 minutes.
4. Each group reports briefly how they got on, drawing their solution on the flip chart, if appropriate. Announce the given answer – see below.
5. In the whole group go through some or all of the questions on Activity Resource 'Questions for the Game of 9 Dots' taking replies to the questions from different groups.
6. One person reads out Activity Resource 'A Modern Parable' (see page E-11). Then ask the members to discuss, either in the whole group, or in small groups:
 - How does the parable link to the game of 9 dots?
 - How might the game and the parable be relevant in our own lives?



A LITTLE GAME AND A MODERN PARABLE (CONT)

VARIATION:

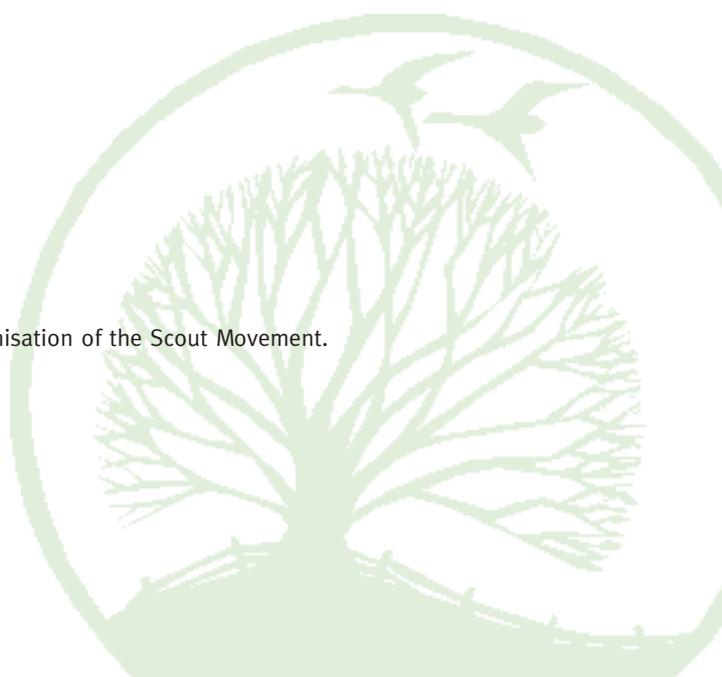
1. Copies of the Activity Resource 'A Modern Parable' could be given to each individual to read.
2. The questions could be discussed in small groups with some of the answers to the second question being shared with the whole group.
3. Participants could be invited to tell a story about how they solved a problem or got into a whole new situation by 'changing the frame', thinking laterally or being open to a different approach.

NOTES:

Points the leader might want to ensure are made include:

- Every person has his or her own ideas, knowledge, experience, ways of doing things and ways of looking at things. This is part of being an individual, whatever their age.
- It can limit their potential and the potential of others, if people assume they are right in everything, because people learn through looking out beyond their own experience and being open to the new and unfamiliar, seeing these as an opportunity rather than a threat.
- Looking at problems and at situations laterally, or from a different perspective, can lead to a whole new situation.
- Global awareness is about looking out, being open to new information and different perspectives about the links between the local and the global, and the global and the local.

Adapted from **Development Games for Scouts**. World Organisation of the Scout Movement.

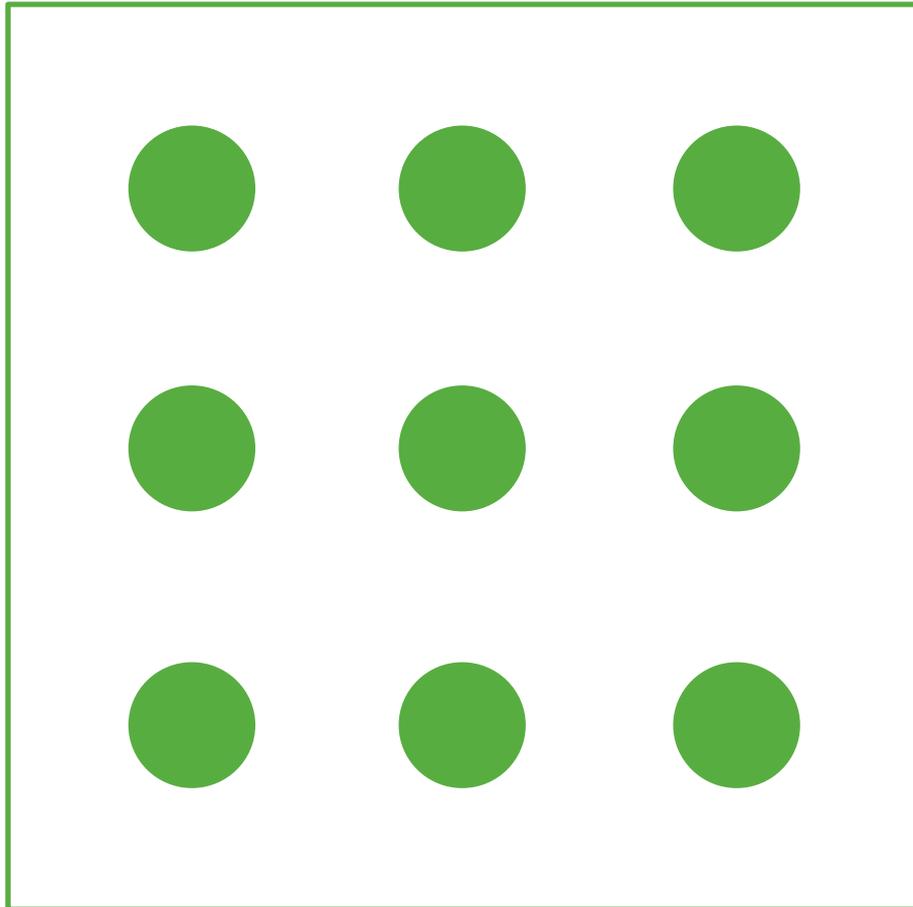




THE GAME OF 9 DOTS

WHAT TO DO

Without lifting the pencil from the paper, cover all the dots with four straight lines.

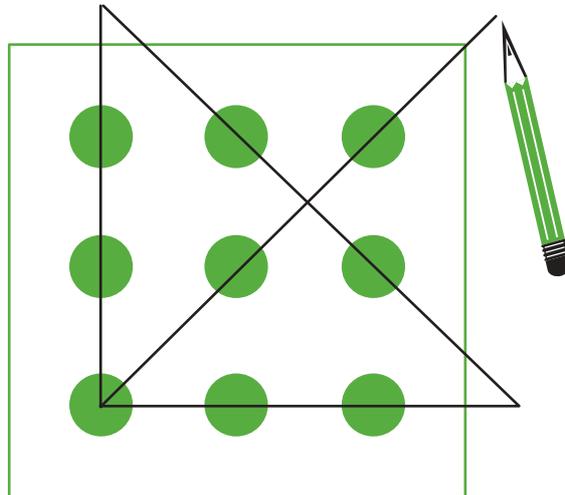




QUESTIONS FOR THE GAME OF 9 DOTS

1. How did you react at first?
2. Did you assume you had to stay in the frame?
3. Did anyone suggest going outside it, and if they did, how did the others react?
4. How did the group feel as the time went on? (Anxious, frustrated, excited?)
5. What contributed to finding the solution?
6. How might this be relevant to everyday life?

SOLUTION TO 'THE GAME OF 9 DOTS'





A MODERN PARABLE USED IN 'A GAME OF 9 DOTS'

Long ago, when the world was very new, there was a certain lobster who determined that the Creator had made a mistake.

So he set up an appointment to discuss the matter.

“With all due respect,” said the lobster, “I wish to complain about the way you designed my shell. You see, I just get used to one outer casing, when I’ve got to shed it for another. Very inconvenient and rather a waste of time.”

To which the Creator replied, “I see. But do you realise that it is the giving up of one shell that allows you to grow into another?”

“But I like myself just the way I am,” the lobster said.

“Your mind’s made up?” the Creator asked.

“Indeed!” the lobster stated firmly.

“Very well,” smiled the Creator.

“From now on, your shell will not change, and you may go about your business just as you are right now.”

That’s very kind of you,” said the lobster, and left.

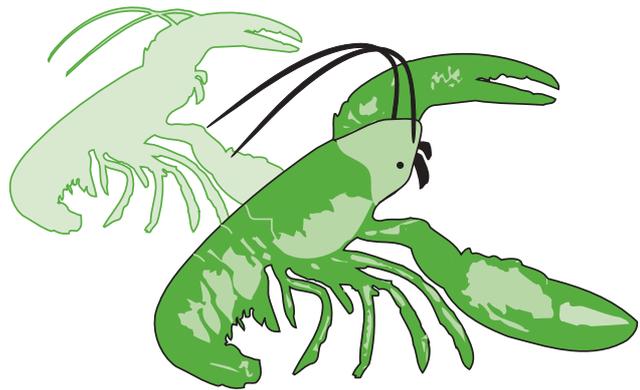
At first, the lobster was very content wearing the same old shell. But as time passed he found that his once light and comfortable shell was becoming quite heavy and tight.

After a while, in fact, the shell became so cumbersome that the lobster couldn’t feel anything at all outside himself. As a result he was constantly bumping into others.

Finally, it got to a point where he could hardly breathe. So with great effort, he went back to see the Creator.

“With all due respect,” the lobster sighed, “contrary to what you promised, my shell has not remained the same. It keeps shrinking!”

“Not at all,” smiled the Creator. “Your shell may have gotten a little thicker with age, but it has remained the same size. What’s happened is that you have changed – inside, beneath your shell.”



cont...



A MODERN PARABLE USED IN 'A GAME OF 9 DOTS' (CONT)

The Creator continued: “You see, everything changes continuously. No one remains the same. That’s the way I’ve designed things. And the wisest choice is to shed your old shell as you grow.”

“I see,” said the lobster, “but you must admit it is occasionally inconvenient and a bit uncomfortable.”

“Yes,” said the Creator, “but remember, all growth carries with it both the possibility of discomfort... and the potential for great joy, as you discover new parts of yourself. After all, you can’t have one without the other.”

“That’s very sensible”, said the lobster.

“If you like,” offered the Creator, “I’ll tell you something more.”

“Please do,” encouraged the lobster.

“When you let go of your shell and choose to grow,” said the Creator, “you build new strength within yourself. And in that strength, you’ll find new capacity to love yourself, to love those around you, and to love life itself. This is my plan for each of you.”

Source: **Network letter CCPD No.16**, October 1982.



CLOSE TO HOME QUIZ

PURPOSE

- To raise awareness that caring for the environment begins at home.

WHAT TO PREPARE

- One copy of the quiz and three big pieces of paper marked A, B and C.
- Another big piece of paper with the scoring system written on it.
- An index card and a pencil/pen per participant.

TIME

45 – 60 minutes.

HOW TO RUN IT

1. Locate the pieces of paper with the letters on, in three different parts of the room.
2. Explain that each person will answer the questions for their home. When you ask each question you will give three answers, A, B, and C. Each person is to go to the 'station' marked with the appropriate letter. They should write the number of the question on their card and the letter of their answer.
3. Ask the people to talk with others who gave the same answer for some questions, to talk with people from a different group for others and suggest they discuss their view on the question, or a follow on question from you to that question.
4. After you have asked all the questions, then put up the big sheet explaining the scoring and ask them to exchange cards with a partner and to mark each other's.
5. Each pair could then join another pair to share their results, discuss any surprises and talk about any action they might want to take e.g. in the group or club, or at home.

SCORING

- Give yourself 20 points for every B, 10 points for every A and 5 points for every C.
- If you scored 137 or more, then well done! You obviously realise that caring for the environment begins at home.
- If you scored between 82 and 136, then you could do better. You're still using some wasteful ways of doing things. How about a re-think?
- Less than 81? Well, come on now, work on those adults to take up better ways before it's too late.
- If you scored 221 – you cheated!



CLOSE TO HOME QUIZ (CONT)

VARIATIONS

1. This could be done by giving each person a copy of the quiz (Activity Resource 'Close to Home Quiz' – see pages E-15–E-16) and asking them to ring their answer. They could sit in small groups and compare answers before going on to the next question.
2. The activity could be followed by a discussion looking at the environmental issues but also looking at the judgements the quiz makes and what the group feels about those. Are there other ways of looking at things which might conflict with this approach such as: issues of employment and unemployment; issues of time available; implications for men and women – are they different?
3. What more would people like to know? Where might they find the information? See the list of organisations to do with the environment.
4. The quiz could be followed by another activity looking at the environment.
5. If the group includes people involved in or interested in farming then you could do the Healthy Farm Quiz instead. (Activity Resource 'Healthy Farm Quiz')

From: **The Green Activity Book** by Meryl Doney, published by Lion.





CLOSE TO HOME QUIZ: QUESTIONS

CLEANING

1 What do your family use to clean the sink, bath and toilet?

- a. A full range of cleaners including bleach, scouring powder and water freshener.
- b. Strong vinegar solution, a mixture of soda and soap in hot water and phosphate-free cleaners.
- c. A quick wipe-round with a cloth.

2 How does your family dispose of dangerous chemicals, such as DIY cleaners, paint, car oil and battery acid?

- a. Put them straight down the outside drain.
- b. Ring up the council's waste disposal department and put them where they suggest.
- c. Never do any DIY.

3 What do your family keep in the bathroom?

- a. Something for every single need, i.e. shampoo, deodorant, bubble bath, perfume.
- b. Only buy products with natural ingredients and try to use them sparingly.
- c. Toothpaste and a bar of soap.

Food

4 Which would you rather your parents/carers bought?

- a. Perfect, mass-produced fruit and factory farmed eggs.
- b. Organically grown fruit and free range eggs, even if they are a bit muddy and odd sizes.
- c. A hamburger.

5 When your family buys tinned fruit do you?

- a. Look for the biggest tin for the price.
- b. Check the country of origin and list of contents carefully.
- c. Grab the nearest.

6 Which would you rather eat?

- a. A pre-cooked, frozen steak pie and deep-fried chips.
- b. A vegetarian lasagne you cooked yourself from fresh ingredients.
- c. A take-away hamburger.



CLOSE TO HOME QUIZ: QUESTIONS (CONT)

WASTE DISPOSAL

7. How do you get rid of your rubbish?

- a. Put it all in plastic sacks by the back gate.
- b. Sort everything and take most of it down to the recycling plant, leaving a small amount to be bagged for collection.
- c. Throw it over the fence.

HEALTH

8. When you have a cold do you/your carers?

- a. Buy every cure on the market and hope something works.
- b. Avoid drugs if possible, only taking them on prescription from a doctor. Go for prevention rather than cure.
- c. Take paracetamol and hope for the best.

FURNISHINGS

9. Would you rather have?

- a. Smart mass-produced furniture using new materials.
- b. Furniture, old or new, made with natural materials such as wood, cane and cotton.
- c. Anything so long as it is cheap.

IN THE GARDEN

10. When planning the garden did your family?

- a. Go for convenience, with paving stones, potted plants, chemical fertilisers and pesticides.
- b. Prefer a balanced chemical-free garden with room for wildlife.
- c. Not get round to it.

THE CAR

11. When buying the car did your family?

- a. Go for performance and looks.
- b. Prefer safety, low-pollution and economy.
- c. Buy it from a friend.

From: The **Green Activity Book** by Meryl Doney, published by Lion.



HEALTHY FARM QUIZ

This quiz is a variation on the 'Close to Home' Quiz (see pages E-15–E-16).

It can be done in pairs.

1. What do organic farmers use on their fruit and vegetables instead of artificial fertilisers?
2. In what year did the government ban the method of rearing calves in crates for veal?
3. Which types of bread and biscuits are produced in the healthiest way?
4. Dyes and Tartrazine (E102) are used to enhance the colour of the yolk in some free range and battery-produced eggs. Why is this done?
5. When farms burn stubble, what gas damages the atmosphere?
6. How much manure would farmers have to put on their crops to equal the nitrogen content of 1 ton of artificial fertilisers?...6 tons, 16 tons or 60 tons?
7. How do chemicals which farmers use on their crops affect the rivers and streams?
8. What is the reason for dipping sheep?
9. What precautions must always be taken when sheep are being dipped?
10. Describe the conditions in which pigs are kept when factory farming methods are used.

From: **Let's Look After Our Planet**, Health Education Trigger Pack, Youth Clubs U.K.



HEALTHY FARM QUIZ: ANSWERS

1. Compost, animal manure and crop rotation to keep their soil healthy.
2. 1986, after 20 years of work by the animal welfare lobby.
3. Granary or wholemeal bread. Old-fashioned recipe biscuits.
4. The British consumer prefers the appearance of dark yellow yolks.
5. Carbon dioxide.
6. 60 tons of manure.
7. They can pollute the water and kill or damage wildlife e.g. fish, ducks.
8. To kill parasites e.g. blow fly, sheep scab and ticks.
9. Protective clothing must be worn and dipping must not take place in an enclosed space because the 'dip' is so toxic.
10. They are kept in the dark on concrete floors in cages.



THE EARTH'S LIFE STORY

PURPOSE

- To raise awareness of the massive environmental changes people have made to the Earth.
- To encourage involvement in activities which inform and involve people in acting to save the world and its peoples.

WHAT TO PREPARE

- Several large copies of Activity Resource 'The Earth's Life Story: Template Timescale' (see page E-21).
- A set of Activity Resource 'The Earth's Life Story: Timescale Captions' (see page E-22).
- Some re-usable adhesive.

TIME

30 minutes.

HOW TO RUN IT

1. Explain that the planet earth is thought by some to be about 4,600 million years old. If we drop a few noughts we can imagine that the earth is just 46 years of age. Then we need to create its life story.
2. Divide the participants into groups of 4 – 6 and give each group a set of cards and a ruler and ask them to stick the cards onto the timescale template at the time they think appropriate.
3. Ask each group to display its version of the completed timescale.
4. Show the group the 'right' answers. Start a discussion by asking for their reactions to this timescale. Aim to link this with experiences and concerns of the participants. You might want to draw in some of the information from the notes below.

NOTES

On a world scale there is good news and bad news.

The bad news is that, despite having been on this planet for a relatively short time, people have made massive environmental changes without fully realising the way their actions affect the world as a whole. Now, we even have the power to destroy the earth with nuclear weapons. For the first time, the future is in doubt.

The good news is that, after several shock reports in the 1960's, people finally began to think about what we were doing to our planet. They formed the first of the groups that are now part of the 'green' movement and they have gradually been affecting the way people think and act. If they continue to inform and involve others, it may not be too late to save our world and its peoples.

From: **The Green Activity Book** by Meryl Doney, published by Lion.



THE EARTH'S LIFE STORY: TIMESCALE

THE EARLY YEARS

Age 1–7

nothing known

Age 7–42

Little known about
the growing years

Age 42–45

Living things created

LAST YEAR

Age 45

Dinosaurs lived

Mammals created
8 months ago

THIS YEAR

Age 46

The Ice Age happened
at the weekend

Humankind around from
about 4 hours ago

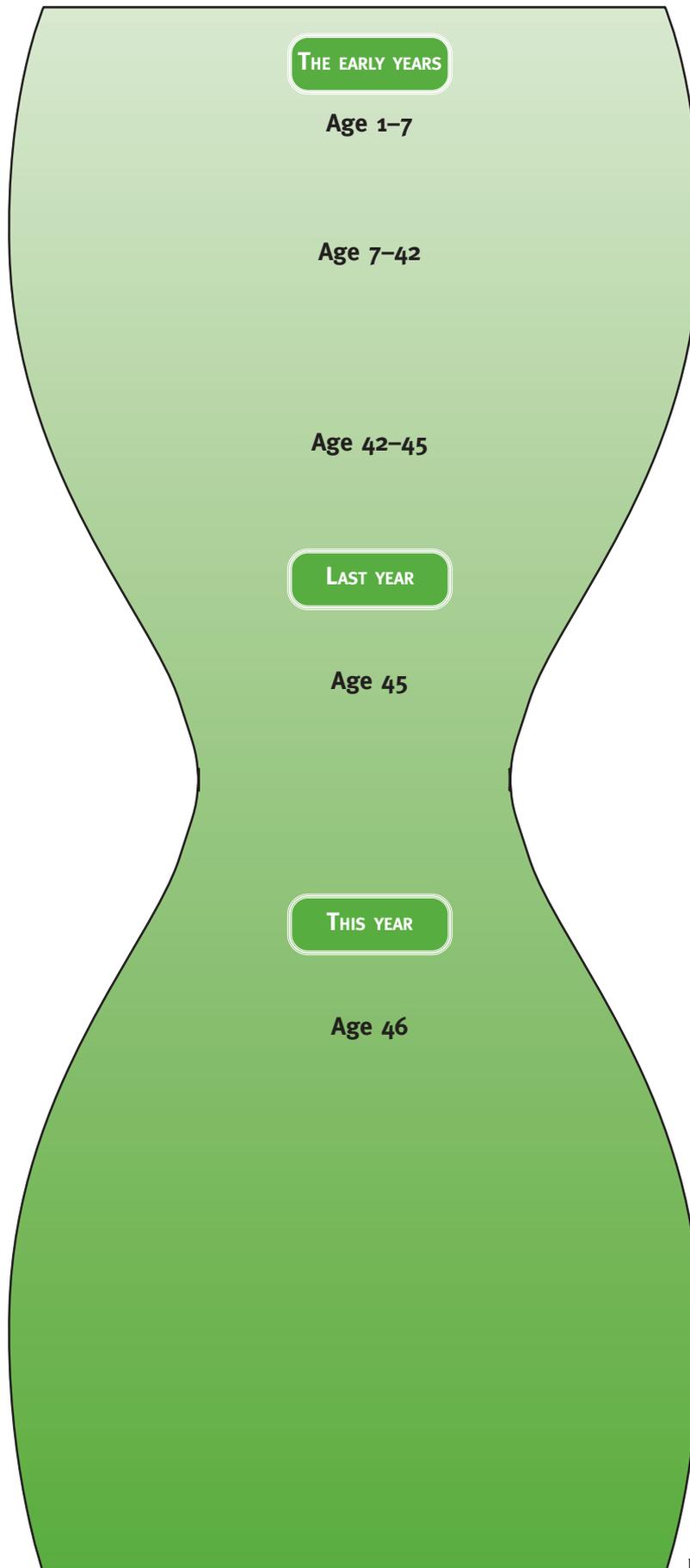
People discovered agriculture
an hour ago

The Industrial Revolution happened
a minute ago

We have made a rubbish tip
of the planet in only
the last 60 seconds!



THE EARTH'S LIFE STORY: TEMPLATE TIMESCALE





THE EARTH'S LIFE STORY: TIMESCALE CAPTIONS

People discovered agriculture
an hour ago

Nothing known

We have made a rubbish tip
of the planet in only the last
60 seconds!

The Industrial Revolution
happened a minute ago

The Ice Age happened at the
weekend

Living things created

Humankind around from about
4 minutes ago

Mammals created
8 months ago

Little known about the
growing years

Dinosaurs lived



WHAT TO DO IN YOUR OWN BACKYARD

PURPOSE

- To find out about a few practical projects, for young people in your group, club or at home, to begin to protect the environment.

WHAT TO PREPARE

- Each project needs different things, so read them all and then collect what you need for the one you have chosen.

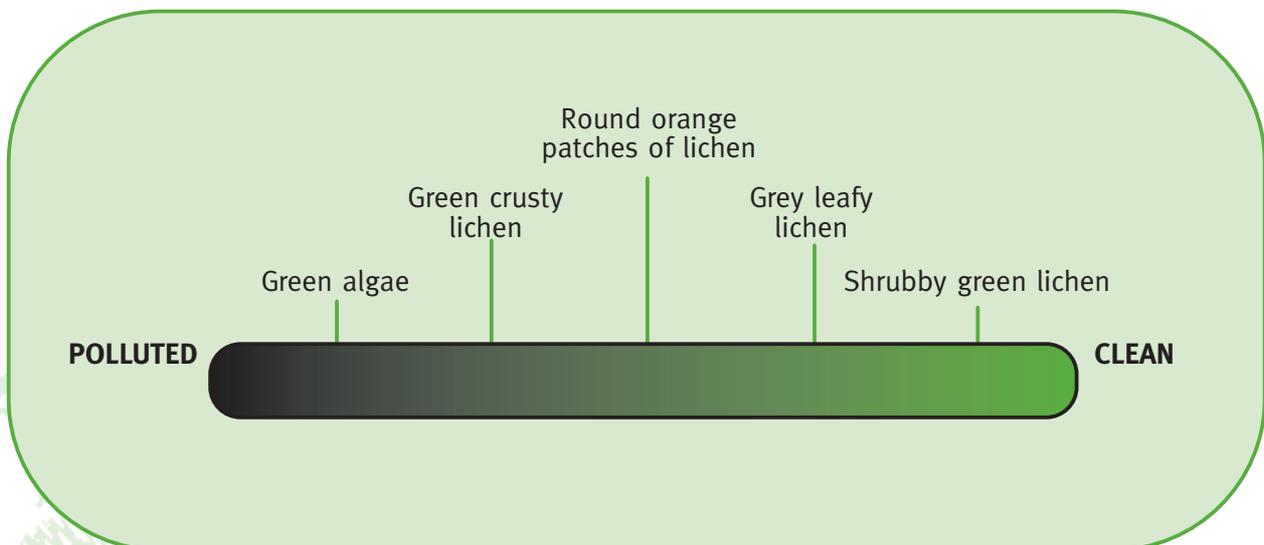
TIME

Some of the practical projects could take 15 minutes. Others will take an hour or so. Some activities, where the group could go and buy the materials, could extend over several sessions.

HOW TO RUN IT

1. Activities to monitor and reduce pollution

- Hold a thin cotton handkerchief over your mouth and breathe in steadily. Take it away and look at the area which was over your mouth. How clean is it?
- Collect 2.5 cm of rainwater through a tea strainer placed over a glass jar. Dip a strip of litmus paper (sold for chemistry sets) into the rainwater. If the colour changes to pinky purple, damaging acid is present in the rain.
- Look for lichens growing on trees, rocks or bricks. They can give you valuable clues because not all lichens can grow in polluted air, but some kinds can.





2. Actions to reduce pollution

- Ask your local authority to see what it can do about reducing pollution from nearby factories.
- List the opportunities for your family to walk, ride bicycles or use public transport and use them!
- If you or your family runs a car, make sure it uses unleaded petrol.
- Avoid burning rubbish, garden waste, plastic, rubber or chemicals.
- Do not use harmful garden pesticides.
- Encourage wildlife by making a hanging planter. Use a plant pot or a bucket. Some water needs to collect in the bottom but drainage holes are needed in the side of the container. Plant some plants in the container and watch for insects and butterflies etc. Identify and record the insects, butterflies and birds this attracts.
- Find somewhere to hang half coconuts, peanuts or pine cones brushed with melted fat. Provide water in a heavy dish. The birds will welcome this in winter. Be sure everything is out of the reach of cats.

From: **The Green Activity Book** by Meryl Doney, published by Lion.





JUST IMAGINE - A DIFFERENT WORLD

LET'S MINIFY

PURPOSE

- To see the world with different eyes by using the imagination.

WHAT TO PREPARE

- Nothing needs to be prepared.

TIME

10 – 15 minutes.

HOW TO RUN IT

1. Get everyone to sit in a circle quietly and to hold their hands in front of them, cupped as if holding a globe the size of a football. Ask them to close their eyes and to allow their imagination to be guided by the words.
2. Read out, quite slowly,

‘Imagine you are holding a miniature version of the planet earth in the palm of your hand. You can see what is happening to it; clouds of pollution rising from the cities, the green forests shrinking, the ‘concrete jungles’ expanding, the deserts creeping over fertile land, millions of refugees escaping from war and famine and the mournful cry of whales so near extinction that they cannot find a mate.

‘Now, think that if the Earth were only a few feet in diameter, floating just above a field somewhere, people would walk around it, marvelling at its big pools of water, its little pools and the water flowing between the pools. People would marvel at the bumps on it, and the holes in it and they would wonder at the very thin layer of gas surrounding it with water suspended in the gas. The people stare at all the creatures walking around the surface of the ball, and the creatures in the water.

‘The people would declare it as very special because it was the only one, and they would protect it so that it would not be hurt. The ball would be the greatest wonder known and people would come to it to gain knowledge, to be healed, to know beauty and to ponder how it could be. People would love it and defend it with their lives because they would somehow know that their lives, their own roundness, could be nothing without it. If the Earth were only a few feet in diameter.’

Author unknown. From **Enviroteach 1**, 1992, reproduced in *The Global Scout* by F. Opie. p54–55 and also from **Creativity**, published by Y Care International.



JUST IMAGINE - A DIFFERENT WORLD (CONT)

ENDING 1

Give people a few minutes to come back from their imaginings. Start a discussion, maybe in twos and threes, about what they are feeling, thinking and what might they do, if anything. The list of Environmental Organisations to be found in the Resources section might be of use here.

ENDING 2

Now imagine the earth is shrinking in your hands until it is small enough to keep safely in your pocket. Remember that its life is your responsibility along with everyone else here. Think quietly for a moment and decide on one thing you would like to do to keep the earth safe for future generations. Ask everyone to open their eyes and share what you would like to do. Write these down for discussion or for use in planning follow-up activities/actions.

FOLLOW-UP IDEAS

- Have a recycling campaign. Use china mugs instead of plastic throw away ones and have a washing up rota! Find out where you can take recycled items such as cans, glass bottles, plastic bottles, newspapers and cardboard, and then collect them. Some recycling centres give you money back for charity.
- Shop for Fair Trade products – see the **Spending your Money** section in this resource.
- Where possible, walk rather than use the car, e.g. to school.
- Encourage your family to shop for ‘Environmentally Friendly’ products. The Green Consumer and Supermarket Guides will help. Don’t forget to shop this way yourself!
- Design a project to improve part of your local environment. Try to co-operate with existing groups.
- Join a campaign e.g. to save the world’s tropical rain forests. The list of Organisations in the **Background and Resources** section will give some idea of current campaigns.
- Send a C4 stamped addressed envelope to Y Care International, marked ‘Y on Earth Care Resource List’.

