



UNDER 8'S DAY

GUIDE AND RESOURCE BOOKLET

Implementing the
Earth Charter principles
for a values-based event

written by Sherry Bruce

| Table of Contents | Page |
|---|------|
| Special Acknowledgements | 3 |
| Key Words/Phrases | 4 |
| Overview | 5 |
| The Event | 7 |
| Using the Under 8's Day Guide and Resource Booklet | 10 |
| Under 8's Day Experience Table | 11 |
| Earth Action Cards Overview | 13 |
| Earth Charter Principles | 17 |
| References | 18 |
| Teacher and Volunteer Letter | 19 |
| INFORMATION SHEETS FOR THE EVENT EXPERIENCES | 20 |
| • #1 African Wisdom Tale | 21 |
| • #2 Nature Play "No Adult" Zone | 25 |
| • #3 Giant Dice Game | 29 |
| • #4 Tic Tac Toe Game | 32 |
| • #5 Parachute and World Ball Game | 33 |
| • #6 & #7 Rural Fire Brigade and Local Police | 35 |
| • #8 Indigenous Body Painting | 36 |
| • #9 Global Food Art | 40 |
| • #10 Peace Cookies: Eat Your Words | 43 |
| • #11 This is Me | 45 |
| • #12 What do Plants Give Us: Seed Planting | 48 |
| • #13 Ocean Farm | 51 |
| • #14 Create a Flag | 53 |
| • #15 Cultural Discovery | 55 |
| • #16 Vision Tree | 57 |
| • #17 Music Maker: Clap Sticks and Shaker Bottles | 58 |
| • #18 Mindful Dancing | 61 |
| • #19 The Way Forward Posters | 63 |
| • #20 Community of Life Treasure Hunt | 65 |
| TEMPLATES FOR THE EXPERIENCES | 66 |
| • #1 African Wisdom Tale | 67 |
| • #2 Nature Play "No Adult" Zone | 69 |
| • #3 Giant Dice Game | 71 |
| • #4 Tic Tac Toe Game | 83 |
| • #8 Indigenous Body Painting | 85 |
| • #9 Global Food Art | 86 |
| • #10 Peace Cookies: Eat Your Words | 88 |
| • #11 This is Me | 90 |
| • #12 What do Plants Give Us: Seed Planting | 96 |
| • #13 Ocean Farm | 97 |
| • #16 Vision Tree | 98 |
| • #17 Music Maker: Clap Sticks and Shaker Bottles | 102 |
| • #20 Community of Life Treasure Hunt | 103 |
| Under 8's Day Risk Assessment Template | 105 |

SPECIAL ACKNOWLEDGEMENTS

The 2018 Under 8's Day event, conducted at Wamuran State School, was only made possible by the many volunteers who collected and donated supplies and those who committed their time to assist the children at the various experiences. Volunteers included the school staff, the Wamuran Earth Protectors (older students of the school sustainability team), local high school students (students participating in the Early Childhood certificate course), parents/guardians and community members such as the local Fire Brigade and Police. Special thanks go out to Marissa Ward and Alicia Wall, employees of Professor JellyBean who contributed much of their time, skills and knowledge.

Additionally, I would like to extend an extra special thank-you to the School's Principal, Sue Clement, for her vision and understanding of the importance of Education for Sustainability.

I acknowledge the traditional custodians of Australian land and pay respects to the Elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.

Sherry Bruce



KEY WORDS

- **Earth Charter**
The Earth Charter is described as an ethical framework that promotes the fundamental values and principles for building a just, sustainable and peaceful global society (United Nations, 2000). <http://earthcharter.org/>
- **Education for Sustainable Development (ESD)**
“Education for Sustainable Development (ESD) is about enabling us to constructively and creatively address present and future global challenges and create more sustainable and resilient societies. (UNESCO). In Australia, the term most commonly used in education is **Education for Sustainability (EfS)**
- **Transformative Learning**
Transformative learning as a pedagogical approach provides the capacity for students and school staff to develop an ecological worldview in-order to create real-world positive change for sustainable development.
- **Experience/s**
The word experience is often used in place of the word ‘activities.’ The word activity implies something done and then completed to move on to the next activity, whereas, the word experience relates to a rich learning opportunity to be remembered and one that can lead to moments of critical reflection and then positive action. By labelling the activities as an experience, it is hoped that they will be recognised as an important learning opportunity essential for **EfS**
- **Event**
The word ‘event’ is used throughout this document and it refers to the Under 8’s Day event conducted at Wamuran State School on the 25th May 2018

KEY IDEAS OF THE AUSTRALIAN SUSTAINABILITY CROSS-CURRICULUM PRIORITY

The following information has been obtained from ACARA:
<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/>

The Sustainability priority has been developed around the three key concepts of systems, world views and futures.

- The first key concept explores the interdependent and dynamic nature of systems that support all life on Earth and our collective wellbeing.
- The second concept enables a diversity of world views on ecosystems, values and social justice to be discussed and recognised when determining individual and community actions for sustainability.
- The third concept is aimed at building capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to promote reflective thinking processes in young people and empower them to design action that will lead to more a more equitable and sustainable future.

OVERVIEW

This document provides information and resources for an Under 8's Day event conducted at Wamuran State School on the 25th May 2018.

The Wamuran State School Under 8's Day event was developed according to the 2018 Under 8's Day theme of "Exploring Language & Culture" (initiated by *Early Childhood Australia, Queensland*).

The activities created for the School Under 8's Day event were also created for the Earth Action Plan, a Professor JellyBean public domain project. The author of this document is the founder of Professor JellyBean.

www.EarthActionPlan.com

www.freakyfunscience.com.au

PH: 07 54 977 941

Email: info@professorjellybean.com.au

The goal of the event was to address the three key concepts of the Australian sustainability cross-curriculum priority and to align with the Earth Charter "fundamental values and principles for building a just, sustainable and peaceful global society." (United Nations, 2000). The Earth Charter has been used as an ethical framework in the development of the event. Complementing the Earth Charter framework, is the delivery of the Under 8's Day event as a values-based, transformative learning process

Mezirow defines transformational learning as "the process by which we transform our taken-for-granted frames of reference (meaning perspectives, habits of mind, mind-sets) to make them more inclusive, discriminating, open, emotionally capable of change, and reflective so that they may generate beliefs and opinions that will prove more true or justified to guide action" (Jack Mezirow., 2000)

While Mezirow developed transformative learning theory for adults, this process of learning will benefit Education for Sustainability (EfS) within Early Childhood, Primary and Secondary institutions.

The four main components of transformative learning and how they can relate to children are:

1. **Experiences**--Children are provided with rich learning experiences. Neurosciences indicate that the brain creates meaning in its experiences; making sense of these experiences in deeper ways.
2. **Critical Reflection**--A cognitive process to allow the children to reflect during or after the experience. Three types of reflection include:
 - Content Reflection--Children can think or reflect on the actual experience
 - Process reflection--Children can think about what they are going to do with the experience
 - Premise Reflection--Allows the children to compare and contrast the new experience with previously held assumptions, beliefs and values. "Does this experience fit in with what I believe or does it help transform my mindset."
3. **Reflective Discourse**—Children should be open and objective in analysing the experience
4. **Action**-Actions taken by the children may be immediate, delayed or confirmation of previously held beliefs.

The event is part of a holistic learning opportunity that provides fun, creative, active and leisurely experiences that can be completed either individually, working in pairs or as a collaborative team. The experiences are provided as inspiration "to introduce a topic or idea in a way that will inspire the children to feel and think about their connection to the earth, the contribution other living things make to the world and their lives" (Carter, 2004) and how they are all part of a global community. The 2018 theme of the Under 8's Day event enables the children to learn **through** cultures and not just about cultures.


OVERVIEW (cont')

In-order to encourage positive action after the event and complement transformative learning, the **Earth Action** cards were distributed at the event. In most instances, the actions are likely to occur at home, school or within the community with family members or under the guidance of an adult. The Earth Action cards were provided to the children from eight different experience stalls. More information is provided about the cards in the Earth Action cards overview (page 13).

The children collected the Earth Action cards throughout the day; they had an envelope pouch pinned (safety pins) to their shirts for storage of the cards. The envelopes, which were donated as old stock from the school administration, were cut in half and information was glued to the front.

Contained within the envelope pouch was an informative note to the parents/guardians regarding the experiences undertaken at the 2018 Under 8's Day event. The note also provided links to access information regarding the United Nation's Sustainable Development Goals (SDG) and the Earth Charter.



| LETTER INSERT | FRONT OF ENVELOPE POUCH |
|--|--|
| <p style="text-align: center;">Dear Parents/Guardians,</p> <p>Your child has attended a new Under 8's Day event with the theme of</p> <p style="text-align: center;">EXPLORING LANGUAGE AND CULTURE.</p> <p>While learning about different cultures at the Under 8's Day event, the children gained an understanding of their interconnectedness with people and the planet. They learned about a universal language that promotes respect and care for the community of life.</p> <p style="text-align: center;">For more information:</p> <p>https://www.un.org/sustainabledevelopment/sustainable-development-goals/ & http://earthcharter.org/discover/what-is-the-earth-charter/</p> | <p style="text-align: center;">2018 UNDER 8'S DAY EARTH ACTION CARDS NAME & CLASS</p> <div style="text-align: center;">  </div> |

“We are fundamentally and deeply interconnected with each other and the planet itself and what we do individually really does count and matters” (McCraty, 2018)

THE EVENT

Location of the Event

The event was conducted within the outdoor school grounds of Wamuran State School. Areas included the oval, the plaza, outdoor eating areas, small grassed areas and nature spaces and walkways leading from one section of the school to the other. This provided children with an exciting opportunity to explore the various stalls throughout the outdoor school environment.

Time of the Event

The event was conducted over a two-hour period, starting at 9am and finishing at 11am.

Participants at the Event

There were about 150 children participating at the event. The event was offered to students in Prep, Year 1 and Year 2. The local Kindy students from across the road also participated at the event. Any younger siblings that were present with the adult volunteers, also participated.

Parents/Guardians and school staff volunteered by taking groups of children around to the various experiences. Group sizes consisted of 5 to 8 children. The groups were free to choose the experiences that they participated in. Most groups had the opportunity to participate in all of the experiences within the time frame of the event.

Stall Volunteers at the Event

Stalls/activity stations were run by many volunteers. These volunteers are noted in the special acknowledgements on page 3.

There were 20 experiences at the event. The experiences were created to offer a variety of interactions such as:

- Active Experience
- Leisurely Experience
- Take Home Experience
- Edible Experience
- Discovery Experience

Preparation for the Event

Parents/Guardians and teachers collected household items for the event. Most items collected were found or recycled items such as cardboard boxes, egg cartons, plastic lids and plastic bottles. Other items donated included dry food items and nature materials. Parents also contributed artefacts to the Cultural Discovery stall. Resources such as magnify glasses, ocean artefacts and the printed resources were provided by Professor JellyBean (from the Earth Action Plan project).

One school staff member purchased the ingredients for the Peace Cookies and they made 160 cookies.

THE EVENT (cont')

The school had many of the supplies on hand, including the face paints, pens, pencils, paints, easels and outdoor play equipment. The following items were purchased for the event:

1. An inflatable world ball for the **Parachute Game**
2. The calico fabric and bamboo stakes for the **Create a Flag** experience
3. The seeds for the **What do Plants Provide Us: Seed Planting**
4. The ingredients and the edible printing for the **Peace Cookies**
5. Soil for **Nature Play Zone** and **What do Plants Provide Us: Seed Planting**
6. Boundary tape for the **Nature Play Zone**
7. Earth Action cards were provided by Professor JellyBean. If you are interested in using Earth Action cards, please contact Professor JellyBean (Sherry Bruce): info@professorjellybean.com.au

The total cost per child for this event was not been calculated, however, the event proved to be very cost effective with most resources being recyclable items or inexpensive and easily found items donated by the families at the school.

Prior to the event, the local Fire Brigade and Police were contacted to confirm their involvement at the event. The Fire Brigade and the Police donated their time freely to the event.

Prior to the event, the teachers of each class collected boxes and labelled their boxes with their class number. Some of the stalls at the event had the children creating a craft item that they could take home, so the labelled boxes were situated at these stalls for the collection of the children's craft. The boxes ensured that the children did not need to carry the craft around from one experience to the next. Placing the craft away into the correct boxes also allowed some of the craft to dry as glue and paint had been used.



Collection boxes provided at the Ocean Farm stall

Reflection After the Event

After the Wamuran State School Under 8's Day event, I reflected on each experience to determine what worked well and what we could have done differently. Verbal feedback was also received from some of the stall volunteers; this feedback is included within the following experience information sheets.

I feel this event managed to address many of the Earth Charter principles and the three key concepts of the Australian sustainability cross-curriculum priority, which was the overall aim of the event. The hands-on experiences provided opportunities for the children to reflect on many real-world issues.

Additionally, the goal of the event was to introduce a transformative pedagogical approach as knowledge, on its own, about sustainability is insufficient to shift our current worldviews to one that encompasses an ecological worldview.

“Knowledge about sustainability is not enough to transform beliefs and actions; knowledge must be accompanied by lived values and experience to be transformative and embodied. This is why the Earth Charter needs to occupy a central place in any ESD curriculum. Students establish a relationship with what they know, and when that knowledge is accompanied by positive experiences and values, it makes a difference in their attitudes and behaviors.” (Cowell)

While it was not possible for all volunteers to provide an opportunity for critical reflection during the event (due to time constraints and other factors), it is hoped that the critical reflection process would have occurred later in class. The rich learning experiences are important, but in-order to foster an ecological worldview, it is essential that the critical reflection and the opportunities for 'real-world' action occur. These are the important components of a Transformative Pedagogy.



“Transformative pedagogy is defined as an activist pedagogy combining the elements of constructivist and critical pedagogy that empowers students to examine critically their beliefs, values, and knowledge with the goal of developing a reflective knowledge base, an appreciation for multiple perspectives, and a sense of critical consciousness and agency.” (Ukpokodu, 2009)

USING THE UNDER 8'S DAY GUIDE AND RESOURCE BOOKLET

The Under 8's Day Guide and Resource booklet was created to share with other schools. It can be used to organise an Under 8's Day event or other school event. Some of the individual experiences could be implemented as part of a class lesson plan or project as the experiences complement the Australian Sustainability Cross-Curriculum Priority.

The experiences outlined within this booklet are recommended for children ranging in age from 3 to 7 years of age.

The information and resources within this booklet are intended to be used as part of a holistic learning approach. Effective holistic and transformative learning should integrate cognitive, physical, emotional, and spiritual dimensions.

While many of the resources for the experience are available as a printable template at the end of this booklet, the templates can also be downloaded from the Earth Action Plan website:

www.earthactionplan.com

When implementing an experience as part of a class lesson/project, it is important to establish a consistent routine and format, such as outlined below. This format was inspired by the Earth Scouts Handbook (Carter, 2004):

1. **Ceremony Circle:** Sit the children in a circle and establish the rules of the circle. Sitting in a circle fosters a sense of collaboration. This quiet time should set the tone of the day and present the lesson, including the Earth Charter principle and the experience to come. Outline behaviour expectations during the experience. You may have your own information to present during this time: Prepare for a peaceful and fun time to share together. Meditation is a wonderful and relaxing way to begin a Ceremony Circle (try the colour breathing from the Mindful Dancing experience).
2. **The Experience:** The experience follows the Ceremony Circle. It is a component of transformative learning and it should be enjoyable and active or leisurely. It can be completed either individually, working in pairs or as a collaborative team. It should engage and inspire the students to feel and consider how they are all part of a global community. Songs, dancing, poems, experiments, dramatisations, quotations, stories, arts and crafts provide rich learning experiences.
NOTE: The majority of this 'Guide and Resource Booklet' covers this Experience stage
3. **Critical Reflection:** This is the time spent to discuss the inspirational experience; it is a cognitive process to allow the children to reflect about their time involved with the experience. While reflection can occur during the experience, ideally, the children should sit back in their 'talking circle' when the experience is completed. The children should be encouraged to reflect on the three different types of reflection (content, process and premise)
4. **Action:** In most instances, the actions undertaken address real world issues. They are likely to occur at home, school or within the community with family members or under the guidance of an adult. The action may be small or large, but it should ensure the children have an opportunity to put the principle they learned into practice.
5. **Closing Circle:** If the lesson plan is developed as a project which occurs over days, then the closing circle will take place at the end of the project. This is run in a similar format as the Ceremony Circle but it will provide an opportunity for the children to reflect on what they have achieved together and strengthen the focus of the lesson.

VIDEO: A video of the 2018 Wamuran State School Under 8's Day event has been created and can be viewed at: https://www.youtube.com/watch?v=u37S_NIT_bs

UNDER 8'S DAY EXPERIENCES TABLE AT WAMURAN STATE SCHOOL

The Under 8's Day experiences conducted at Wamuran State School are listed on the table below. The number (#) beside each experience was referenced on the school map showing the location of the activity stalls. A short description of each experience is provided and the volunteers assigned to managing the stalls is also shown on the table below. Use this table as a guide for your own event.

COLOUR CODE:

| | | | | |
|-------------------|----------------------|----------------------|-------------------|----------------------|
| Active Experience | Leisurely Experience | Take Home Experience | Edible Experience | Discovery Experience |
|-------------------|----------------------|----------------------|-------------------|----------------------|

| 2018 Under 8's Day: Exploring Language & Culture | | | |
|--|---|---|--|
| # | EXPERIENCE & LOCATION | SHORT DESCRIPTION OF ACTIVITY | MIN. NUMBER OF PEOPLE TO MANAGE THIS ACTIVITY |
| 1 | African Wisdom Tale LOCATION: Rainforest Area Earth Action Card | Wisdom tale from Africa-Ethiopia: "Fire, Water, Truth and Falsehood" The Earth Protectors students to run this activity, one reading and 6 acting out the story characters | 7 Students (older students of the school sustainability team) |
| 2 | Nature Play "No Adults" Zone LOCATION: Rainforest Area Earth Action Card | An adult free zone (supervised by Earth Protector students) where children can experience FREE PLAY with natural resources and loose parts. Collaboration in play to be encouraged with the supplies. | 1 Student (older students of the school sustainability team) 1 Teacher |
| 3 | Giant Dice Game: Travel the World LOCATION: Year 1 area | This is a game that more than one child can play at a time. The game provides a story of travelling around the world and being a responsible tourist. The dice is rolled and it determines whether the player has been involved in sustainable or unsustainable actions. | 1 Staff volunteer |
| 4 | Tic Tac Toe Game LOCATION: set up near Dice Game | Rope is used to create the grid for the game and printed images (people and planet) replace the X & O's | 0 |
| 5 | Parachute & World ball game LOCATION: Upper School Grounds | <i>A game and story of collaboration.</i> | 1 Teacher |
| 6 | Rural Fire Brigade LOCATION: Upper School Grounds | Community participation | 0 |
| 7 | Police Upper School Grounds | Community participation | 0 |
| 8 | Indigenous Body Painting LOCATION: Plaza Earth Action Card | Face/arm/hand painting of indigenous symbols. While children are waiting to be painted, they can draw and colour and Aboriginal symbol. The meaning of each symbol is provided | 3 high school students + 1 Teacher |
| 9 | Global Food Art LOCATION: Year 1 eating area | A selection of spices and lentils, beans, rice, pasta...dry food from around the world. Glue pieces to a 'Zero Hunger' | 1 Teacher |
| 10 | Peace Cookies: Eat your Words LOCATION: Walkway between Year 1 eating area and Plaza Earth Action Card | Heart shaped cookies (pre-made, un-iced) provided for the children to decorate. Children spread icing on their cookie. Words associated with peace are printed on edible paper for the children to put onto their cookie. Children eat the cookies | 1 Teacher |
| 11 | This is me LOCATION: Near Year 1 playground Earth Action Card | Children explore the resources on the table to gain self-identity. Resources include skin coloured paint chips, small dishes of food items to compare to eye, hair and skin colour. Children glue eyes and mouth to the face map and draw hair and nose. Children print and observe their fingerprint with a magnify glass. | 1 Teacher |

UNDER 8'S DAY EXPERIENCES TABLE (cont')

| # | ACTIVITY & LOCATION | SHORT DESCRIPTION OF ACTIVITY | MIN. NUMBER OF PEOPLE TO MANAGE THIS ACTIVITY |
|----|---|---|--|
| 12 | What do plants give us: Seed Planting LOCATION: Near Year 1 playground Earth Action Card | Children fill an egg cardboard container (cut in half for 6 'egg' spaces) with soil and a variety of seeds. A diagram is provided on top of the egg carton to demonstrate the cycles of energy, carbon and oxygen. The diagram shows how we (humans) are part of earth's system | 1 Teacher |
| 13 | Ocean Farm LOCATION: Walkway from plaza to Year 1 | Children are provided with a pre-printed sheet of paper which contains a poem about the sea and an area on the sheet to create an ocean farm. The children glue fish (constructed from recycled plastic bottle lids and triangle paper pieces for fish fins), kelp (fabric/wool) to their image | 2 high school students |
| 14 | Create a Flag LOCATION: Plaza Earth Action Card | Answer the question, "If you could create your own country that cares for all of its people, wildlife and the environment, what would it look like? Now create a flag for this special country" Children create a flag by drawing and colouring their design onto pre-cut calico fabric. Children can insert the bamboo stick into their own flag | 2 high school students + 1 Teacher |
| 15 | Cultural Discovery LOCATION: Plaza | 1 to 2 tables of items from around the world for children to discover. Items provided by the families. | 1 staff member |
| 16 | Vision Tree LOCATION: Plaza | This activity is part of the Wamuran Earth Protectors Kids in Action Project. Participants are asked to contribute ideas for a Nature Play Space in Wamuran. Children colour in leaf cut-outs containing indigenous art Children receive a Nature Play Qld. Passport | 1 Student (older student of the school sustainability team) + 1 parent helper |
| 17 | Music Maker LOCATION: Prep Area | Children can construct musical toys/instruments from natural materials and from recyclable materials: Clap sticks and shaker bottles. | 2 high school students |
| 18 | Mindful Dancing LOCATION: Prep Area Earth Action Card | The volunteer managing this activity will be provided with a selection of ideas/stories to present to the children on how to dance. Includes dances for the body and for the mind. Dancing props available for the children to use. | 1 Parent Helper |
| 19 | The Way Forward Poster LOCATION: Prep Area | A poster will be created for each class with the world in the middle & a message of responsibility of care. Children will paint their hands to print onto blank areas of the poster | 1 Teacher |
| 20 | Community of Life Treasure Hunt LOCATION: All areas of the Under 8's Day Activities | A treasure hunt to identify some of Earth's treasures. Children will search and find the printed images throughout the Unders 8's day site. | This activity sheet to be handed out to the children, by the class teacher, just before they head outside for the event (therefore, no helpers required) |

EARTH ACTION CARDS OVERVIEW

The concept of the Earth Action card is similar to the 'Pay it Forward' card where good deeds are done for the common good. (<https://payitforwardday.com/>). The goal of the cards is to promote intrinsic actions and values.

A variety of Earth Action cards have been created to address the four main principles of the Earth Charter in-order to promote the value of '*being more*' (<http://earthcharter.org/discover/the-earth-charter/>)

4 Pillars of the Earth Charter:

1. Respect and care for the community of life
2. Ecological Integrity (written on the card as "All forms of life are interconnected")
3. Social and economic justice (written on the card as "Everyone deserves equal opportunity")
4. Democracy, nonviolence and peace (written on the card as "Protect freedoms and create peace")

An Earth Action is something that is done for the common good; for the benefit of all towards sustainable development. It can be anything that shows how you care for People, Planet and Self. Since it is hoped that the Earth Action card would be distributed to many people, the actions listed on the cards are written in a way to be suitable for a variety of ages.

The recipient of an Earth Action card is required to complete one Earth Action shown on the card or they can come up with their own action to undertake. Completing an Earth Action is voluntary. Once an action has been completed, the card is to be passed onto someone new. The goal is that a single card could be passed onto many people, thereby achieving many Earth Actions. While one Earth Action may not achieve a major shift in behaviour change for sustainability, science indicates that every experience we have has the ability to create new neuronal passage ways thereby, initiating the process to changing a behaviour.

'Our habitual focus of attention, determines the structure of our neuronal ensembles.' (Sewall 1999)

When Psychologist, Laura Sewall talks about neuronal ensembles, she is talking about neuroplasticity, which describes how experiences reorganise neural pathways in the brain.

'The idea of neuroplasticity is simply that the brain changes in response to experience. It changes in response to our actions. It changes in our response to our relationships. It changes in response to specific training. These activities will shape the brain, and we can take advantage of neuroplasticity and actually play a more intentional role in shaping our own brains in ways that may be health promoting, and ways that can cultivate well-being.' (Goleman, 2013)

EARTH ACTION CARDS OVERVIEW (cont')

Earth Action Card Layout

The Earth Action cards are a business card size and quality, and coloured on both sides. The front of the Earth Action card is the same for every card. The edition and year of the card has been included on the front of the card so that the recipient can see when their card was first issued.

The front of the card contains information about the card and how to use it. It's hoped that the recipient will feel *privileged* to receive the Earth Action card; that they are part of a greater movement towards sustainable development.

The front of the card also provides the website of the Earth Action Plan (www.EarthActionPlan.com). From the Earth Action Plan website, the recipient can find other Earth Actions to undertake or contribute their own idea/s to this list of earth actions. The website contains other useful information for sustainable development

NOTE: As of 2018, the website was still under development and incomplete



front of the Earth Action card

There are currently eight different designs created for the back of the Earth Action cards. If the Earth Actions cards prove successful, then more editions of the cards will be available. At this point in time, it is undetermined how the success of the cards will be monitored other than the number distributed.

Current designs on the back of the Earth Action cards:



Distribution of the Earth Action cards

The Earth Action cards are a valuable tool to complement place-based and transformative learning and therefore would be beneficial for all members of society. Places that may benefit from the Earth Action cards are:

- Schools and school events
- Public libraries
- Coffee shops and other businesses
- Conferences
- Community groups

Earth Action Cards Distributed at Wamuran State School, Under 8's Day, 25th May 2018

Out of the 20 activity stalls at the event, eight stalls provided an Earth Action Card to each student. The actions that can be undertaken by the child will most likely occur at home or within the community with family members or under the guidance of an adult.

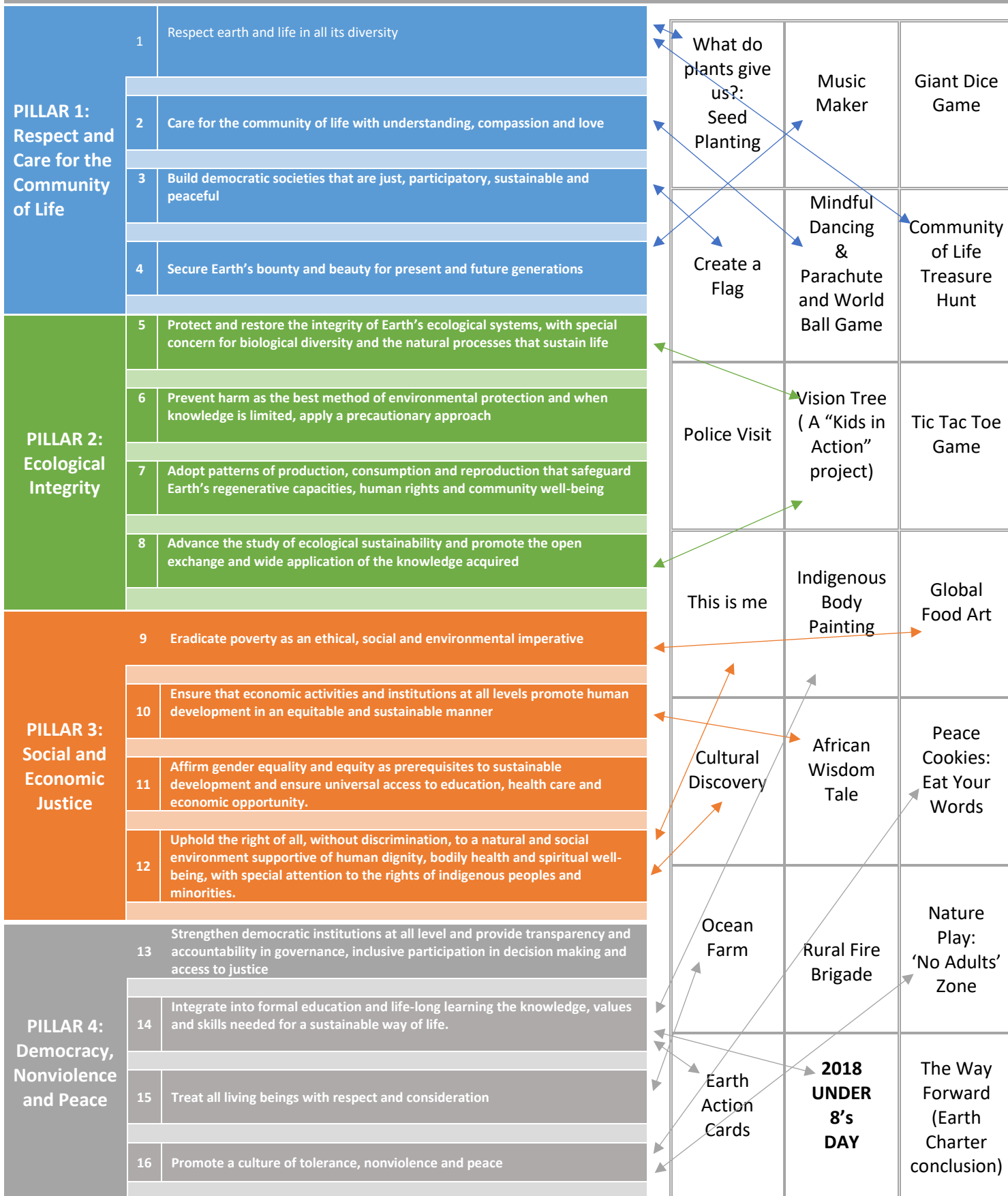
The Earth Action cards were allocated to the following stalls at the WSS Under 8's Day event:

| Experience Map Location and Number | Experience | Card Allocated to Stall |
|------------------------------------|---------------------------------------|-------------------------|
| 1 | African Wisdom Tale | |
| 2 | Nature Play "No Adults" Zone | |
| 8 | Indigenous Body Paint | |
| 10 | Peace Cookies: Eat Your Words | |
| 11 | This is Me | |
| 12 | What do Plants Give Us: Seed Planting | |
| 14 | Create a Flag | |
| 18 | Mindful Dancing | |

EARTH CHARTER PILLAR

EARTH CHARTER PRINCIPLE

This illustration demonstrates how each activity intersects with an Earth Charter principle. For each activity, the children are provided with knowledge and opportunity to understand one or more Earth Charter principles.



I believe transformative experiences in education enhances children's understanding of sustainable development: It's important that schools develop the capacity of the whole school community to guide positive change.

References

- Carter, S. J. (2004). Earth Scouts Handbook sponsored by Earth Charter US. *Earth Scouts Facilitator's Handbook*, 8.
- Cowell, S. (n.d.). *Earth Charter Pedagogy: New Understandings of Emergence Applied to ESD*.
- Goleman, D. (2013, December). *Seek Experiences that Posively Reshape Your Brain*. Retrieved from Mindful: Healthy Mind, Healthy Life: <https://www.mindful.org/seek-experiences-that-positively-reshape-your-brain/>
- Gray, P. (2017). *Nature Play*. Retrieved from Peter Gray Forum Video Link: <https://www.natureplayqld.org.au/peter-gray>
- Jack Mezirow., & A. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco : Jossey-Bass Inc.
- McCraty, D. R. (2018). *Heal into Love*. Retrieved from Heal into Love: <https://www.healintolove.com/>
- Nations, U. (2000). *UNESCO.ORG*. Retrieved from Teaching and Learning for a sustainable future: http://www.unesco.org/education/tlsf/mods/theme_a/img/02_earthcharter.pdf
- Ukpokodu, O. (2009). *The Practice of Transformative Pedagogy*. Retrieved from ERIC: <https://eric.ed.gov/?id=EJ883725>
- UNESCO. (n.d.). Retrieved from <http://en.unesco.org/themes/education-sustainable-development>
- UNESCO. (1998). Learning to Live Together in Peace and Harmony. 4.

The following letter was provided to the Teachers and other Volunteers prior to the Wamuran State School Under 8's Day event.

Hello Teachers/Volunteers

Thank you for your time contributing to the 2018 Under 8's Day event.

This year the theme of the event is Exploring Language and Culture. The activities align with specific Earth Charter principles (<http://earthcharter.org/discover/the-earth-charter/>) and provide a values-based learning method: Transformative Learning.

The event, will therefore, include rich learning **experiences** with opportunities for **critical reflection**. An information sheet is available for each stall which will include a list of supplies, setup, instructions and possible questions/engagement for critical reflection. We value your knowledge and experience in working with children and your contribution to providing opportunities for reflection of the experiences.

While the experiences at the Under 8's Day event will be fun, engaging and informative on their own, the critical reflection will lead to deeper meaning and understanding. We understand that the event may get *busy and hectic* and we really appreciate your efforts to include time to reflect on the Earth Charter principle related to the experience either during the event or later within the classroom.

Essential to transformative learning is the opportunity to put what the children have learned into **action**. This is why the Earth Action cards have been introduced to the event this year. The cards will provide opportunities for the children to put the intrinsic values learned at the event into action either later at school, home or their community. Not all stalls will be providing the children with an Earth Action card.

While learning about different cultures at the Under 8's Day event, it is hoped that children will gain an understanding of their interconnectedness with people and the planet **through** cultures.

The event does not include opportunities to learn different languages, however, we have introduced the concept of a universal language to promote respect and care for the community of life. This universal language of peace is demonstrated through the opportunities for critical reflection.

Thank you once again for being a part of this event. We are looking forward to this new Under 8's Day event. If you would like further information regarding the event/your specific activity, you can contact me (Sherry) on 07 54 977 941 or info@professorjellybean.com.au

Kind regards,
Marissa Ward & Sherry Bruce

INFORMATION SHEETS FOR THE EVENT EXPERIENCES

NOTE: The following information sheets are provided as the unedited version which was provided to Wamuran State School. In-order to improve on each experience, a “Reflection After the Event” is also included. This reflection is a result of the feedback received from the volunteers and a closer examination of what worked well and what we could have done differently.

Please keep in mind that each School will have its own special circumstances for running an event. Adapt the following experiences to best suit your School community.

#1 AFRICAN WISDOM TALE

Earth Charter Principle: Social and Economic Justice (Everyone deserves equal opportunity)>
Ensure economic activities and institutions at all levels promote human development in an equitable and sustainable manner.

SETUP FOR THE EXPERIENCE

- Chair for the storyteller (supplied by the school)
- Mat for the children to sit on (supplied by the school)
- The story (template provided)
- Props: Cattle & grass images(template provided), spray water bottle and cardboard to create wind
- Costumes (supplied by the students)
- Earth Action Card

INSTRUCTIONS FOR THE EXPERIENCE

- This activity to be presented by 7 of the Wamuran Earth Protector students. These students are in year 4, 5 & 6. The students will fill the roles of the following characters of the story
 1. Fire
 2. Water
 3. Truth
 4. Falsehood
 5. Wind
 6. Story Teller
 7. Props Person
- Each student is responsible for designing their own costume
- Insert the story into a large book and decorate the cover of the book.
- The students are responsible for working together to determine how they will act out the various parts of the story.
- The props can be used throughout the story. Use the cardboard to create wind and spray the water bottle when 'Water' is acting.
- The older students will read and act out the story as the younger children come around to the activity.

CRITICAL REFLECTION

- Prior to reading the story, explain to the children that many different cultures have elders who tell stories to pass on wisdom and knowledge to younger people. This is a story that has come from Africa.
- After reading the story, ask the children which character was greedy and unfair?
- How might the story end differently if Falsehood was not so greedy wanting to keep all of the cattle to himself.
- What was the brave thing that Truth did? How might the story be different if Truth did not speak up
- Was there a time that you (the child) were brave and you told the truth about something? How did this make you feel?

#1 AFRICAN WISDOM TALE

THE STORY

FIRE, WATER, TRUTH AND FALSEHOOD (& WIND)

Northeast Africa-Ethiopia Wisdom Tale

Wisdom Tales from Around the World by Heather Forest (August House Inc. 1996)

Long ago, Fire, Water, Truth and Falsehood lived together in one large house. Although all were polite towards each other, they kept their distance. Truth and Falsehood sat on opposite sides of the room. Fire constantly leapt out of Water's path.

One day they went hunting together. They found a large number of cattle and began driving them home to their village. "Let us share these cattle equally," said Truth as they traveled across the grasslands. "This is the fair way to divide our captives."

No one disagreed with Truth except Falsehood. Falsehood wanted more than an equal share but kept quiet about it for the moment. As the four hunters traveled back to the village, Falsehood went secretly to Water and whispered, "You are more powerful than Fire. Destroy Fire and then there will be more cattle for each of us!"

Water flowed over Fire bubbling and steaming until Fire was gone. Water meandered along, cheerfully thinking about more cattle for itself.

Falsehood, meanwhile, whispered to Truth. "Look! See for yourself! Water has killed Fire! Let us leave Water, who has cruelly destroyed our warmhearted friend. We must take the cattle high in the mountains to graze."

As Truth and falsehood traveled up the mountain, Water tried to follow.

But the mountain was too steep, and Water could not flow upwards, Water washed down upon itself, splashing and swirling around rocks as it tumbled down the slope. Look and see! Water is still tumbling down the mountainside to this day.

Truth and Falsehood arrived at the mountain top. Falsehood turned to Truth and said in a loud voice, "I am more powerful than you! You will be my servant. I am your master. All the cattle belong to me!"

Truth rose up and spoke out, "I will not be your servant!"

They battled and battled. Finally, they brought the argument to Wind to decide who was master.

Wind didn't know. Wind blew all over the world to ask people whether Truth or Falsehood was more powerful. Some people said, "A single word of Falsehood can completely destroy Truth." Others insisted, "Like a small candle in the dark, Truth can change every situation."

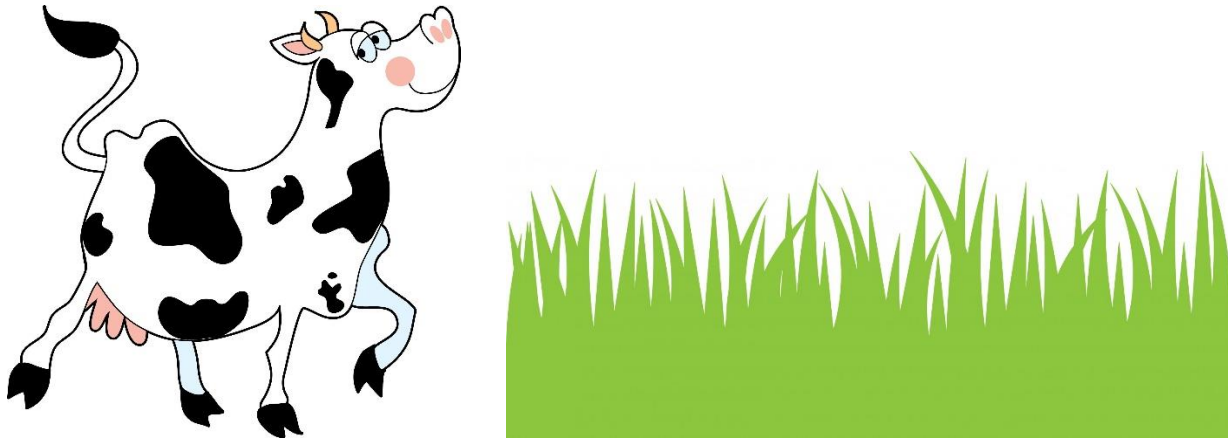
Wind finally returned to the mountain and said, "I have seen that Falsehood is very powerful. But it can rule only where Truth has stopped struggling to be heard."

And it has been that way ever since.

#1 AFRICAN WISDOM TALE

VISUAL PROPS

The props and the story are available as a downloadable resource from www.earthactionplan.com and the props are also available as a template at the end of this guide booklet.



REFLECTION AFTER THE EVENT

- The students running this experience worked extremely well together to create the dramatisation of the story. I had little input into what they would do as I wanted them to come up with the ideas together as a group.
- All of the student actors created their own costumes.
- One of our assigned actors was absent on the day so the group found another volunteer.
- A few days prior to the Under 8's Day event, the student volunteers had selected the parts that they wanted to play for the dramatisation of the story. On the day of the event, they ended up sharing the various parts as this is what they had worked out.
- Over the two-hour period of the Under 8's Day event, the students presented the story 12 times to the various groups of children.
- The African Wisdom Tale experience was presented in the rainforest area of the School which had uneven surfaces. One of the student actors twisted her ankle on the log. This was the only injury for the entire event.
- An Earth Action Card was presented at this activity:

EVERYONE DESERVES EQUAL OPPORTUNITY

Kindness and equality matter. Every person has the right to live in dignity, health and happiness. Complete an Earth Action listed below or come up with your own action that demonstrates respect to another person.

1. Visit a cultural festival and learn something new
2. Tell the truth:
Do not blame your mistake on someone else
3. Try to gain a better understanding of someone else's views by asking him or her to explain it to you

#1 AFRICAN WISDOM TALE

AFRICAN WISDOM TALE PHOTO



Members of the School's Sustainability Team (Wamuran Earth Protectors) who provided a dramatisation of the African Wisdom Tale

#2 NATURE PLAY “NO ADULTS” ZONE

Earth Charter Principle: Democracy, nonviolence and Peace (Protect Freedoms and Create Peace)> Promote a culture of tolerance, nonviolence and peace

SETUP FOR EXPERIENCE

- Tape to secure area
- Sticks
- Log rounds
- Logs
- Seeds
- Leaves
- Bamboo sticks
- Palm fronds and/or large leaves
- Stick with leaves
- Bowls, pots, pans, containers
- Wooden utensils
- Cardboard squares
- String
- Tray for soil
- Soil
- Signage
- Earth Action Card

INSTRUCTIONS FOR THE EXPERIENCE

The Nature Play Space is a creative space that provides opportunities for **‘real play’**.

This experience requires the volunteers to only monitor the children to ensure they are playing respectfully and safely. The volunteer should avoid telling the children **how** to play. As the children enter the play space, the volunteers can explain to the children that, “this is their special nature play space and they can play creatively. Have Fun and share with others.” The goal is to have the children to find ways to collaborate with each other so if they ask for your help, make the following suggestion: “Have you asked one of your friends for help?”

Play is a powerful vehicle for learning and it is important for environmental and social sustainability.

Children come into the world biologically designed to learn about the social and physical world. They are so motivated to educate themselves; you can’t stop them from educating themselves. **REAL PLAY** is a child’s natural way of learning. (Gray, 2017)

What does real play look like:

Peter Gray considers himself an evolutionary psychologist with an interest in human nature. He describes REAL PLAY in the following way

Real play is self-directed, serious, and yet not serious, imaginative and spontaneous but always bound by real, not real, imaginary world but about the real world. It’s how children adapt to the real world, its childish, yet underlies all the greatest accomplishments of adults. It’s nature’s way of ensuring kids practice the skills they need to practice to live successful lives. If someone else is telling you how to play, that is not play—that’s a perversion of play and Children’s own activity is not a waste of time. (Gray, 2017)

Play is also the freedom to quit—so if the children want to leave the Nature Play Space, then they should feel safe to make this decision.

#2 NATURE PLAY “NO ADULTS PLAY ZONE”

REFLECTION AFTER THE EVENT

- This experience had two Wamuran Earth Protector student volunteers and one Teacher volunteer. It was made known to the volunteers that this activity was really about just letting children play without any instructions. I was initially unsure if this was going to be possible as many School tend to be risk adverse and the idea of playing with a stick caused concern with some teachers.
- I was pleased that we were able to include all of the natural materials that we wanted within the site area and the Teacher supervising this area was very good at not intervening in the children’s play (directing the children’s play elsewhere).
- The red and white boundary tape was secured at a position so that it was high enough for the children to easily walk under and at the right height to keep the adults out.
- Yes, we had some children immediately make ‘weapons’ such as bow and arrows (constructed from sticks and string) but I was pleased that the Teacher allowed them to construct these. We guided the reflection to cultures that use/used this tool for hunting for food. The children that constructed the bow and arrows had to be reminded to play with the tool safely towards each other.
- All of the children involved in this experience loved the idea that ‘no adults’ were allowed into the play zone area.
- This area had a degree of risk associated with it, however, no child was hurt in this area.
- No child was bored in this area! It was great to see the children being naturally engaged in this activity with no guidance from adults.
- Although this activity was provided for the children, it was also meant for the adults that stood outside the barrier of the play zone. It was hoped that they would see how much enjoyment children can get from simple natural materials and that when left to their own devices they will be engaged in rich meaningful play.
- The inclusion of materials thought to be dangerous (sticks and soil) are essential for childhood development and forming an ecological worldview.
- An Earth Action Card was provided at this experience:



#2 NATURE PLAY “NO ADULTS” ZONE

NATURE PLAY PHOTOS



#2 NATURE PLAY “NO ADULTS” ZONE

NATURE PLAY PHOTOS



Signage

Signs are available as a downloadable resource from www.earthactionplan.com and they are also available as a template at the end of this guide booklet.



#3 GIANT DICE GAME

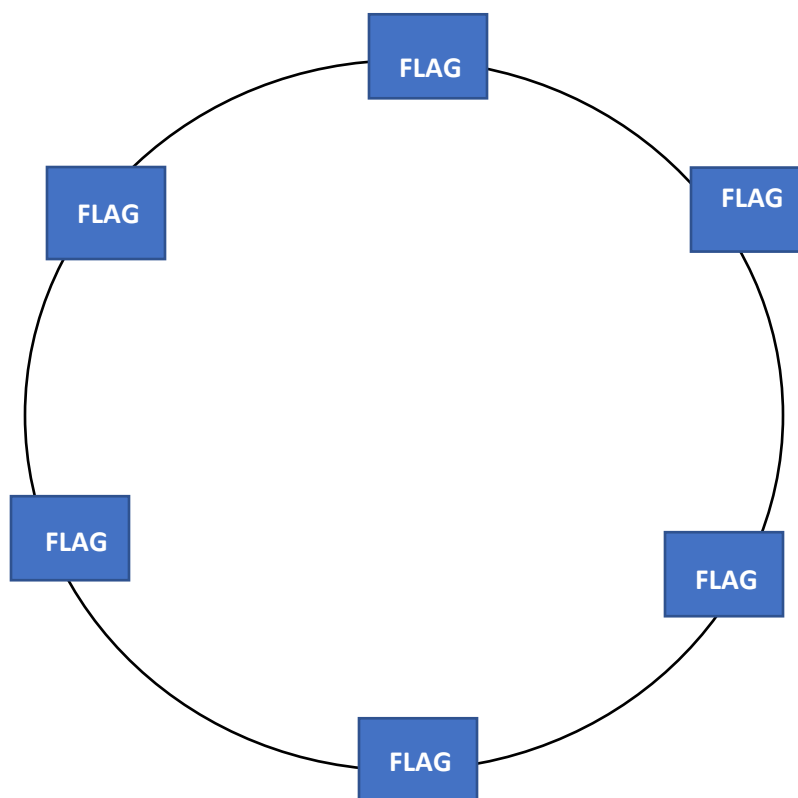
Travel the World

SUPPLIES FOR THE EXPERIENCE

- 6 x A4 laminated flags
- Chalk (landscape chalk if setting up on the grass)
- Giant Dice (build this from cardboard: About 25 to 30 cm square)
- Instruction Sheet

SETUP FOR THE EXPERIENCE

Arrange the flags on the ground in a large circle. Circular arrows can be drawn with chalk from each flag.



INSTRUCTIONS FOR THE EXPERIENCE

- The object of the game is to travel around the world (around the circle of flags), but to travel as a responsible tourist. More flags can be added to make the game longer
- The players start at the Australian flag.
- Determine who will go first
- Roll the large dice to determine the player's action.
- The volunteer at this activity can read out the mini story that is related to the image on the dice.
- There are 3 "good" sustainable actions and 3 "bad" unsustainable actions on the dice. If a player rolls a "good" action, they can move around the circle to the next flag (country). If the player rolls a "bad" action, then they cannot move to the next country.
- Each player gets one roll of the dice and then the turn moves to the next person.
- The person to make it back home to Australia first is the winner of the game.

#3 GIANT DICE GAME

The flags and the following images to create the dice are available to download from www.earthactionplan.com They are also available as a template at the end of this guide booklet.

The Dice:

UNSUSTAINABLE (BAD) ACTIONS

| | |
|--|---|
|  | <p>You order food at the street market, but you use plastic straws and plastic cutlery DO NOT MOVE TO ANOTHER COUNTRY UNTIL YOU CAN ROLL A SUSTAINABLE ACTION ON YOUR NEXT TURN</p> |
|  | <p>You visit a cultural festival and you buy some balloons. Your balloons get away from you and float into the sky, where they will eventually land in the Ocean or on land. DO NOT MOVE TO ANOTHER COUNTRY UNTIL YOU CAN ROLL A SUSTAINABLE ACTION ON YOUR NEXT TURN</p> |
|  | <p>You have a picnic in the cities large park, however, you put your food scraps into the landfill bin instead of an available organics bin. DO NOT MOVE TO ANOTHER COUNTRY UNTIL YOU CAN ROLL A SUSTAINABLE ACTION ON YOUR NEXT TURN</p> |

SUSTAINABLE (GOOD) ACTIONS

| | |
|---|---|
|  | <p>You visit a beautiful beach and you notice litter on the beach. You pick up the litter and put it into the correct waste bins. MOVE TO THE NEXT COUNTRY</p> |
|  | <p>You hike up a really tall mountain and you take a reusable water bottle with you on your hike instead of a disposable water bottle. MOVE TO THE NEXT COUNTRY</p> |
|  | <p>You join a group of local community members to help them plant trees to create a wildlife corridor. MOVE TO THE NEXT COUNTRY</p> |

#3 GIANT DICE GAME

PHOTOS



#4 TIC TAC TOE GAME

The Tic Tac Toe game was included as an extra activity that would be quick to play. There were no volunteers at this activity as it was self-explanatory.

The game grid was constructed from rope and replacing the X's and O's were laminated images: People & Planet.

The two images to create the game pieces are available to download from www.earthactionplan.com and they are also available as a template at the end of this guide booklet.



#5. PARACHUTE AND WORLD BALL GAME

Earth Charter Principle: Respect and care for the community of life> Care for the community of life with understanding, compassion and love

SUPPLIES FOR THE EXPERIENCE

- Parachute sheet (supplied by the school)
- World Ball (supplied by the school)
- Whistle (for the plastic ocean game, supplied by the school)

INSTRUCTIONS FOR THE EXPERIENCE

If there are enough helpers and children at this experience, the following game can be played. This game was found within the **Earth Child** book by Kathryn Sheehan and Mary Waidner Ph.D. It has been adapted to raise awareness of the crises of Ocean plastics which constitutes a major threat to global wildlife, marine life and humans.

PLASTIC OCEAN GAME

By dramatising plastic in our oceans, the children can understand the effect it has on wildlife and marine life. Injured marine creatures will often require the help of humans to save them from the threats of ocean pollution. It is our universal responsibility to protect ecological diversity. Explain to the children that in this game, the parachute is the plastic floating in the oceans and it is causing harm to the marine animals, so humans have to come and help them to survive when they eat plastic or get tangled in it.

1. The parachute is used to represent the plastic (could also be an oil spill) floating in the ocean.
2. Divide the children into groups. One group will be the wildlife specialists. The other group will be a marine animal. The kids can choose what they would like to be: A shark, a turtle, a whale, a sea bird, a seal, a fish...)
3. To play the game, have all of the animals hold the edges of the parachute (which is the plastic). The wildlife specialists should stand on the outside of the sheet waiting for injured animals to rescue.
4. At a signal (whistle), the children should raise the parachute. At that time, call out one or two animal names. Those animals should let go of the parachute and go under the raised sheet to the other side as quickly as possible. As the parachute floats down, some animals might become trapped. If the parachute (plastic) touches them, they must remain under the parachute.
5. Repeat again calling animal names, but this time the wildlife specialists can enter the raised sheet and "rescue" an injured animal by tagging him. Together they run from under the sheet and to the side where the specialist will pretend to help the animal. Once the animal has been helped, they can return to the game.

Making Waves: Children can make small, medium, or large movements to make various types of "waves."

The Wave: Children put their hands up, one after another, in order – creating a synchronized "wave" like in the stands at a sports game.

Sea Turtle: The parachute becomes a giant sea turtle shell with everyone underneath it on hands and knees. Everyone must cooperate and work together to get the turtle to move about.

Support the Earth

Work collaboratively to toss the world ball up into the air and to ensure it does not fall off of the parachute.

#5. PARACHUTE AND WORLD BALL GAME

PHOTOS



#6 & 7 RURAL FIRE BRIGADE AND LOCAL POLICE

The local fire brigade and police were invited to the Wamuran SS Under 8's Day event.

The fire brigade visited with their koala mascot and helped the children to spray water from the fire hoses out onto the oval. The volunteers of the fire brigade also provided the children with stickers.

The local police provided the children with stickers and wrist bands.



#8 INDIGENOUS BODY PAINTING

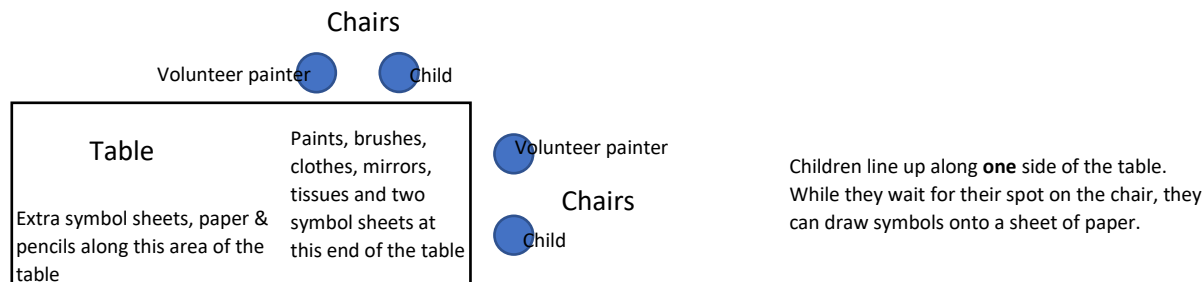
Earth Charter Principle: Democracy, nonviolence and Peace (Protect Freedoms and Create Peace)>
 Integrate into formal education and life-long learning the knowledge, values and skill needed for a sustainable way of life.

SUPPLIES FOR EXPERIENCE

- Face/Body paint (supplied by the school)
- Brushes (supplies by school)
- Paint palette dishes (2) (supplied by the school)
- Water in 1 to 2 litre bottles
- Containers for water (for rinsing brushes)
- Towel/Facecloth (for drying brushes)
- Sheet of designs (6): meeting place, star, people sitting, waterholes connected, rain, goanna
- Cut paper-colour & white (A4 in 6 pieces contained so they do not fly away)
- (Colouring) pencils (supplied by the school)
- Mirror 1 or 2
- Box of tissues (supplied by the school)
- 1 long table (supplied by the school)
- 4 chairs (or stools)
- Tape
- Sign (2 required: Please line up... & Indigenous Body Painting)
- Information sheet: Care for Country
- Earth Action Cards
- Box for storage of children's symbol cards

SETUP

Position the chairs at one end of the table. Along the front of the table, tape 4 symbol sheets & put out pencils. Position the paper container in the middle of the table. *(please note the "reflection after the event" as the setup changed)*



INSTRUCTIONS FOR EXPERIENCE

- Ensure the children line up along one side of the table (front). While they wait for their spot on the chair, they can pick out a piece of paper and practice drawing an aboriginal symbol. There will be laminated symbol sheets taped to the table for them to have a look at. One volunteer will help the children to draw symbols by passing out the paper and pencils and letting them know what to do. This volunteer will also read the information sheet to the children (Care for Country) and engage them by asking the question on the sheet.
- The line will move along the front of the table so that children can have a chance to sit in a chair in an orderly manner. Only 2 children at a time will get painted.
- There will be 2 'painters' at this stall. The painters should ask the child which symbol they would like painted on their face (do not paint close to the eyes), arm or hand. Do only one symbol per child, however, they are welcome to come back as many times as they like. Ensure that the child knows what their symbol means.
- Rinse the brushes after each child. You can dry the brushes on the towel or tissue
- Special Note: Do not paint a child's skin where there are sores and do not paint a child's face if they have a runny nose. When painting a child's face, move slowly to ensure the brush does not poke them in the eye. If you have long fingernails, please trim them.

CRITICAL REFLECTION

- Reflect on the reading from Care for Country (see below). Ask them how they feel knowing that for many years, Aboriginal people have cared very deeply for the health of the land and people. Ask them, "Is this something that you would like to do for future generations (people that are not born yet) so that they can grow up with the same beautiful planet that you get to experience every day?"

#8 INDIGENOUS BODY PAINTING

CARE FOR COUNTRY

“For Aboriginal people, country is more than a place. They believe the rocks, trees, rivers, hills, animals and humans were all formed from the same thing and were created by their ancestors. They believe their ancestors continue to live in the land, water and sky so they care very deeply for the environment. They understand that they are connected to the environment and that it provides us with life. Indigenous culture believes we all must care for the land, the water and the sky.”

#8 INDIGENOUS BODY PAINTING

Question for the children: What are ways that we can care for the land, for the water, for the sky

Ways to care for Country (things the children can do):

- Picking up litter
- Bringing nude food lunches to school means no more packaging is made. Earth resources are used to make packaging eg. Trees cut down, oil taken out of the ground
- Using water wisely eg. turning off the tap when brushing teeth, having shorter showers
- Turning off lights and other electrical items when no longer needed (earth resources are used to create electrical energy which causes pollution)
- *The volunteers at this stall were encouraged to provide other ways/actions to care for Country*

INDIGENOUS BODY PAINTING SYMBOLS

The Aboriginal symbols are available to download from www.earthactionplan.com and they are also available as a template at the end of this guide booklet.

ABORIGINAL SYMBOLS



People sitting around a fire



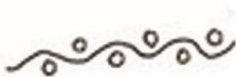
waterholes connected by running water



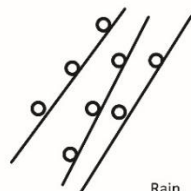
Star



Meeting Place



Goanna

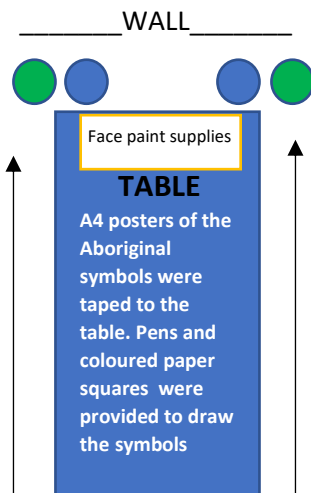


Rain

#8 INDIGENOUS BODY PAINTING

REFLECTION AFTER THE EVENT

- The school provided us with cotton buds (plastic sticks) to use instead of paint brushes. These were used once and then thrown out. Since the cotton buds could not be reused and were thrown into the Landfill Bin, we recommend that future events use paint brushes or a more sustainable 'eco-friendly' option.
- On the day, we set up the table a bit differently to better manage the crowds. Face painting stalls are always popular so an efficient stall set up is important to ensure that all participants are patient, wait their turn and are kept busy while waiting. The diagram below demonstrates how the activity table was set up (there was a wall behind the two volunteer painters)



Children line up on both sides of the table. When the child that is having their face painted moves out of the chair, the other children move forward along the sides of the table. While they are at the table, they have an opportunity to draw an Aboriginal symbol

The blue ● is where the volunteer painters sat and the green ● is where the children sat when it was their turn to be painted

Two signs were placed at the end of the table.

They are shown as the yellow ■

Please line up here



While you wait to have your face/hand painted, you can line up along the table and draw an Aboriginal symbol.

Thank you for being patient and waiting your turn

- The following Earth Action Card was provided at this stall:

EVERYONE DESERVES EQUAL OPPORTUNITY

Kindness and equality matter. Every person has the right to live in dignity, health and happiness. Complete an Earth Action listed below or come up with your own action that demonstrates respect to another person.

1. Make a new friend
2. Visit a place of cultural and historical importance
3. Give a compliment to someone you do not know



#9 GLOBAL FOOD ART

Earth Charter Principle: Social and Economic Justice (Everyone deserves equal opportunity) Eradicate poverty as an ethical, social and environmental imperative.

SUPPLIES FOR THE EXPERIENCE

- Zero Hunger template sheets
- Assortment of food originating from different countries (Dry food: Split Green Beans, Polenta, Wheat Past, Cinnamon, Rooibus Tea, Tumeric, Star Anise, Fennel, Poppy Seeds, Quinoa, Beetroot Powder)
- Pva glue
- Wooden sticks
- Pen
- 2 Maps of the world
- Signs
- 1 table
- Samples of craft
- Boxes for storage of craft created

SETUP

The children will work at the table to participate in this experience. The supplies of various dry foods should be easily available for the children to reach and the glue containers should be spaced along the table for easy access for all of the children at the table. Avoid overcrowding at the table

INSTRUCTIONS FOR THE EXPERIENCE

Poverty is a complex issue that can stem from a variety of reasons that are too difficult for young children to understand. But even though issues surrounding hunger are complicated, it's important to talk to kids about poverty. The Global Food Art activity allows children to experience food that has originated from other countries while at the same time can raise a topic of conversation and reflection regarding hunger associated with poverty.

- Write the child's name and class onto the Zero Hunger sheet. Pass the sheet to the child.
- Have the children imagine the following story about zero hunger before starting their art project: "Imagine a new law has just been created for the entire world and the law states that no person should ever be hungry. So, people all over the world help by making bowls of food to feed the hungry people. Imagine that this (the zero hunger sheet) is a real bowl that you get to fill to help feed a hungry person."
- Explain to the children that they can choose any of the food items on the table to fill their bowl. They will be gluing the food items to the sheet
- Show the children on the food map where each item of food has come from.
- Remind the children that they are not to eat the food on the table.

CRITICAL REFLECTION

CONTENT REFLECTION

- What is your favourite food? How often do you eat your favourite food? How would you feel if you could never eat your favourite food again.
- Do you have a food that you really like that comes from a different country?
- What ingredients on the table have you tried or not tried?
- What are ways that you can try different foods (foods from other countries)?
- What does it feel like to be hungry?

PROCESS AND PREMISE REFLECTION If you could create a new law to help people that are hungry, what would that law be?

#9 GLOBAL FOOD ART

REFLECTION AFTER THE EVENT

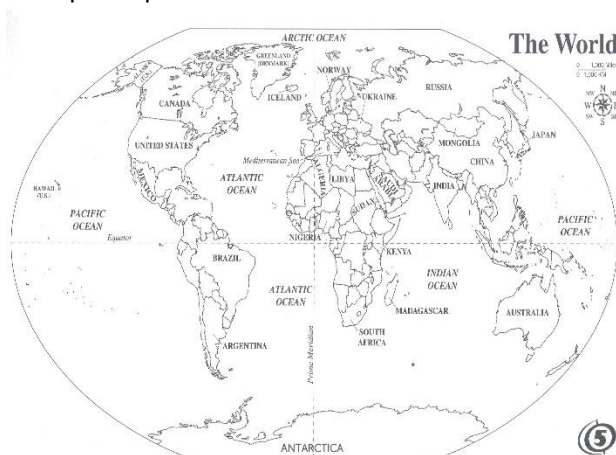
- This was one of my favorite activities. Many senses were activated with this experience. The area smelled great because of the various spices provided, it was colourful, it was tactile and it was interesting and fun. This activity really engaged the children.
- When I created the template for this activity, I thought many of the children would just plaster the glue and the 'food' craft supplies all over the page (ignoring the template outline), however, I was quite surprised at the amount of care that the children took to place the different 'food' craft materials into each section of the bowl. The end result was really beautiful!



A5 Template provided to the children.

This template is available for download from www.earthactionplan.com and it is also available as a template at the end of this guide booklet.

- While some children stayed in one spot at the table, working on their template, some children moved around the entire table to access all of the 'food' craft materials.
- There was one and sometimes two teachers volunteering at this activity. They were kept busy keeping the table tidy (sweeping up the spilled food into a dust pan).
- The volunteers had to carefully move the artwork from the tables to the class storage boxes. It is unknown how well the artwork stuck together.
- The PVA glue containers became messy looking with various craft/food items ending up in them by the end of the day. I did not consider this to be a problem as this was all part of the hands-on experience.
- A Map was provided and marked so the children could see where the various food items came from



This template is available for download from www.earthactionplan.com and it is also available as a template at the end of this guide booklet.

GLOBAL FOOD ART PHOTOS



#10 PEACE COOKIES: EAT YOUR WORDS

Earth Charter Principle: Democracy, nonviolence and peace (Protect freedoms and create peace)

Promote a culture of tolerance, nonviolence and peace.

SUPPLIES FOR THE EXPERIENCE

- Bowls of premade icing
- Edible words
- Paper towels/napkin (supplied by School)
- Heart cookies (supplied by School)
- Wooden sticks
- Signage
- 1 Table
- Earth Action Card

SETUP

The volunteer responsible for this activity should determine the best way to layout the supplies onto the table.

INSTRUCTIONS FOR THE EXPERIENCE

This activity is a yummy activity and it opens up an opportunity to talk about peace, tolerance and kindness towards other people and for the environment and animals

- Each child will be passed a cooked heart shape cookie. Any biscuit/cookie dough recipe suitable for use with cookie cutters will be sufficient. A recipe is provided at the end of this guide.
- The children will ice their cookie using a wooden stick
- The children will collect their edible word to put onto their cookie

WORDS: TRUST, COURAGE, COOPERATION, LOVE, TRUTH

The words are available as a download for an edible print. A good cake decorating business should be able to print these out. The business “Bake Shack” in Morayfield, printed out our edible letters.

- The children will eat their cookie immediately
- The following Earth Action Card was provided at this stall:



CRITICAL REFLECTION (questions for activating a conversation in Peace)

- What does the word, selected by the child, mean to them?
- How can the children demonstrate their word at school or at home or within the community?
- Do they have a pet or plant that they care for at home? How do they show kindness to the pet/plant?
- How have they shown kindness to a friend?
- Why is it important to be kind?
- Do you remember a time when someone was kind to you? How did that make you feel?

#10 EAT YOUR WORDS: PEACE COOKIES

PHOTOS



The Peace words used are available for download from www.earthactionplan.com as a pdf as this is the format that is likely to be required by a reputable bake shop for edible printing. The template is also available at the end of this guide booklet.



REFLECTION AFTER THE EVENT

- Icing cookies, decorating them and then eating them is always a popular activity for the children.
- There was difficulty in finding volunteers to bake the cookies and unfortunately it was left to one person.
- The PEACE words provided a great opportunity to talk about the meaning of the words and their effect on themselves and other people.

#11 THIS IS ME

Earth Charter Principle: Social and Economic Justice (Everyone deserves equal opportunity) Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.

SUPPLIES FOR THE EXPERIENCE

- Face map sheets (150)
- Skin coloured paint chips (various colours)
- Eyes (cutouts)
- Mouth (cutouts)
- 4 containers of PVA glue
- Wooden sticks for spreading glue
- Coloured Crayons/Pencils (school to supply)
- Ink Pads
- 2 Mirrors
- 4 Magnify glasses
- Items for observation in jars with names on jars: cocoa, flour, brown sugar, blue jellybeans...
- 1 table (school to supply)
- Signage
- Samples of faces created by the Teachers
- Boxes for storage of craft
- Earth Action Cards

SETUP

This table can be set up in a way that best suits the volunteer. Ensure the children can see the samples of jars easily (the lids will remain on). Keep the ink pads out of their reach until they are ready to create a fingerprint

INSTRUCTIONS FOR THE EXPERIENCE

- Write the children's name and class onto their face map sheet
- Have the children search for a 'skin-coloured' paint chip that best matches the colour of their skin. They can glue this onto their face map sheet below their name.
- Have the children search for eyes that are closest to their eye colour. The children can use the mirror to look at their eyes. Have them collect a mouth. They can glue these in place
- The children can use the pencils/crayons to draw on their nose and hair.
- Assist the children in creating a fingerprint to be included in the box
- Use the sample jars to allow the children to discover the colour of things that look like some of their features ("My eyes look like cocoa")

CRITICAL REFLECTION

CONTENT REFLECTION

- Does one of the items in the jars match the colour of your eyes / hair. Do your eyes have more than one colour in them.
- Do the eyes, that you have selected, show how you feel-explain
- Are your friend's eyes/hair the same or different? How (colour and shape) & Why
- Is the mouth you have selected show how you feel-explain
- Talk about Diversity: Diversity means that there are lots of different kinds of things. Can they think of things that are the same but a little bit different (eg. dogs, cars, plants, animals...). There is diversity among people.
- Fingerprints are different for every single person on the planet
- If our fingerprints are different and we all look different, what are ways that we are the same

PROCESS & PREMISE REFLECTION

- What's great about diversity (eg. everyone can learn about other cultures, we can share and enjoy the differences, everyone can work together to make the country a good place to live for everyone.)
- What can be not so great about diversity? (eg. some people are afraid of diversity or afraid of change, some people want everyone to be the same as themselves, some people are unkind to others who seem different in some way)
- Is it okay to treat someone unkindly just because they look different or do things in a different way?
- How can you learn more about different cultures/people? (eg. travelling to different countries and learning how they live, reading books, visiting cultural festivals, talking to people...)

#11 THIS IS ME

REFLECTION AFTER THE EVENT

- I felt there were too many things on this table.
- The jars of various coloured food items could be removed from this stall. We had the jars at the table which included blue jelly powder, cocoa powder, dried apricots, and other coloured food items so that the children could compare and match the colour of the food items to some of their facial features (eg. blue jelly powder the same as their eye colour).
- Paint ink pads were provided so the children could create their finger print. The paint ink pads did not show the lines of the finger prints too well and washable ink would have provided better finger prints. Magnify glasses were also provided at the table so the children could take a closer look at their finger prints. The magnify glasses were removed from the table because they took up too much space so I would avoid providing these or alternatively, I would suggest setting up an extra table with the various coloured food jars and the magnify glasses.
- Recommend drying racks, clothes lines to allow the images to dry before putting into the allocated class boxes.
- The children enjoyed using the small mirrors to look at their eye colour.
- The following Earth Action card was provided to the children after this experience:



The following resources used for this experience are available for download from www.earthactionplan.com
The templates are also available at the end of this guide booklet.

NAME & CLASS: _____ My fingerprint: _____

My skin colour looks like:



#11 THIS IS ME

PHOTOS



The face map sheets were provided as an A5 size to the children.

#12 WHAT DO PLANTS GIVE US: SEED PLANTING

Earth Charter Principle: Respect and care for the community of life > Respect earth and life in all its diversity.

SUPPLIES FOR THE EXPERIENCE

- Soil
- Egg cartons with information sheet attached. Cartons cut in half with lids still attached
- Bowls for soil
- Spoons for soil
- Seeds (corn-food, flower-marigold seeds & a bit of good bug mix, in containers jars)
- Dust pan & brush (for cleaning soil off of the table)
- Wooden sticks
- 1 table
- Earth Action Cards
- Boxes for storage
- Pen (for writing names on cartons)

SETUP

- Arrange the supplies onto the table.
- Bulkier items can remain under the table until required.
- Soil should be put into the 4 bowls/containers with a spoon and placed on the table for the children to use.

INSTRUCTIONS FOR THE EXPERIENCE

- Children will position themselves at the table.
- 1 egg carton will be provided to each child. Write the child's name and class in the space provided on the egg carton
- The children should be allowed to spoon soil into the egg carton by themselves using the spoon provided. Pack the soil into the egg cartons.

NOTE: When the egg cartons were cut, the cut side may not have not allowed enough carton structure to hold in the soil. Therefore, it may be advisable to only fill the 4 cups and leave the last two cups (near the cut) empty.

- Using the wooden sticks, have the children make an indentation in the soil for their seed. Provide the children with the seeds. One corn seed per egg cup and 2 to 3 flower seeds per egg cup. Ensure the seed is covered with soil.
- Have the children close the lid on the egg carton when finished and store into the appropriate box.
- Give each child an Earth Action Card.
- Excess soil on the table can be swept up with a dust pan and brush.

CRITICAL REFLECTION: Discussion & Questions for the Children

CONTENT REFLECTION

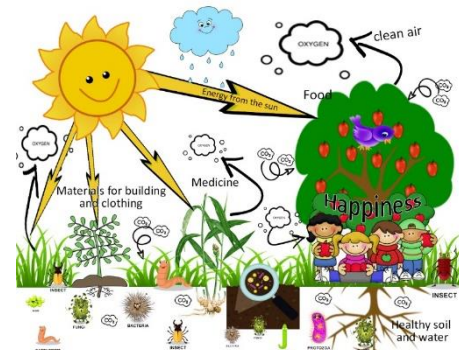
- Have the children observe the soil. What can they see in there? Explain that there is a whole community of very small creatures called microbes in the soil that work together to help the plant to grow by providing it with food. "There are more microbes in a handful of soil than there are people on the entire planet—that's how small they are)
- What would Earth be like if there was no soil?
- Get the children to observe the seeds. What do they notice about the seeds? (There will be different sizes, shapes & colours). Why is it important to have so many different types of plants? **Biodiversity provides functioning ecosystems that supply oxygen, clean air and water, pollination of plants, pest control, wastewater treatment and many ecosystem services** (ie. Bee's for pollination)
- Plants get energy from the sun which they can change into food. What else can the sun do for us? (warm us, provide light, energy....)
- Can the children name materials that come from plants (paper, furniture, clothing...) & for medicine, food, beauty, happiness? Do plants benefit other things and how (animals > food, habitat...)
- Why is a flower beautiful? What would Earth be like without flowers and plants?
- Why do plants and trees make you happy? (climbing a tree is fun, going on a nature walk is relaxing...)
- Do you think planting trees makes the planet healthy
- If the planet is healthy, does this make us healthy

PROCESS REFLECTION

- Can the children suggest ways to create a planet with more plants (not cutting down trees, planting more native plants in neighborhoods, getting involved in Tree Day planting trees in the community...)
- What are ways that they can protect soil? (picking up litter, putting their food scraps into a organics bin and not the landfill or recycle bin, ...)

PREMISE REFLECTION

- Do you think it's a good idea to grow a garden at home that provides food for you and other animals (bees, birds, worms...)



RESPECT AND CARE FOR THE COMMUNITY OF LIFE

Everyday, plants provide us with many things that allow us to live well. Plants can do this because they have special relationships with the sun, the atmosphere, the soil and many interesting creatures on Earth. We are part of this special relationship so it is very important that we care for Earth and all of its amazing creatures.

#12 WHAT DO PLANTS GIVE US: SEED PLANTING

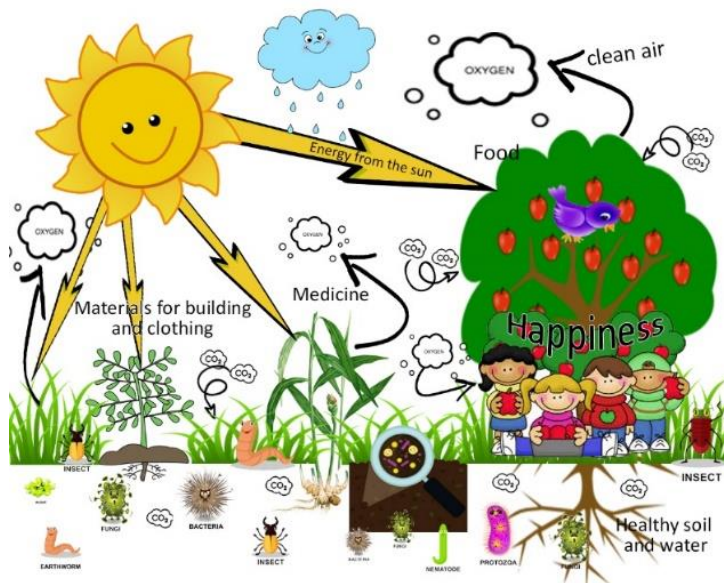
REFLECTION AFTER THE EVENT

- The Teacher running this experience provided feedback that this was a very busy activity, and she was only able to provide the instructions on how to fill the egg carton with soil and how to plant the seeds. She found it difficult to find an opportunity to offer the critical reflection
- If possible, I would recommend that two tables and two adult volunteers run this experience. It is very easy to rush an activity when there is a line-up of children waiting to participate.
- When an activity is rushed, the important critical reflection is likely to be the first element of the experience to be eliminated. Therefore, it is necessary to find a way so that the activity is not rushed. More volunteers and a bigger setup (more tables and more supplies set out) would have avoided this problem.
- The following Earth Action card was provided to the children after this experience:



- All of the egg cartons had the following image glued to the outside of the carton.

This image is available for download from www.earthactionplan.com site. The template is also available at the end of this guide booklet.

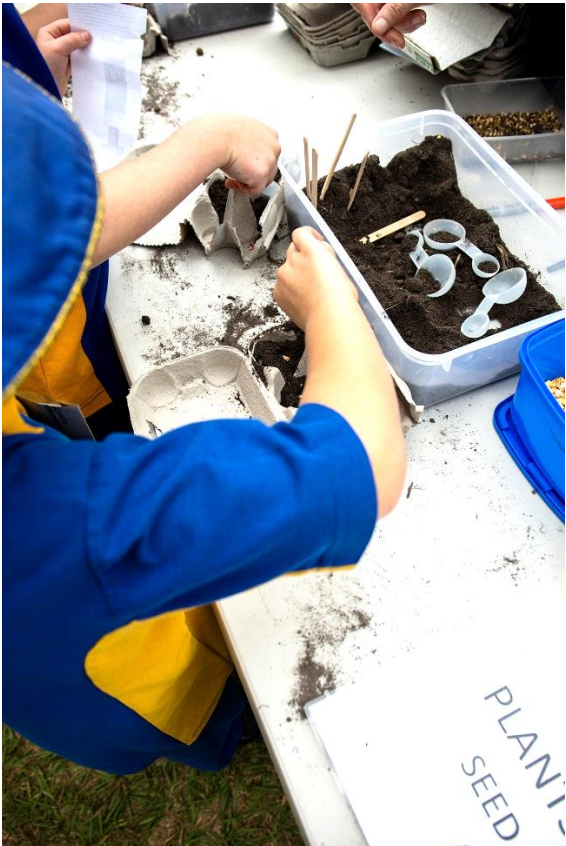


RESPECT AND CARE FOR THE COMMUNITY OF LIFE

Everyday, plants provide us with many things that allow us to live well. Plants can do this because they have special relationships with the sun, the atmosphere, the soil and many interesting creatures on Earth. We are part of this special relationship so it is very important that we care for Earth and all of its amazing creatures.

#12 WHAT DO PLANTS GIVE US: SEED PLANTING

PHOTOS



#13 OCEAN FARM

Earth Charter Principle: Democracy, nonviolence and Peace (Protect Freedoms and Create Peace)>
Treat all living beings with respect and consideration

SUPPLIES FOR THE EXPERIENCE

- White A4 paper (printed)
- Colour paper (for cutting fish fins)
- 2 scissors
- Plastic lids
- Pva glue
- Sticks for glue
- Cotton string (for kelp)
- 2 (sharpie fine point) Marker pens to draw fish eyes
- 11 Sea Artifacts (Perspex encased)
- 1 Table
- 2 Signs
- Box for storage of artwork

SETUP

One table is required. Children will stand at the table to complete this activity. Arrange supplies onto the table.

INSTRUCTIONS FOR THE EXPERIENCE

- Explain to the children that there are many different types of farms around the world and today they are going to create an Ocean Farm. “On this Ocean Farm you grow seaweed for food for people. The seaweed can also be made into fuel to power cars. When the seaweed grows, it also cleans up the atmosphere (our air). This is a really good farm because it also provides a home for fish and it does not harm the ocean.”
- Write the name & class of the children onto the printed sheet provided to each child. Get them to pick a coloured lid for their fish. Ask them what colour they would like for the fins of the fish; cut these out.
- Do not allow the children to handle the scissors
- The children can glue their plastic lid, fish fins and seaweed (5 pieces string/wool per child) to the sheet using a wooden stick and pva glue. Show them where the seaweed will be growing.
- If the children cannot find a space at the table to do the activity, they can spend time looking at the sea artifacts and cards. Keep these separate from the gluing area
- If you have time, you can read out the poem.
- When the children are finished creating their Ocean Farm, put their artwork into the correct box.

CRITICAL REFLECTION: Discussion & Questions for the Children

CONTENT REFLECTION

- If you were a fish, what type of home would you like to live in?
- If you were a seal, how far would you travel around the world in the Oceans?
- If you were a turtle, what would you say to people who litter into the ocean?
- What’s a food that you know of that is made with seaweed?

PROCESS & PREMISE REFLECTION

- What are some things you can do at home to make sure the oceans stay healthy?
- What should we do to make sure there is enough fish in the oceans to feed everyone.
- Next time Mum or Dad buy fish for dinner, ask them where the fish used to live (what country the fish came from)

#13 OCEAN FARM

REFLECTION AFTER THE EVENT

- Recommend an extra table with this experience and put the ocean artefacts on the extra table. There were lots of supplies for this activity spread across the table so it became a bit cluttered with the additional ocean artefacts.

PHOTOS



A template for this experience is available for download from www.earthactionplan.com site. The template is also available at the end of this guide booklet.

#14 CREATE A FLAG

Earth Charter Principle: Respect and care for the community of life> Build democratic societies that are just, participatory, sustainable and peaceful

SUPPLIES FOR THE EXPERIENCE

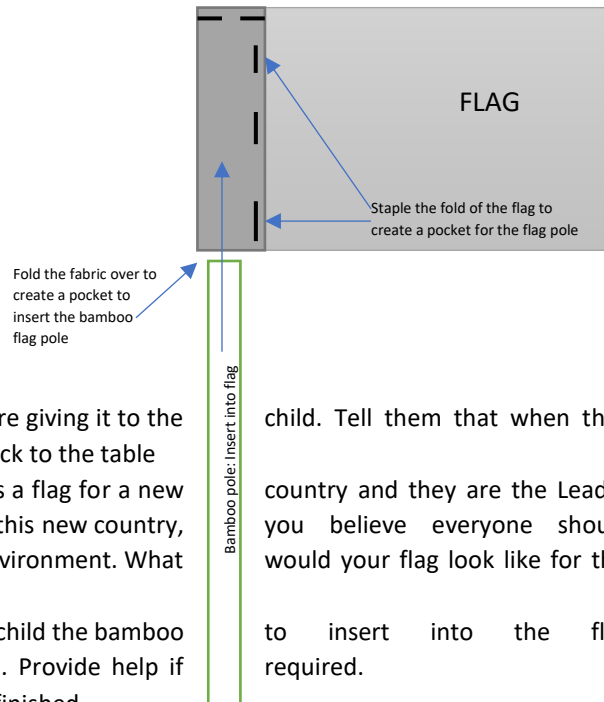
- 150 Calico fabric pieces (cut into rectangles-A5 size- with end stapled for insertion of flag pole 'bamboo')
- 150 Small bamboo (flag poles)
- Chunky coloured marker pens
- Containers/jars/boxes (use glasses boxes) for marker pens
- Boxes for storage of completed flags
- 1 Table
- Signage
- Earth Action Card

SETUP

- Put fabric flag material onto the table
- Arrange colour marker pens onto the table
- Arrange bamboo poles onto the table

INSTRUCTIONS FOR THE EXPERIENCE

- Write the child's name & class onto the fabric flag before giving it to the child. Tell them that when they are finished making the flag they will need to bring it back to the table
- Explain to them that they will be creating a flag but it is a flag for a new country. "As the Leader of this new country, respect and care for all of its people, wildlife and the environment. What wonderful new country?"
- When the child is finished colouring their flag, pass the child the bamboo (demonstrate this so they can have a go themselves). Provide help if required.
- Put the flag into the correct class box when the child is finished
- Pass each child an Earth Action Card when they have completed their flag. Ensure the card goes into their envelope pouch.



child. Tell them that when they are finished making the flag they will need to bring it back to the table

country and they are the Leader you believe everyone should would your flag look like for this

to insert into the flag required.

CRITICAL REFLECTION: Discussion & Questions for the Children

CONTENT REFLECTION

- What is great about our country Australia. Do you think all countries around the world are the same?
- What makes a group of people (or you) special and different
- Introduce the word culture. Do they know what it means? "Culture is a word for people's 'way of life', meaning the way groups of people do things" Do they have a friend that has a different culture to theirs, if so what do they like about it.
- **Planet Pizza Diversity:** Who likes Pizza? Would your pizza be a good pizza if you could only have the pizza base or do you think it would be better if we could put some sauce and toppings on the pizza? Name me some toppings that you like. So different ingredients make our pizza interesting and delicious. Now what about our country, what if we have only one type of person in our country, and everyone was exactly the same? Would this be an interesting country? Think about a country where there are many different people, some may have been born here and some may have travelled far from other countries to get here. What would our country be like now with all of these different types of people?

PROCESS AND PREMISE REFLECTION

- What are ways that we can show care for a person (listening, helping, understanding the knowledge of indigenous Australian's...)
- What are ways that we can show care for the environment
- What is something that you could do today to show kindness to someone or an animal

#14 CREATE A FLAG

REFLECTION AFTER THE EVENT

- This experience ran smoothly and no changes need to be made at this time
- This experience was run by one Tullawong State High School student who currently undertakes an Early Childhood Certificate course at the High School. She was very good with the children and managed the stall extremely well. This stall was also managed by one Prep Teacher.
- The following Earth Action Card was provided at this stall:



CREATE A FLAG PHOTOS



#15 CULTURAL DISCOVERY

Earth Charter Principle: Social and Economic Justice (Everyone deserves equal opportunity):

Uphold the right of all, without discrimination, to a natural and social environment supportive of human dignity, bodily health and spiritual well-being, with special attention to the rights of indigenous peoples and minorities.

SUPPLIES FOR THE EXPERIENCE

- Cultural items shared by families of the School
- 2 tables

SETUP

- Attach a country label to each item
- Show on the map the country of origin of the cultural items
- Layout the items on the tables as an interesting visual display. Any item that should not be touched or handled, should be placed closest to the volunteer at this stall

INSTRUCTIONS FOR THE EXPERIENCE

- Children should be allowed to touch the items on the table, however, for most of the items, they should not pick them up
- The volunteer will be advised where each item came from and their purpose.

REFLECTION AFTER THE EVENT

- While an Earth Charter principle was provided with this activity, it presented a challenge for the volunteer to provide critical reflection as it was not provided on the activity sheet. This was due to a lack of time in preparing this experience and additionally because we were unaware of most of the donated items up until the day of the event.
- There's no doubt cultural items/artefacts provide a great opportunity to engage children in discussion about different cultures. This can lead to deeper reflection to learn through cultures and not just about cultures.
- We had a kimono that the children could try on and the children really enjoyed doing this.
- Also, very popular at the cultural discovery was a 4 litre ice-cream container containing coins from all over the world. The children loved handling the coins, looking at them and comparing them to Australian coins

#15 CULTURAL DISCOVERY

PHOTOS



#16 VISION TREE

Earth Charter Principle: Ecological Integrity

This experience was included at the Under 8's Day event as part of a project for Wamuran State School's sustainability team. The team is to participate in the Sunshine Coast regional council "Kids in Action" conference (September 7th, 2018) and as part of their conference presentation, the team is looking at how they might implement a Nature Play space within their community. At the Wamuran State School Under 8's day event, one of the students of the sustainability team, interviewed the younger students and asked them what type of outdoor play they enjoyed the most, or if they could build an outdoor play space, what would they include in this space. Their answers were included on the back of the 'leaf' that the younger children had coloured in. The leaf was then pegged onto a branchy tree. This tree will be put on display at the 2018 Kids in Action Conference.

Although this activity was created by the School's sustainability team for a specific project, this activity can be done at any event or as part of a class lesson. What is your School's vision (or community vision)?

At this activity, every child received a Nature Play passport booklet. These can be obtained free (in Australia only) from Nature Play Qld: <https://www.natureplayqld.org.au/programs/passport-to-an-amazing-childhood/order-your-passports>

SUPPLIES FOR THE EXPERIENCE

- Leaf templates (leaves cut out)

Leaf templates are available for download from www.earthactionplan.com site. The templates are also available at the end of this guide booklet.

- Small tables
- Coloured pens/pencils
- Branches arranged in a plant pot to look like a tree
- Small clothes pegs
- Pens
- Display board of coloured-in leaves
- Nature Play passports

INSTRUCTIONS FOR THE EXPERIENCE

- Children select a leaf by looking at the display board
- The volunteer asks the "vision" question and writes it on the back of the leaf.
- Children colour in their leaf
- The leaf is returned to the volunteer and the leaf is pegged to the tree.



#17 MUSIC MAKER

Making Clap Sticks and Shaker Bottles

Earth Charter Principle: Respect and care for the community of life > Secure earth's bounty and beauty for present and future generations

SUPPLIES FOR EXPERIENCE

- 7 Boxes for storing clap sticks
- Paperbark
- Red raffia
- Gum leaves
- Bamboo
- Rubber bands
- Plastic bottles with lids (collected by the families)
- Materials to add to the bottles (small pebbles, small sticks, pasta, salt)
- Work station tray
- Marker pen

SETUP

This activity is likely to be set up on the grass on the oval so the supplies can just be put onto the ground.

INSTRUCTIONS FOR THE EXPERIENCE

CLAPSTICKS

- Allow the children to collect 2 bamboo pieces (2/child). Write their name and class on their bamboo pieces
- Allow the children to select two strips of paperbark & 2 leaves
- Show the children how they can roll the paperbark around the bamboo in the middle. Some children may require assistance with the rolling.
- Place a leaf on top of the paperbark and secure with the red raffia string. Some children may need help.
- Tap the sticks together to show how sound and a beat is created
- Once the children have finished playing with their clapsticks, secure them together with a rubber band
- Put the clap sticks into the correct box

SHAKER BOTTLES

- Children can select one plastic bottle with a lid
- Write their name and class onto the plastic bottle
- Explain to the children that they can put the different 'sound' materials into the plastic bottle and demonstrate how much they can put into the bottle (no more than a quarter filled).
- Secure the lid on tightly and shake the bottle to hear the sounds created.

CRITICAL REFLECTION

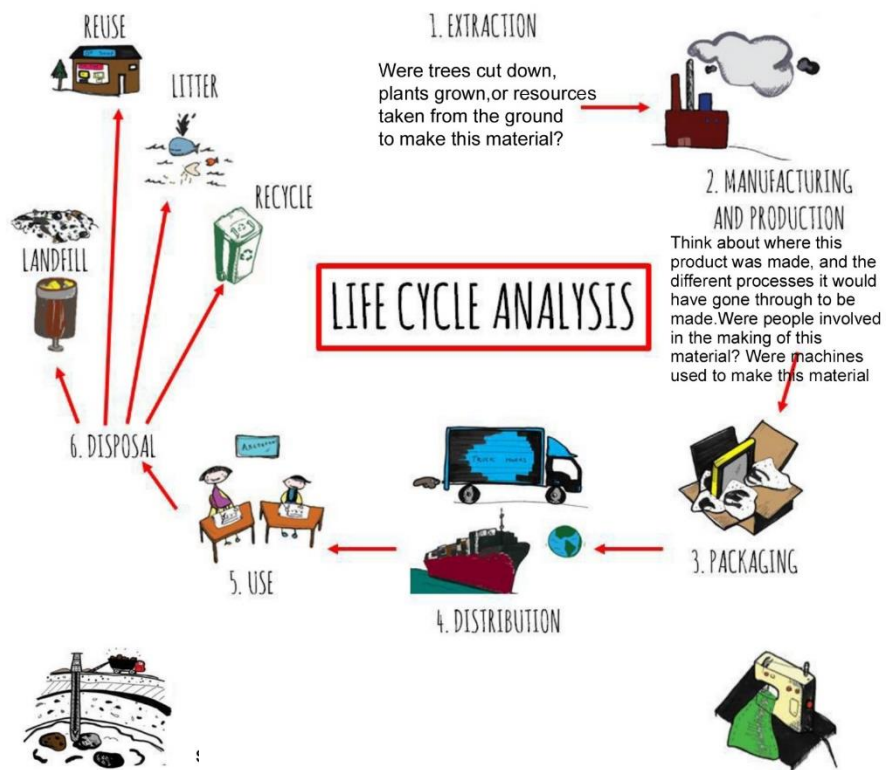
CONTENT REFLECTION

- Aboriginal clapsticks are like a drumstick to keep a rhythm in Aboriginal voice chants and dancing. Traditionally they were made from a solid piece of tree branch (unlike the hollow bamboo clapstick made for this activity)
- Upcycling is using discarded materials to make something new (Making the shaker bottle from old plastic bottles is upcycling)
- Are the clapsticks made from natural or manmade materials?
- Are the shaker bottles made from natural or manmade materials?
- How do you think the plastic bottle was made? *See life cycle analysis below to gain an understanding of the impact of a plastic bottle.*
- Sometimes when things are made, they can harm the environment (*pollution, deforestation...*). Do you think the clapsticks or the plastic bottles would have harmed the environment to make?

PROCESS AND PREMISE REFLECTION

- Can you think of a way to make a toy or musical instrument that does not harm the planet or people? Think about the materials you might use (*encourage upcycling*)

#17 MUSIC MAKER



The Life Cycle Analysis is available to download from www.earthactionplan.com site. The template is also available at the end of this guide booklet.

REFLECTION AFTER THE EVENT

- For the shaker bottle activity, a large workstation tray was used for the children to stand around while they filled their plastic bottles with various materials. Without this tray, this would have been a very messy activity.
- The children enjoyed filling the bottles with the various materials.
- The clapsticks looked great when they were finished, however, the children required a bit of help with this experience.



Filling the plastic bottles with the 'sound' materials

#18 MINDFUL DANCING

Earth Charter Principle: Respect and care for the community of life> Care for the community of life with understanding, compassion and love.

SUPPLIES FOR THE EXPERIENCE

1. Music player and music
2. List of readings for dancing
3. Blankets
4. Open outdoor area for the children to participate
5. Earth Action Cards
6. Props for Dancing

SETUP FOR THE EXPERIENCE

- Ensure there is plenty of space for the children to move about
- Spread the blankets out on the grass
- Have the props available for the children to use when they wish.

INSTRUCTIONS FOR THE EXPERIENCE

- Play the music provided and guide the children through the mindful dancing.
- Explain each dance before they begin.
- Ensure the children stay focused on your voice, the words, and the music and that they do not become too distracted
- The Colour Breathing is a dance for their brains (their minds), so they will need to either sit or lie down on the ground with their eyes closed. Do not rush the reading of the story for Colour Breathing. Watch the children's breathing to ensure the story matches with the rhythm of their breathing.
- The other dances will be dances for their bodies so the children will require some space to move about. The other dances will allow them to interpret the story/instructions being provided.
- Instructions for each form of dancing are attached separately.
- Due to the variety of ages participating at the event, adjust the length of each dance to the capacity of the children to concentrate. For example, the Colour Breathing may have to be shortened for a group of younger children
- The following Earth Action card was provided to children at this activity:



#18 MINDFUL DANCING

Special thanks to Joanna Kitto and Julie Bibby who compiled the Time Out Toolkit: A resource of short exercises to increase relaxation and improve concentration and learning skills. Their work inspired the following:

COLOUR BREATHING

I want you to feel your body on the ground

You can feel your hands on the ground, they feel very heavy

You can feel your feet on the ground, they feel heavy

Now I want you to think about the air floating around your body, you can feel it gently drifting over you.

You don't know where the air is coming from, but it is all around you.

This air around you is so beautiful because it is very, very colourful. Every colour that you could ever imagine is there

And you can see the colours in your mind. (remember keep your eyes closed)

There are so many colours in the air but I want you to find the colour Red

Can you see it? I want you to breathe in through your nose and take in a big breath of the Red air all the way into your body ([monitor breathing patterns here](#))

And slowly let the air out through your mouth.

Keep breathing softly and normally

Your body feels alive with the Red air inside of it because it travels all through your blood to every part of your body.

Keep breathing softly and normally

Now I want you to find another colour

Can you find the colour Yellow? Your mind might have to travel to the sun to find the yellow rays of air.

Breathe in through your nose and take in a big breath of the Yellow air all the way into your body ([monitor breathing patterns here](#))

And slowly let the air out through your mouth.

Keep breathing softly and normally

The yellow air inside your body makes you feel warm and happy. Feel yourself being warm and happy

Let's find the Green air now, Breathe in through your nose and take in a big breath of the Green air all the way into your body ([monitor breathing patterns here](#))

And slowly let the air out through your mouth.

Keep breathing softly and normally

Just keep breathing gently and normally and listen to my voice.

I want you to remember a time when you saw a rainbow. See all of the beautiful colours of that rainbow

The Red, the Orange, the Yellow, the Green, the Blue and the Purple

Now I want you to imagine that the next time you take a big breath of air in through your nose and into your body, all of the colours of the air that are around you will mix together as you breathe them in.

And this time when you let the air out slowly through your mouth, you blow out rainbows

Okay, let's take in a big breath of all the colours of the air, in through the nose, big breath, and slowly out through the mouth

See the rainbows flowing out as you breathe out of your mouth

Breathe gently and normally again

All of the rainbows that you have blown out are entering into the leaves of the trees and the plants. This is a very special relationship that you have with plants and trees.

Open your eyes

#18 MINDFUL DANCING

Connected

This improv dance requires the children to act out the parts of the story as it is read to them. They switch from one character of the story to the next to demonstrate our connection to the earth. It'll start off slow and then pick up in pace. The presenter or extra helper should act out the parts at the same time.

Keep your feet flat on the ground and curl up into a ball. Imagine that you are a tiny seed buried in the rich soil. *(Have the children curled up and crouched down on the ground with their feet flat on the ground)*

The energy from the sun is stored inside of you and it nourishes you as you begin to grow. As you grow, you will open up just a little bit *(open up the body position a bit)* and your roots will start to grow downwards *(move upwards a bit to reveal your legs, but not standing fully yet)*. Let your legs be your roots.

As your roots grow longer, they suck up sunlight energy and water stored in the ground. Now you start to get taller *(stand up straight on your legs)* and one little leaf pops out of the soil *(spread one arm outwards)*.

And then another leaf pops out and now your growing really tall. Your leaves can now use the sun's energy to make food for itself, so you grow more leaves and get bigger *(spread your fingers)*. Your leaves are swinging in the wind *(move arms back and forth)* and inside your leaves is all that energy from the sun.

Oh, but what's that, a bug comes along to nibble on your leaves. **Okay now I want you to pretend that you are the bug crawling and nibbling on grassy leaves.**

You are a tiny bug and you nibble the green leaves that are full of the sun's energy. You fill your little bug body up with this delicious energy and you get rounder and bigger (stand up and spread arms out in a circular shape—to show that you are round).

Oh no! There's a chicken, be careful. Watch out or the chicken is going to eat you. **Okay now I want you to pretend that you are the chicken and you have just eaten the bug.**

Oh, poor round little bug, it got eaten by the happy chicken (flap arms and walk like a chicken, make chicken noises.)

CRITICAL REFLECTION

- What happened to the delicious sun energy that was inside the body of the little round bug?
- What would happen if we ate the chicken? (we would have the energy of the sun inside our bodies)

REFLECTION AFTER THE EVENT

- The rainbow streamers were very popular. I would recommend more dancing props for the children to use.
- Two 'dances' were written up for this activity, however, other music was provided where the children could create their own dance moves.
- The older girls appeared to enjoy the Colour Breathing, even though there was some giggling going on.
- The youngest children enjoyed the active dances and the use of the ribbons.

#19 THE WAY FORWARD POSTERS

SUPPLIES FOR THE EXPERIENCE

- 7 large poster boards created (white with the world image in the middle)
- 7 easels
- Various coloured paints in paint pots with brushes

SETUP

- Secure each poster board to an easel. Write the class number on each board
- Position this activity near a tap and sink as the children will need to wash their hands immediately after completing this experience.
- Set up the paints near the easels

INSTRUCTIONS FOR THE EXPERIENCE

- Allow the children to paint one of their hands (the inside of their hand). Some children will require assistance to ensure the whole hand is covered with paint.
- Ensure the child prints their handprint onto the correct poster board.
- Make sure the children only print around the image of Earth and not on the image
- Once the poster is completed, the following laminated message strip will be added to the poster:

Our home is a special place! There is no other place like it. We have many different types of plants, animals and people living together on our planet.

It is important that we care for our home and all life on it.



The world image is available to download from www.earthactionplan.com site. The template is also available at the end of this guide booklet.

CRITICAL REFLECTION

- The reflection for this experience is about recognising the beauty of our planet. There are many questions that one could engage the children in with this experience such as having them identify why they think Earth is special. What do they love about Nature. What is the most interesting animal they have seen, etc.
- Talk about action that they have taken to care for Earth. You might talk about Clean Up Australia Day and Nude Food lunches and how this is showing care for our home and other species.
- Ask the children how else they might care for Earth.

#19 THE WAY FORWARD



At the end of the event, the posters were filled with the handprints of the students. Posters were created for each class. When the poster was dry, the message strip was glued below the Earth.

#20 COMMUNITY OF LIFE TREASURE HUNT

This activity does not require any volunteers. This is a treasure hunt of printed images hidden through-out the Under 8's Day venue. The children received the treasure hunt list of images just prior to heading outdoors for the event. Through-out the day of the event, the children searched for the images while they moved from one experience to the next.









When they found a hidden image, they put a tick beside the image on their treasure hunt checklist.

The Community of Life Treasure Hunt is available to download from www.earthactionplan.com site. The template is also available at the end of this guide booklet.

TREASURE HUNT

*Our world is full of Treasure and it's worth more than Gold!
The treasures of our world are its wildlife, it's ecosystems, it's plants and the diversity of people. These are the things that are valuable and make our world a wonderful place.*

Hidden around the school (the Under 8's area) are the following images. See if you can find all of them. Put a tick beside the ones you find.

| | | |
|---|--|--|
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |
|  | | |

REFLECTION AFTER THE EVENT

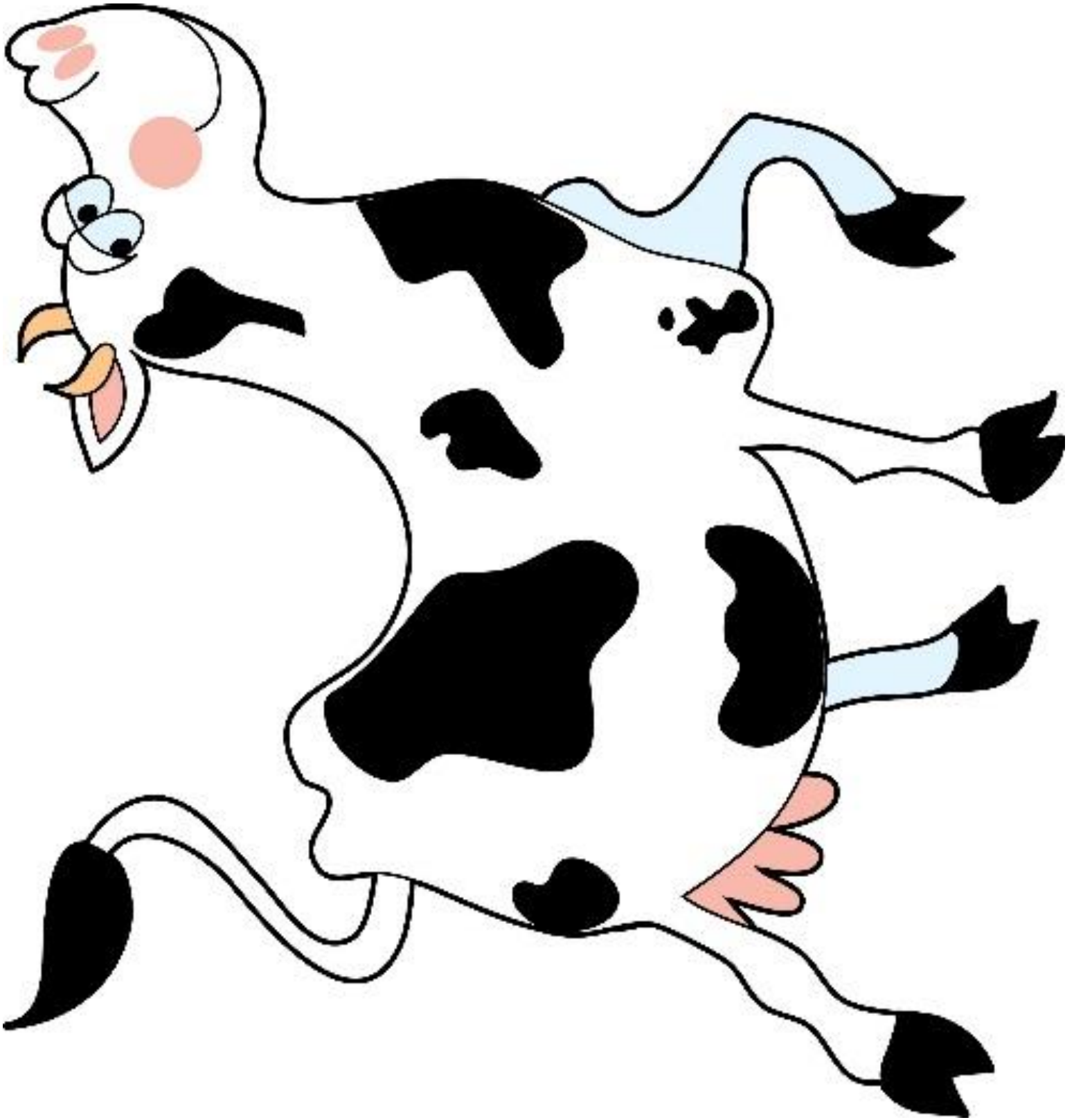
- Information and reflections could have been included about each 'treasure' on the checklist sheet.
- Recommend telling a story of trophic cascades with some of the images



TEMPLATES FOR THE EXPERIENCES

Template images are printed on both sides of the following pages. It is recommended that you print the images required and keep this booklet intact for future reference.

AFRICAN WISDOM TALE TEMPLATE
Laminate and cut out to use a visual prop



AFRICAN WISDOM TALE: TEMPLATE

Laminate and cut out to use a visual prop



NATURE PLAY "NO ADULT" ZONE: TEMPLATE



NATURE PLAY "NO ADULT" ZONE: TEMPLATE



GIANT DICE GAME: TEMPLATE

Cut out the image and tape to a dice constructed from cardboard. Create a cardboard dice ranging in size from 25 to 30 cm square on each face of the dice.



You use a plastic straw and cutlery

GIANT DICE GAME: TEMPLATE

Cut out the image and tape to a dice constructed from cardboard. Create a cardboard dice ranging in size from 25 to 30 cm square on each face of the dice.



Balloons fly into the environment

GIANT DICE GAME: TEMPLATE

Cut out the image and tape to a dice constructed from cardboard. Create a cardboard dice ranging in size from 25 to 30 cm square on each face of the dice.



Food scraps in the landfill

GIANT DICE GAME: TEMPLATE

Cut out the image and tape to a dice constructed from cardboard. Create a cardboard dice ranging in size from 25 to 30 cm square on each face of the dice.



You pick up litter from the Beach

GIANT DICE GAME: TEMPLATE

Cut out the image and tape to a dice constructed from cardboard. Create a cardboard dice ranging in size from 25 to 30 cm square on each face of the dice.



You use a re-useable water bottle

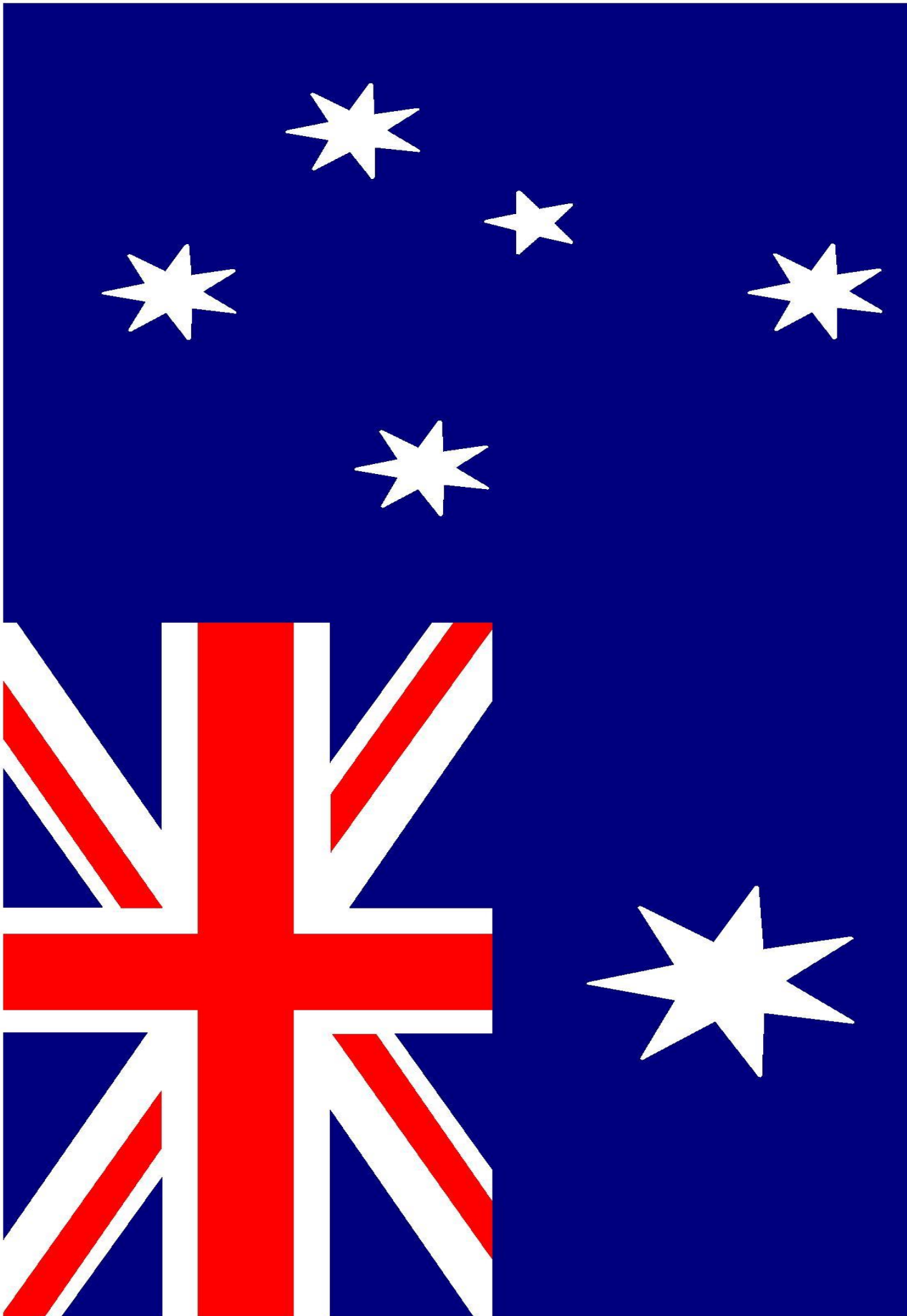
GIANT DICE GAME: TEMPLATE

Cut out the image and tape to a dice constructed from cardboard. Create a cardboard dice ranging in size from 25 to 30 cm square on each face of the dice.

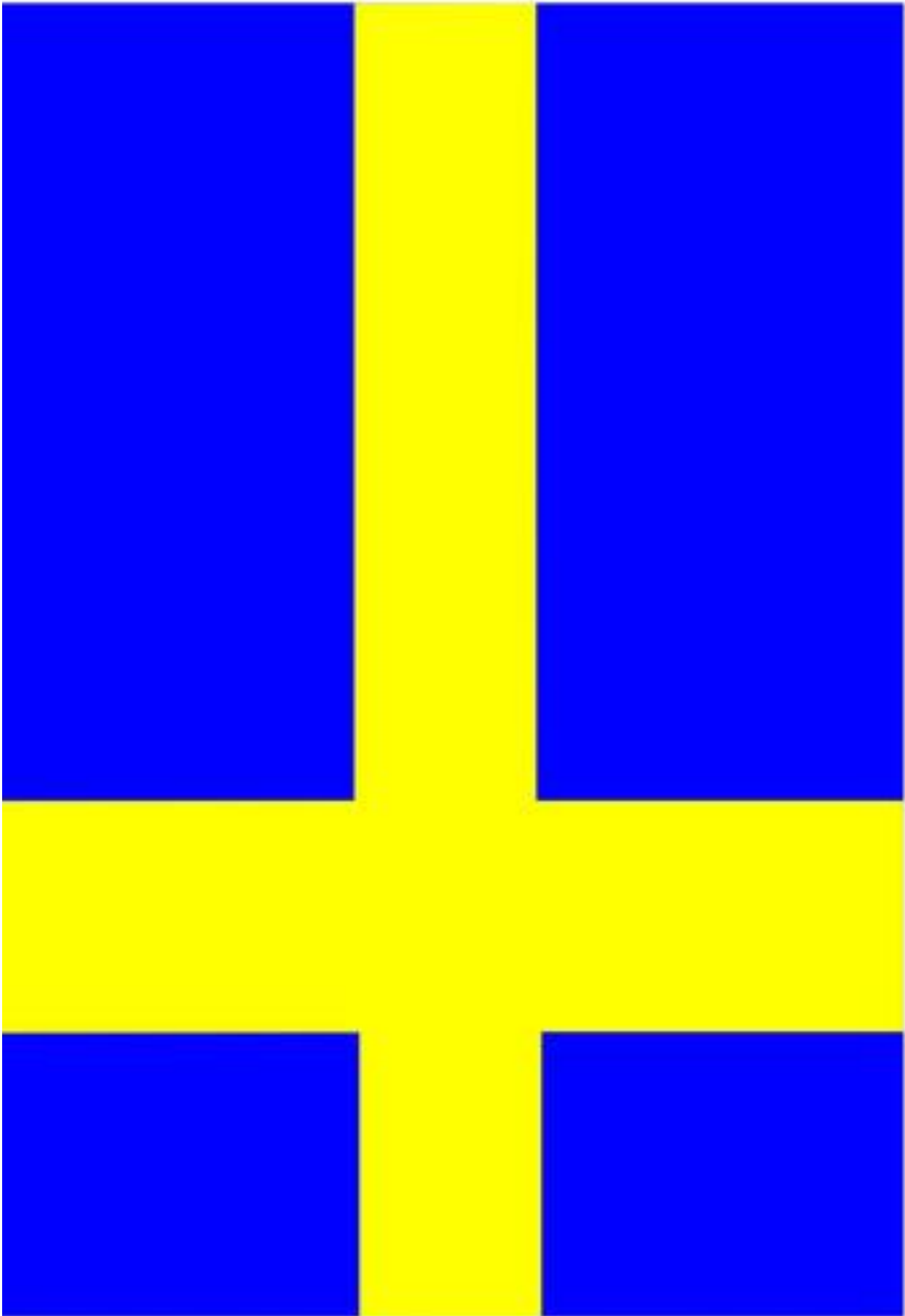


You plant trees

GIANT DICE GAME: TEMPLATE
Laminate Australia's flag image



GIANT DICE GAME: TEMPLATE
Laminate Sweden's flag image



GIANT DICE GAME: TEMPLATE
Laminate Canada's flag image



GIANT DICE GAME: TEMPLATE
Laminate China's flag image



GIANT DICE GAME: TEMPLATE
Laminate India's flag image



GIANT DICE GAME: TEMPLATE

Laminate Papua New Guinea's flag image



TIC TAC TOE GAME: TEMPLATE

Print 5 for one game (lamination is recommended)



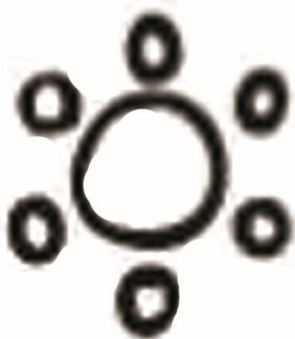
ABORIGINAL SYMBOLS



People sitting around a fire



waterholes connected by running water



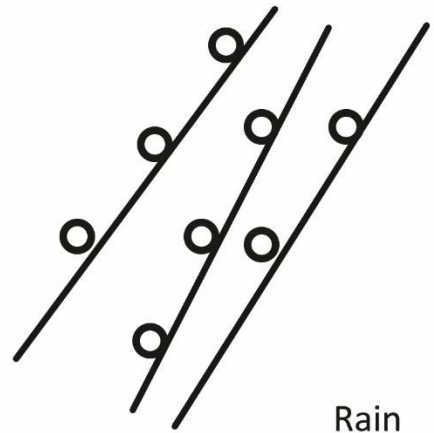
Star



Meeting Place



Goanna



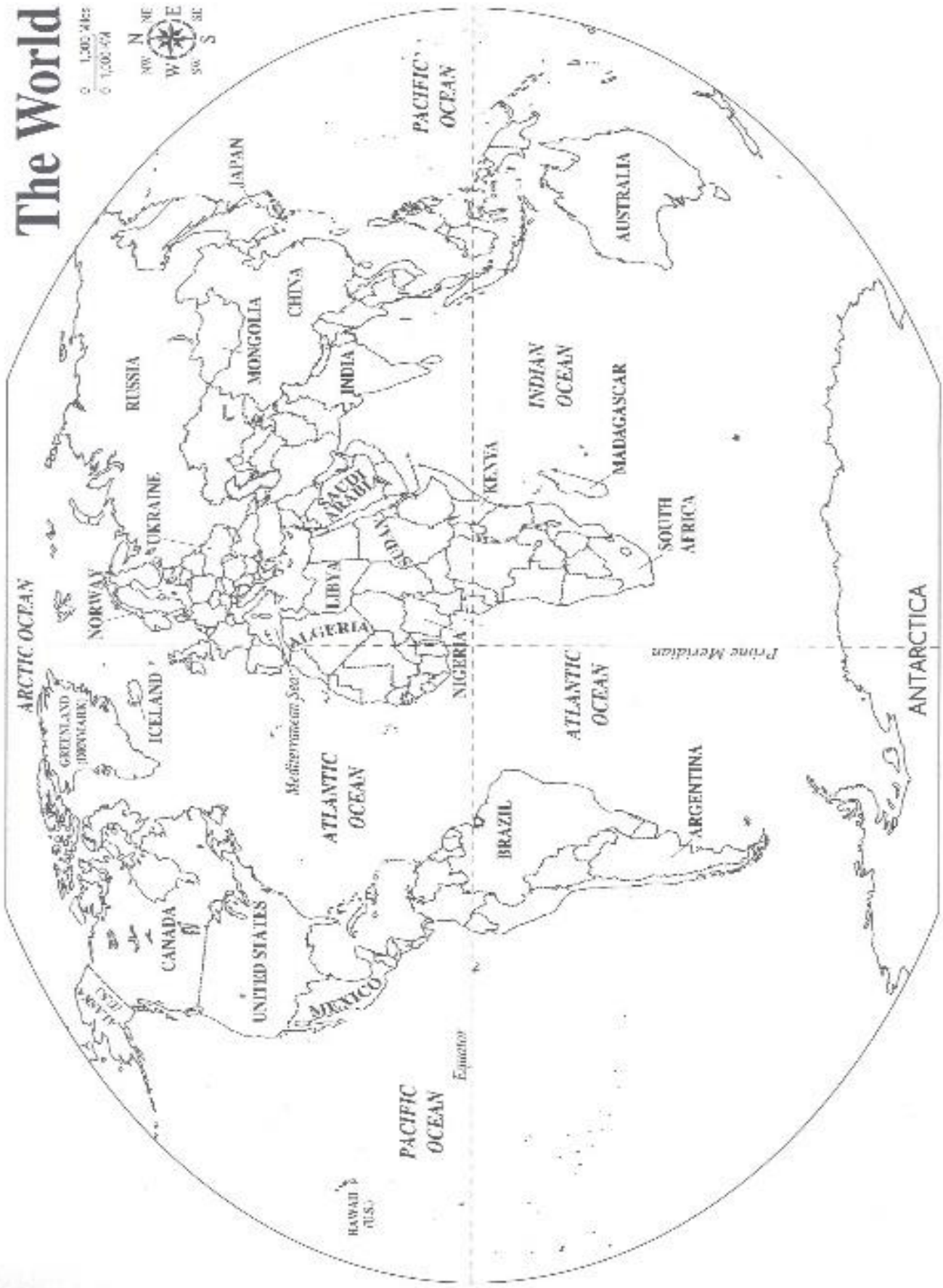
Rain



GLOBAL FOOD ART: TEMPLATE

The World

0 1,000 Miles
0 1,000 Kilometers



BASIC COOKIE DOUGH INGREDIENTS

- 250g butter, softened
- 1/2 cup icing sugar
- 1 teaspoon vanilla extract
- 1 egg, at room temperature
- 2 1/2 cups plain flour
- 1/2 cup cornflour

Select all ingredients

METHOD

- **Step 1:** Using an electric hand mixer, beat butter, sugar and vanilla until pale and creamy. Add egg. Beat until well combined.
 - **Step 2:** Sift flour and cornflour over butter mixture. Mix well. Divide in half. Press each half into a disc. Wrap each disc in baking paper. Refrigerate for 20 minutes.
 - **Step 3:** Preheat oven to 160°C. Line 2 baking trays with baking paper. Roll each disc out between 2 sheets of baking paper to 3mm-thick.
-
- **Step 4:** Using letter-shaped biscuit cutters, cut letters out of dough. Place onto trays. Roll leftover dough together and repeat. Refrigerate biscuits until firm. Bake for 15 minutes or until light golden. Stand on trays for 5 minutes. Transfer to a wire rack to cool.

NOTES

Hint: Dip cookie cutters into flour in between cutting each biscuit to prevent dough from sticking.

TRUST COURAGE COOPERATION **LOVE** TRUTH

GENEROSITY **RESPECT** ACCEPTANCE **CARE** EQUAL

TRUST COURAGE COOPERATION **LOVE** TRUTH

GENEROSITY **RESPECT** ACCEPTANCE **CARE** EQUAL

TRUST COURAGE COOPERATION **LOVE** TRUTH

GENEROSITY **RESPECT** ACCEPTANCE **CARE** EQUAL

TRUST COURAGE COOPERATION **LOVE** TRUTH

GENEROSITY **RESPECT** ACCEPTANCE **CARE** EQUAL

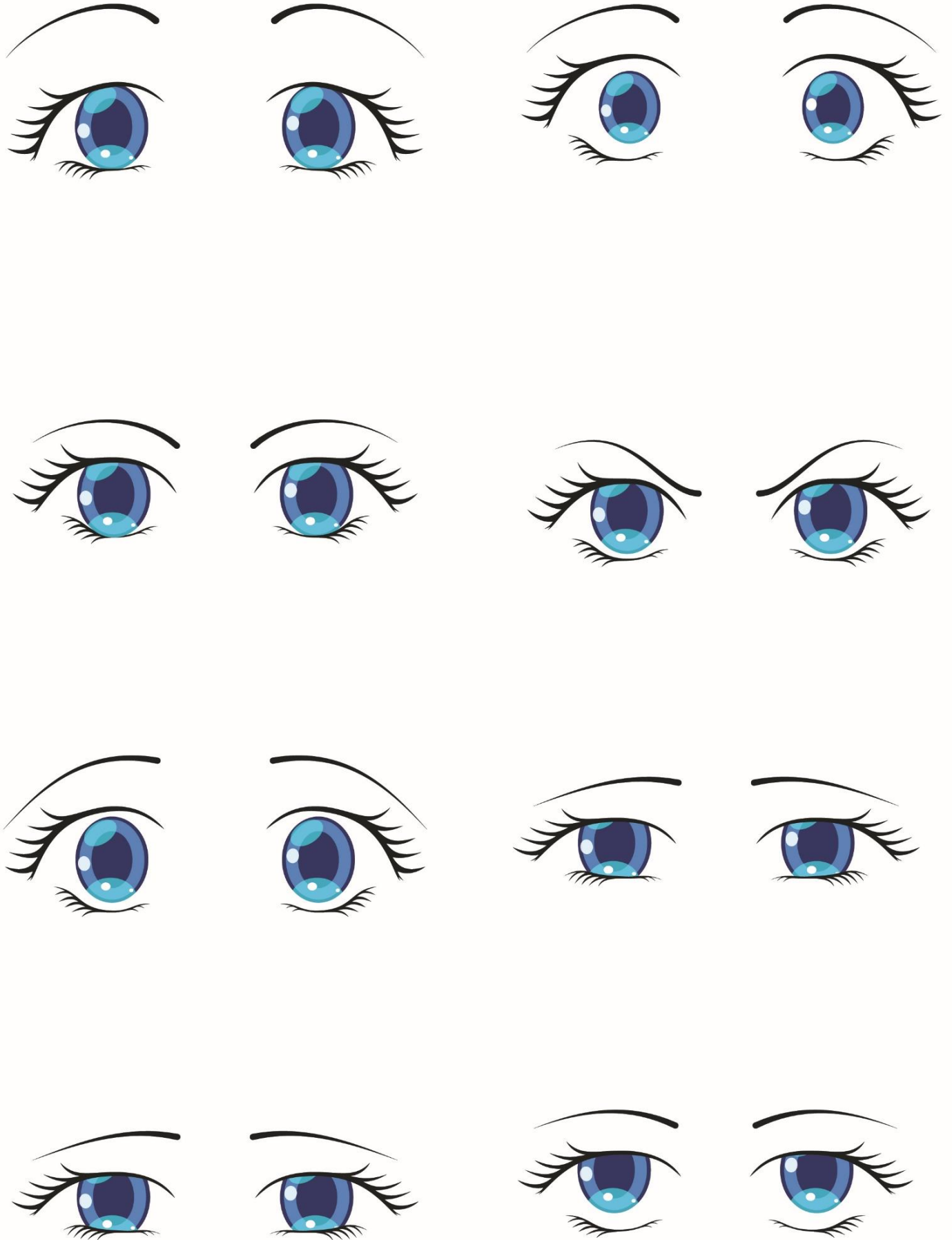
TRUST COURAGE COOPERATION **LOVE** TRUTH

GENEROSITY **RESPECT** ACCEPTANCE **CARE** EQUAL

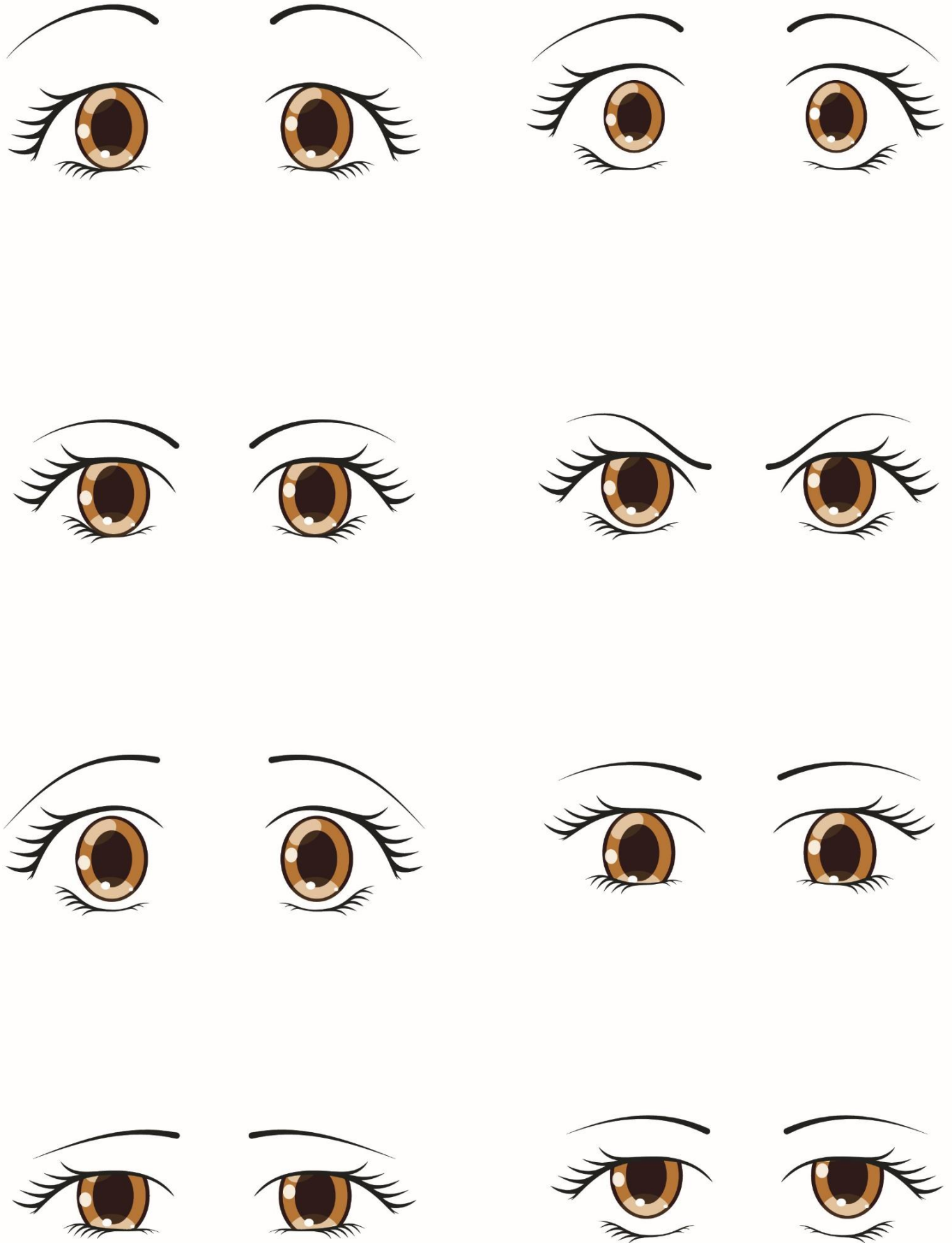
TRUST COURAGE COOPERATION **LOVE** TRUTH

GENEROSITY **RESPECT** ACCEPTANCE **CARE** EQUAL

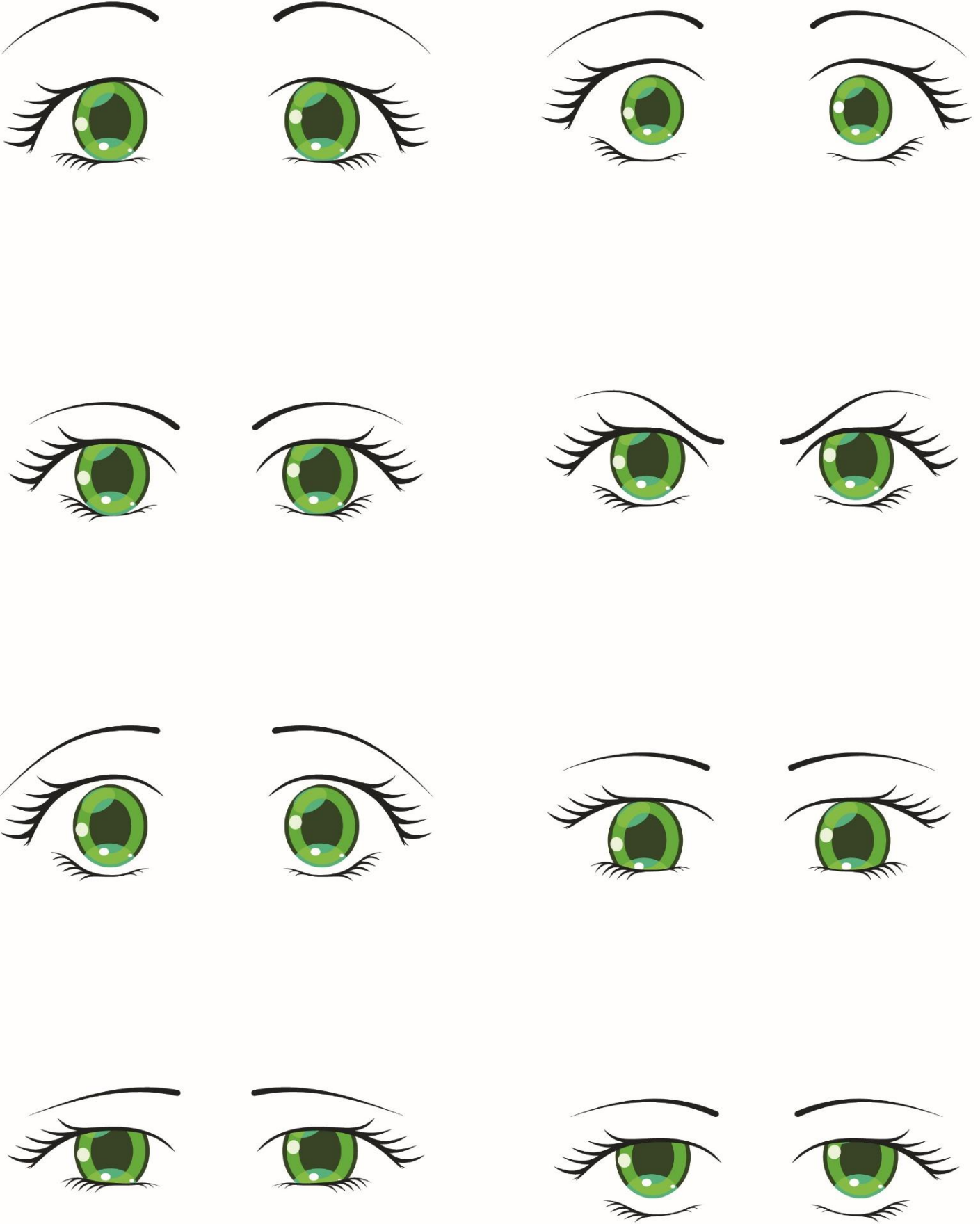
THIS IS ME: TEMPLATE



THIS IS ME: TEMPLATE



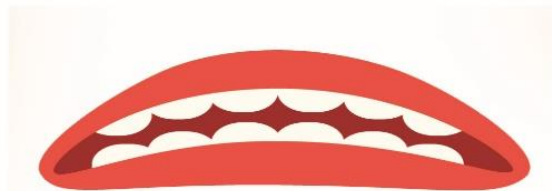
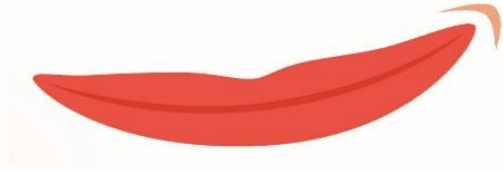
THIS IS ME: TEMPLATE

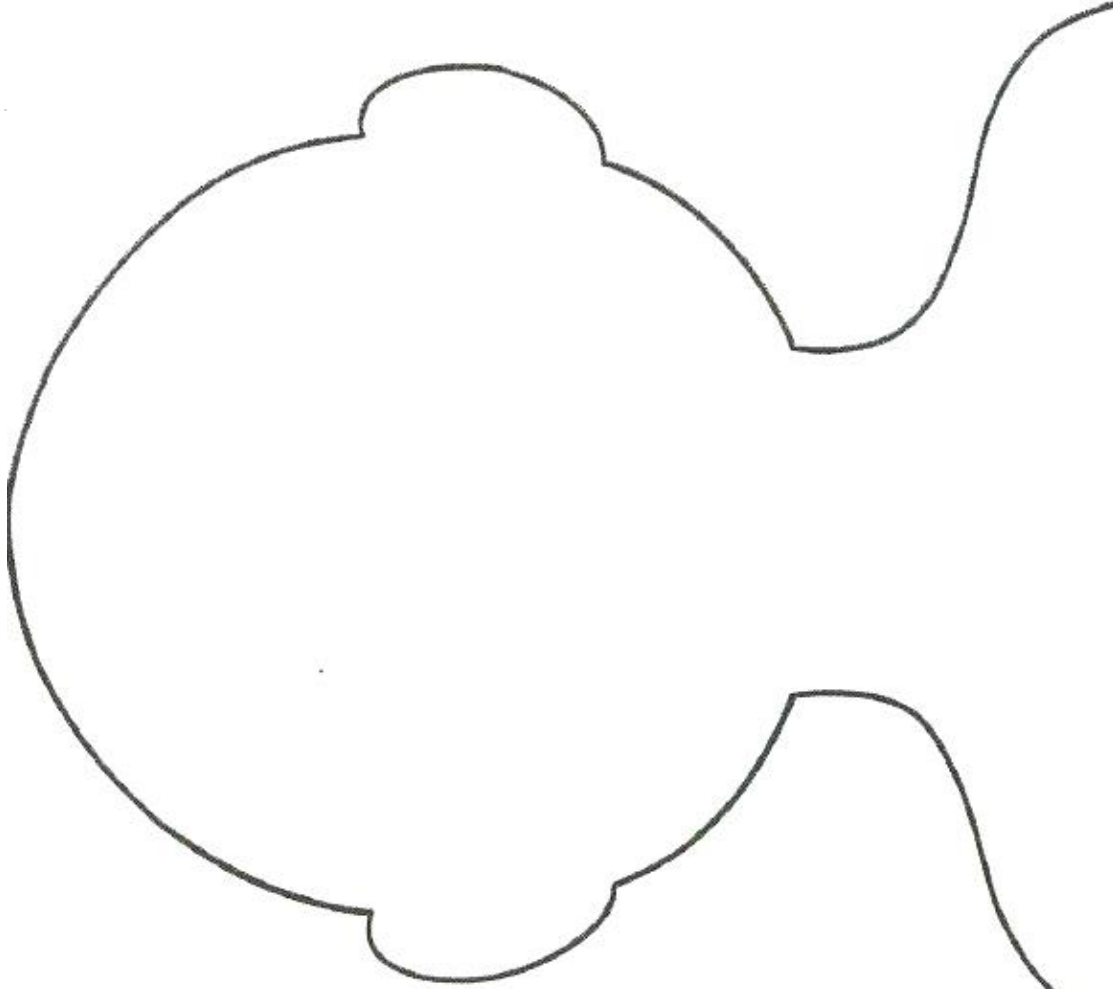


THIS IS ME: TEMPLATE



THIS IS ME: TEMPLATE



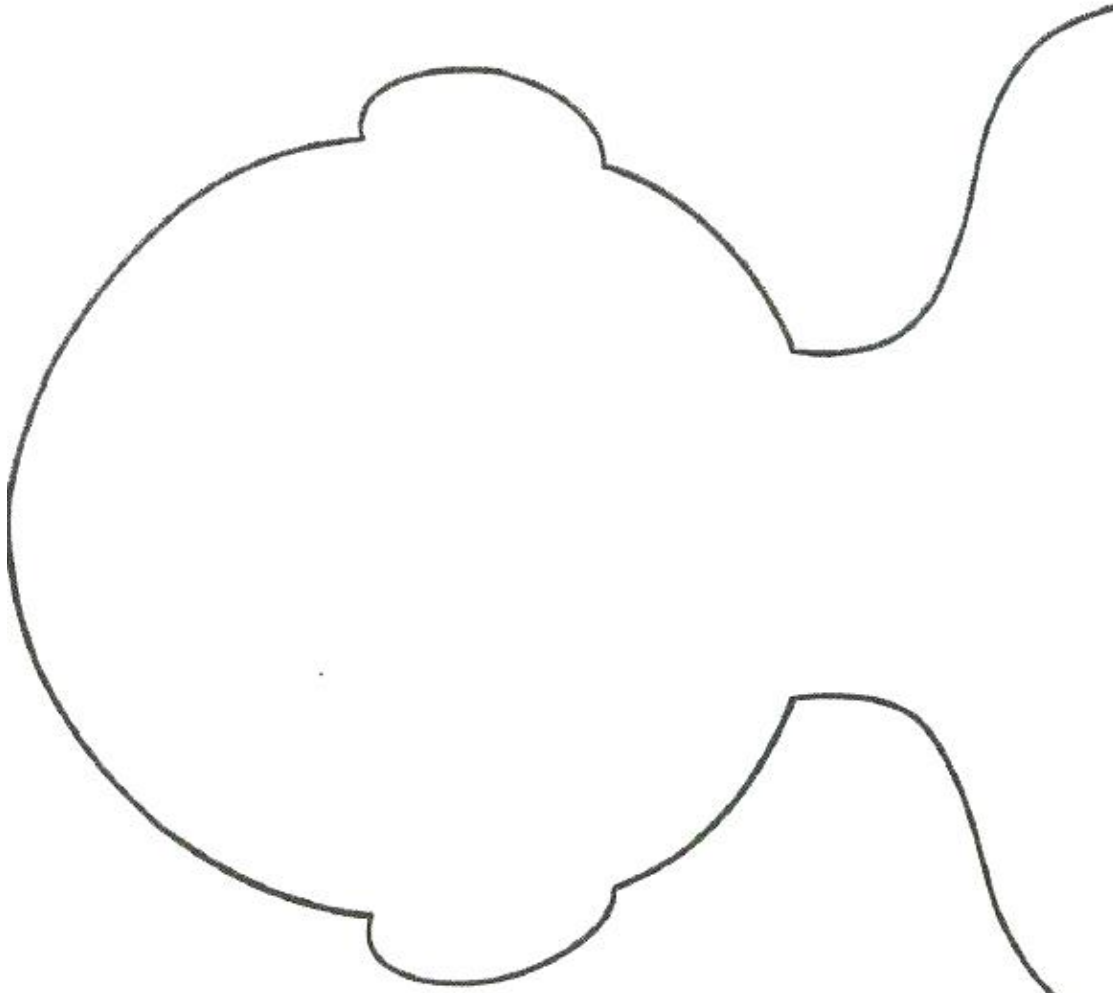


NAME & CLASS:

My fingerprint:

A large, empty rectangular box intended for a student to place their fingerprint.

My skin colour looks like:



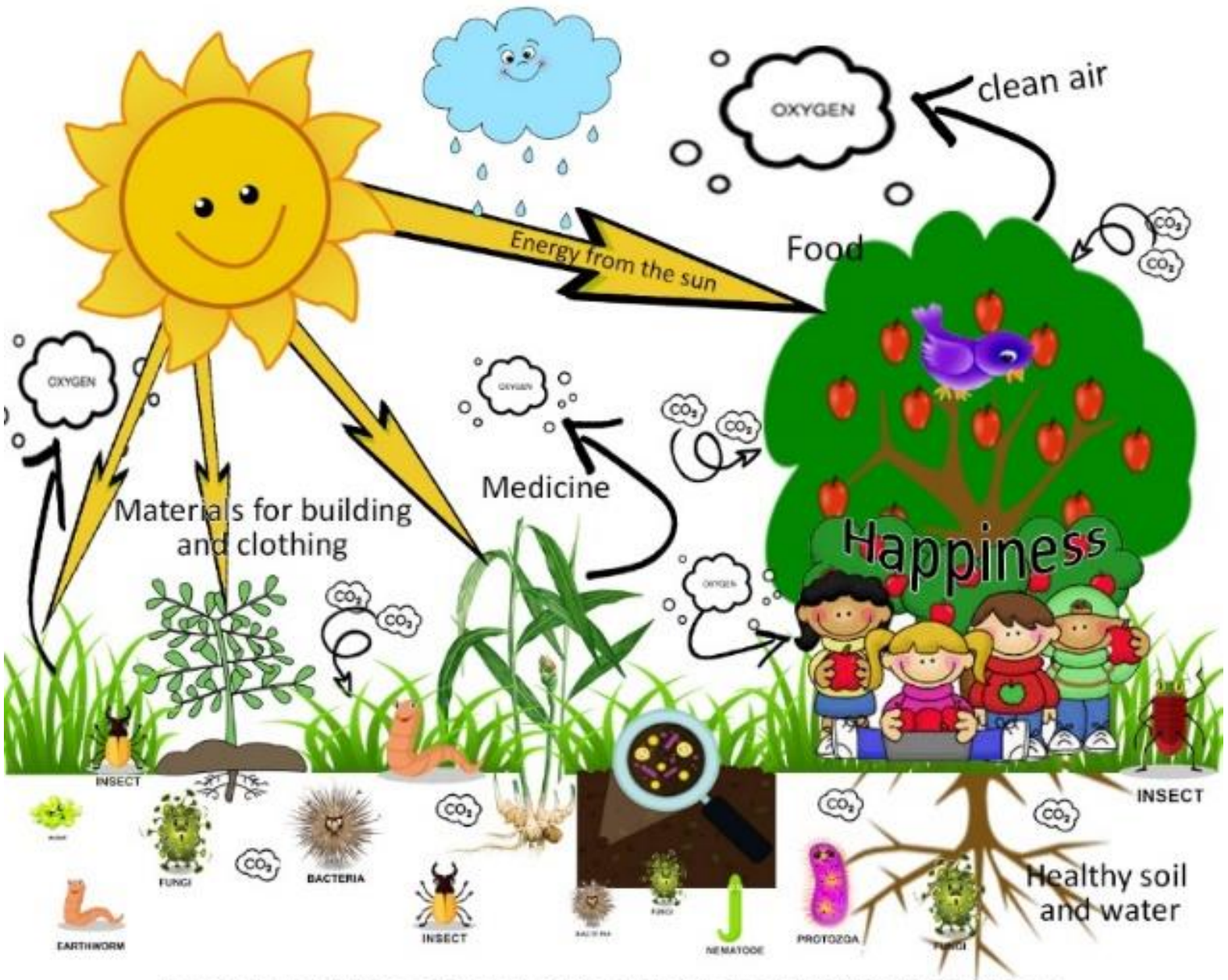
NAME & CLASS:

My fingerprint:

A large, empty rectangular box intended for a student to place their fingerprint.

My skin colour looks like:

WHAT DO PLANTS GIVE US: SEED PLANTING: TEMPLATE



RESPECT AND CARE FOR THE COMMUNITY OF LIFE

Everyday, plants provide us with many things that allow us to live well. Plants can do this because they have special relationships with the sun, the atmosphere, the soil and many interesting creatures on Earth. We are part of this special relationship so it is very important that we care for Earth and all of its amazing creatures.

Please note that the folded sheets that were glued to the top of the egg cartons are not available in this booklet as a template but it can be downloaded from www.earthactionplan.com. The egg carton sheets included the image above and a section for the children to write their name and class

A DAY AT SEA

By *Melissa Roberson*

As the ocean waves at me,

And the sand greets the sea,

The fish swim free,

And shells wash up by me.

The sand squishes suddenly,

Between my shoeless toes.

Then the tide flows over them,

And back down it goes.

OCEAN FARMING

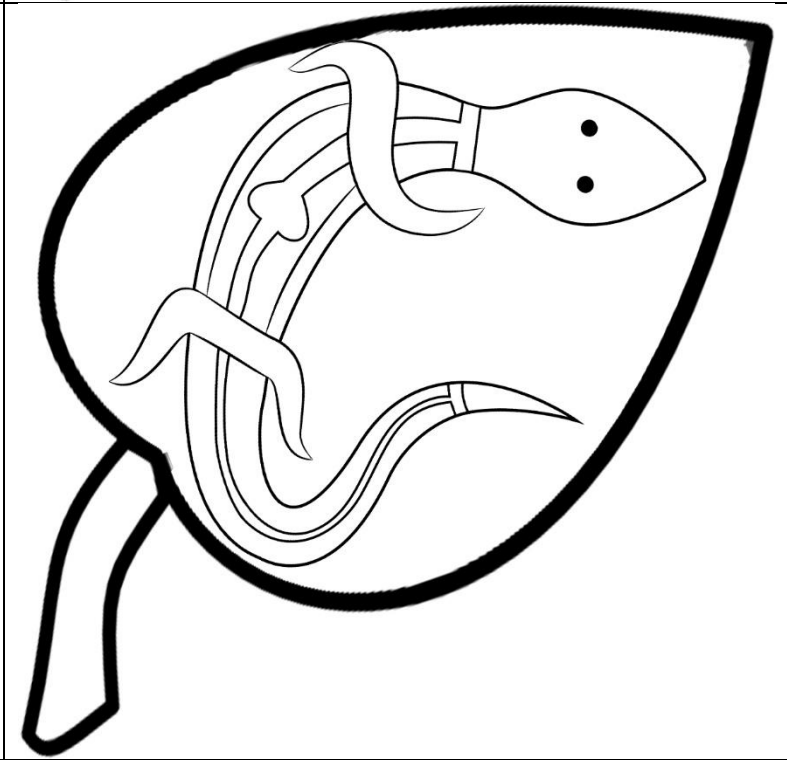
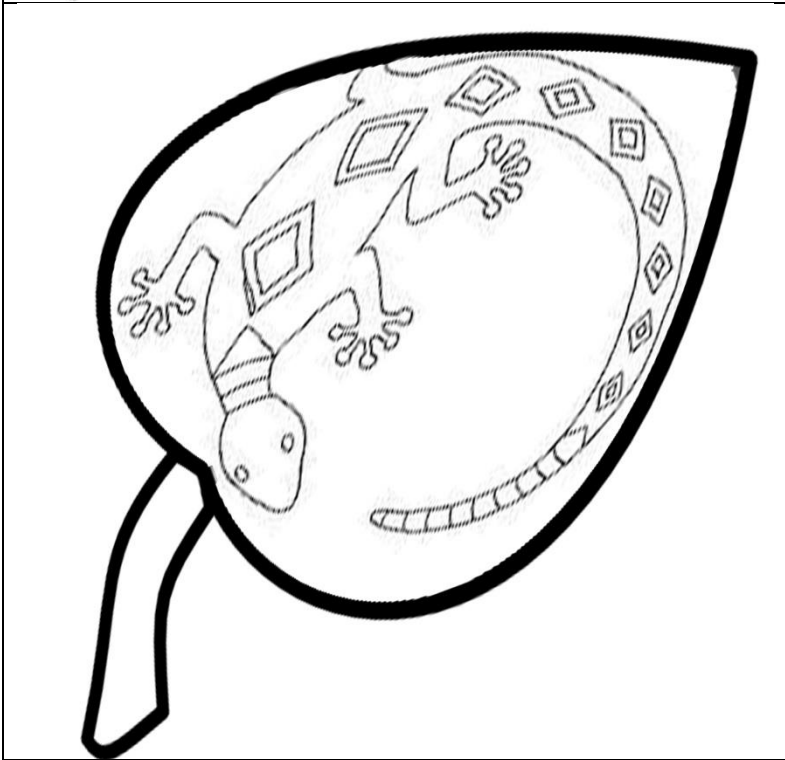
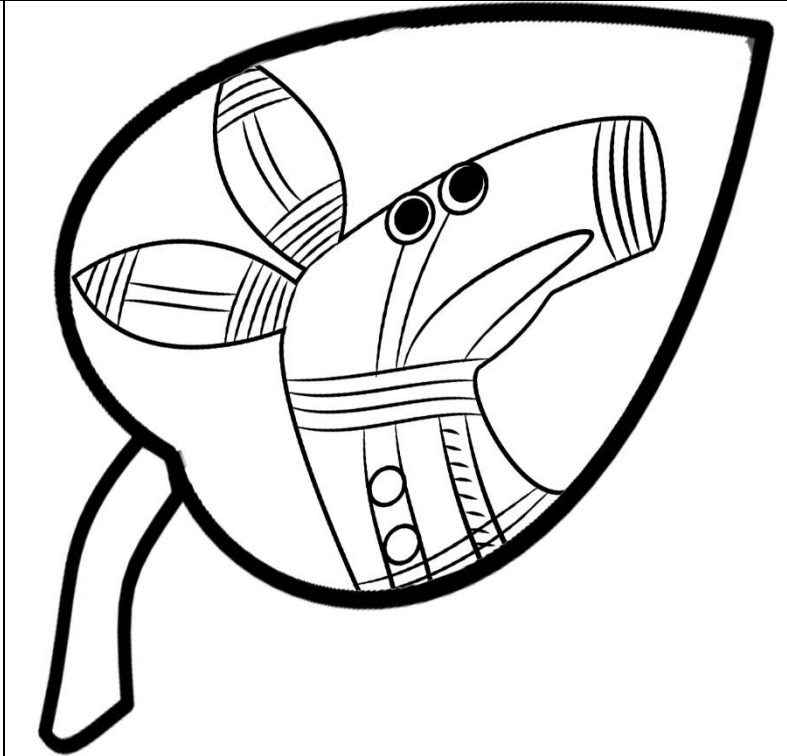
You are a fish farmer of the future and you have an Ocean Farm. It grows seaweed for food, fuel and to repair the atmosphere. Your Ocean Farm attracts many species of sea life including fish. Your Ocean Farm does not cause unnecessary harm to the ocean and the sea creatures living in the ocean.

It produces lots and lots of food to share equally with people around the world.

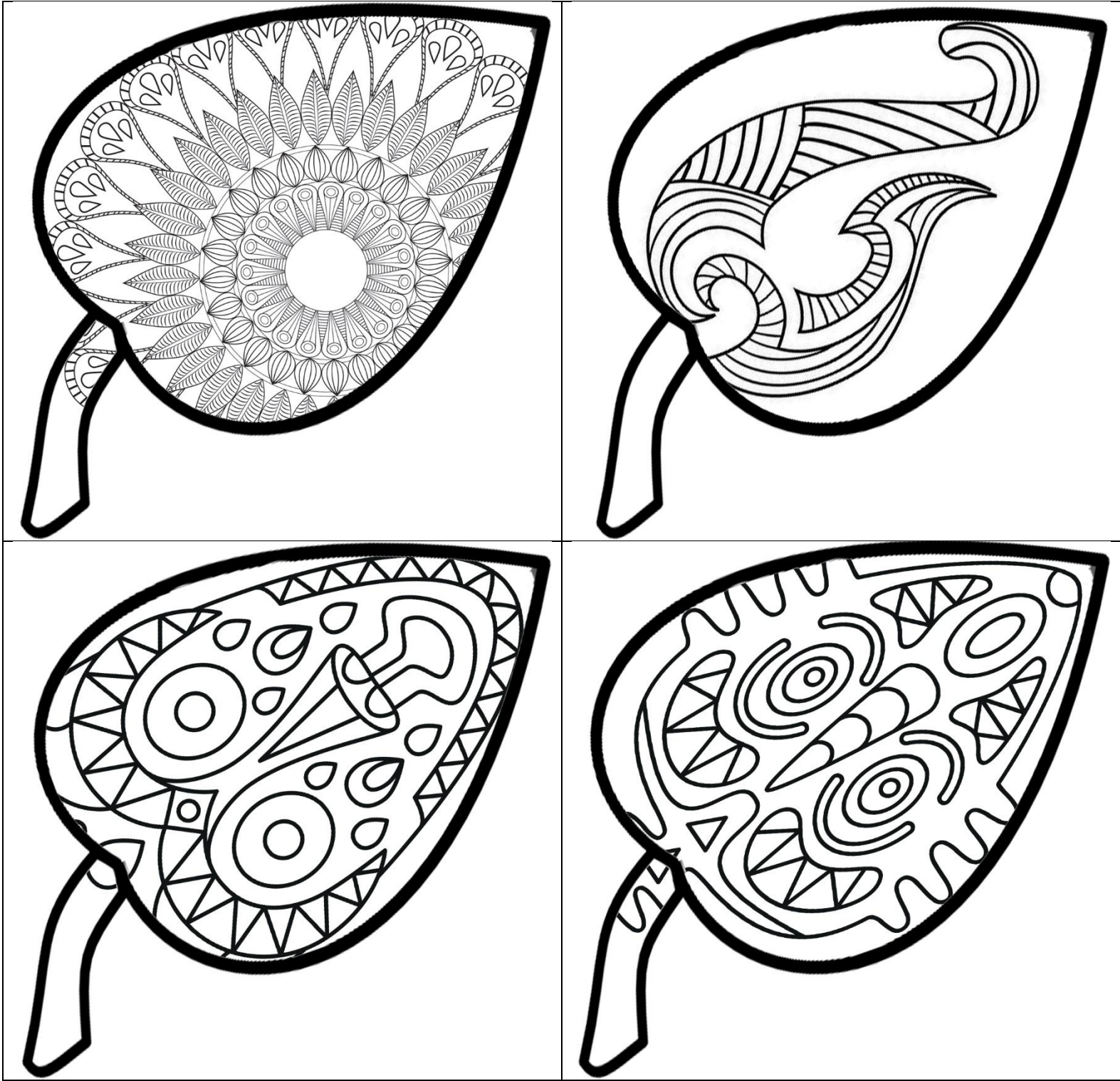
Grow seaweed off of this floating rack



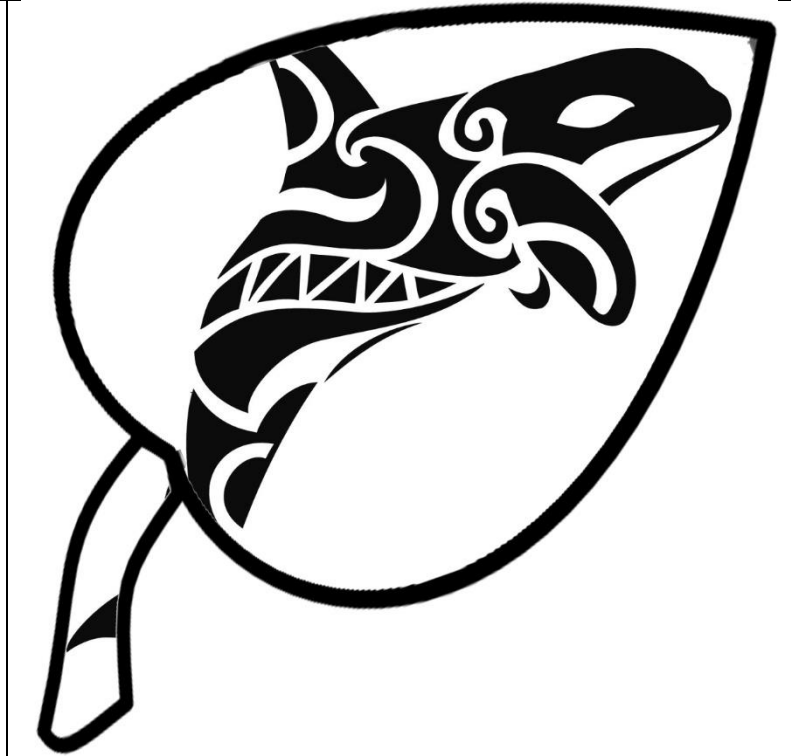
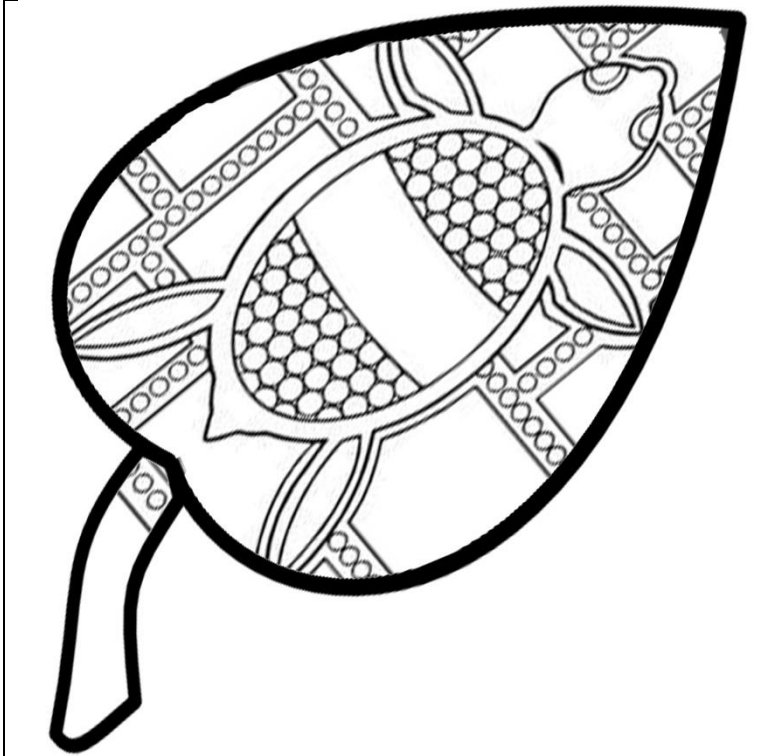
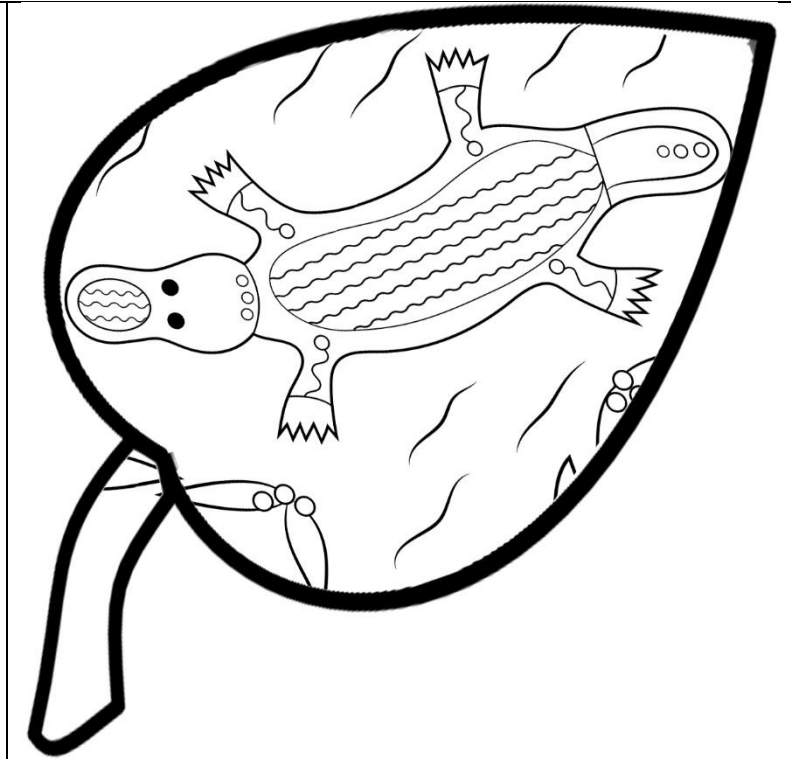
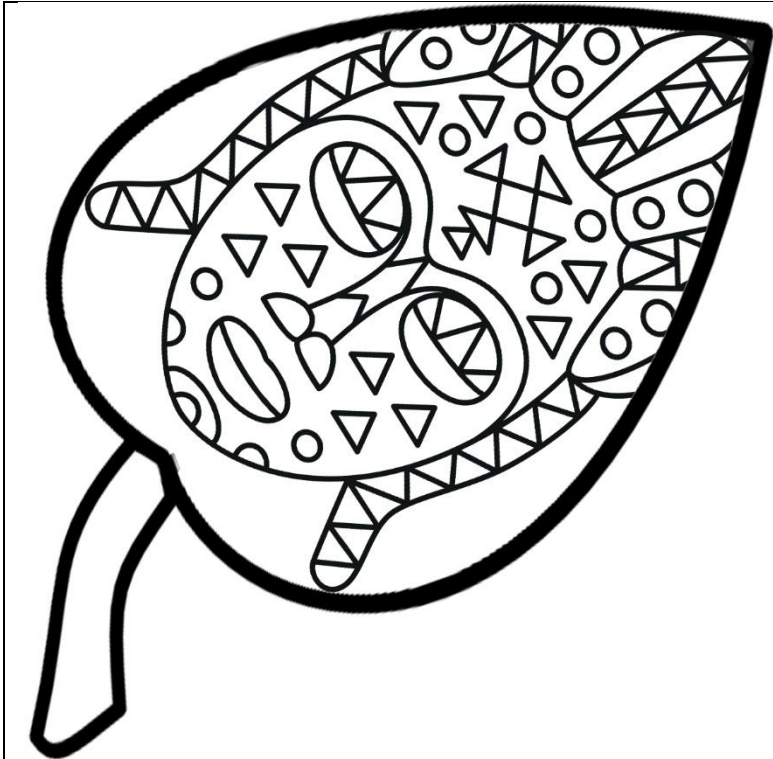
LEAF TEMPLATES



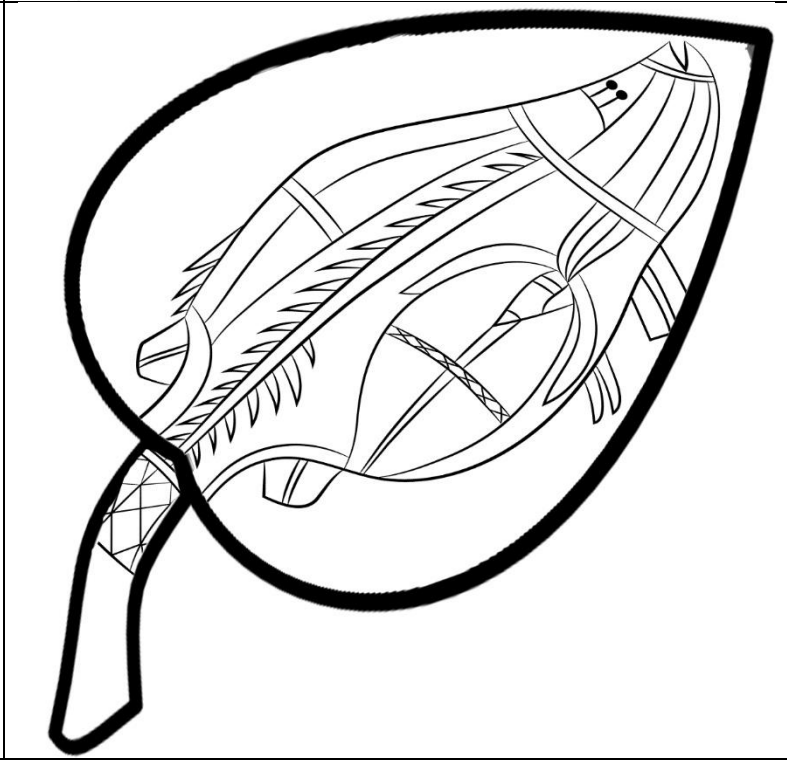
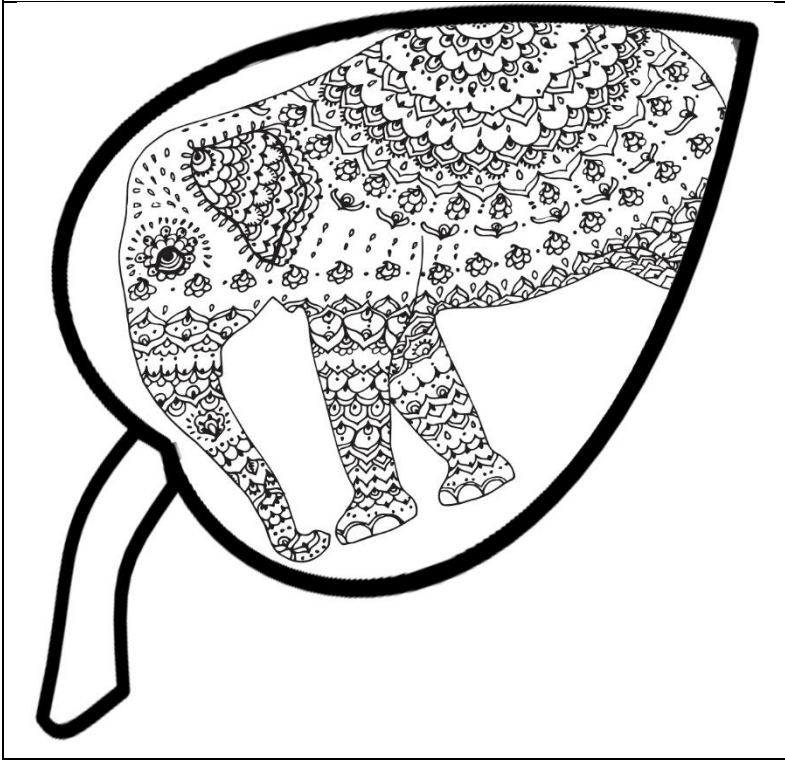
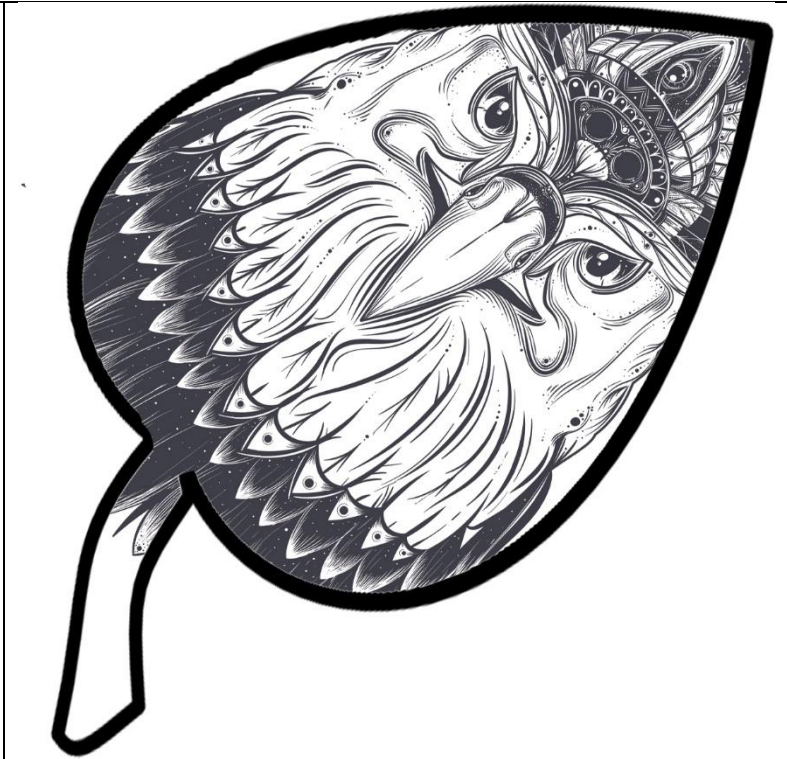
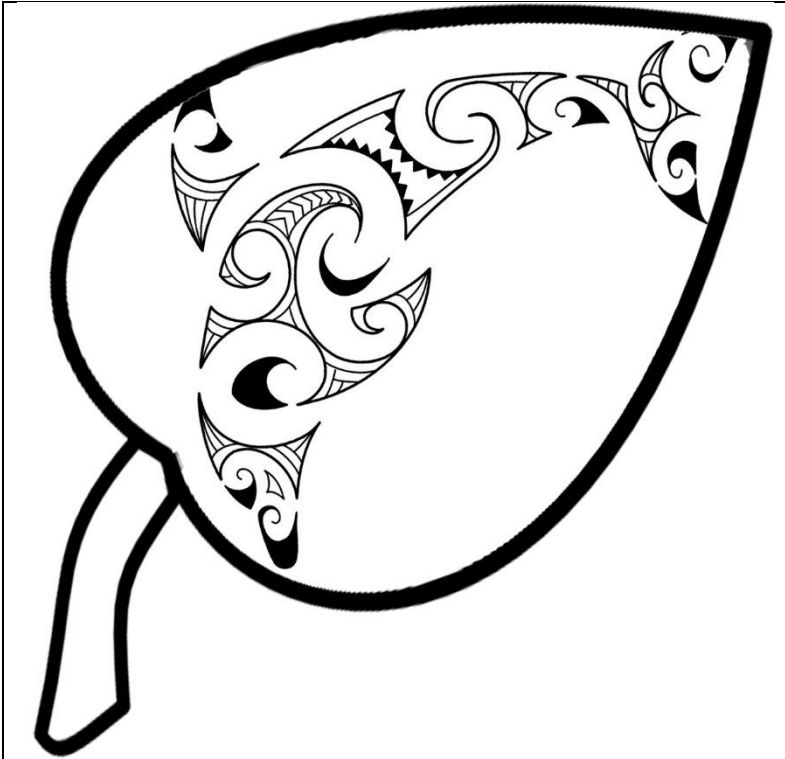
LEAF TEMPLATES

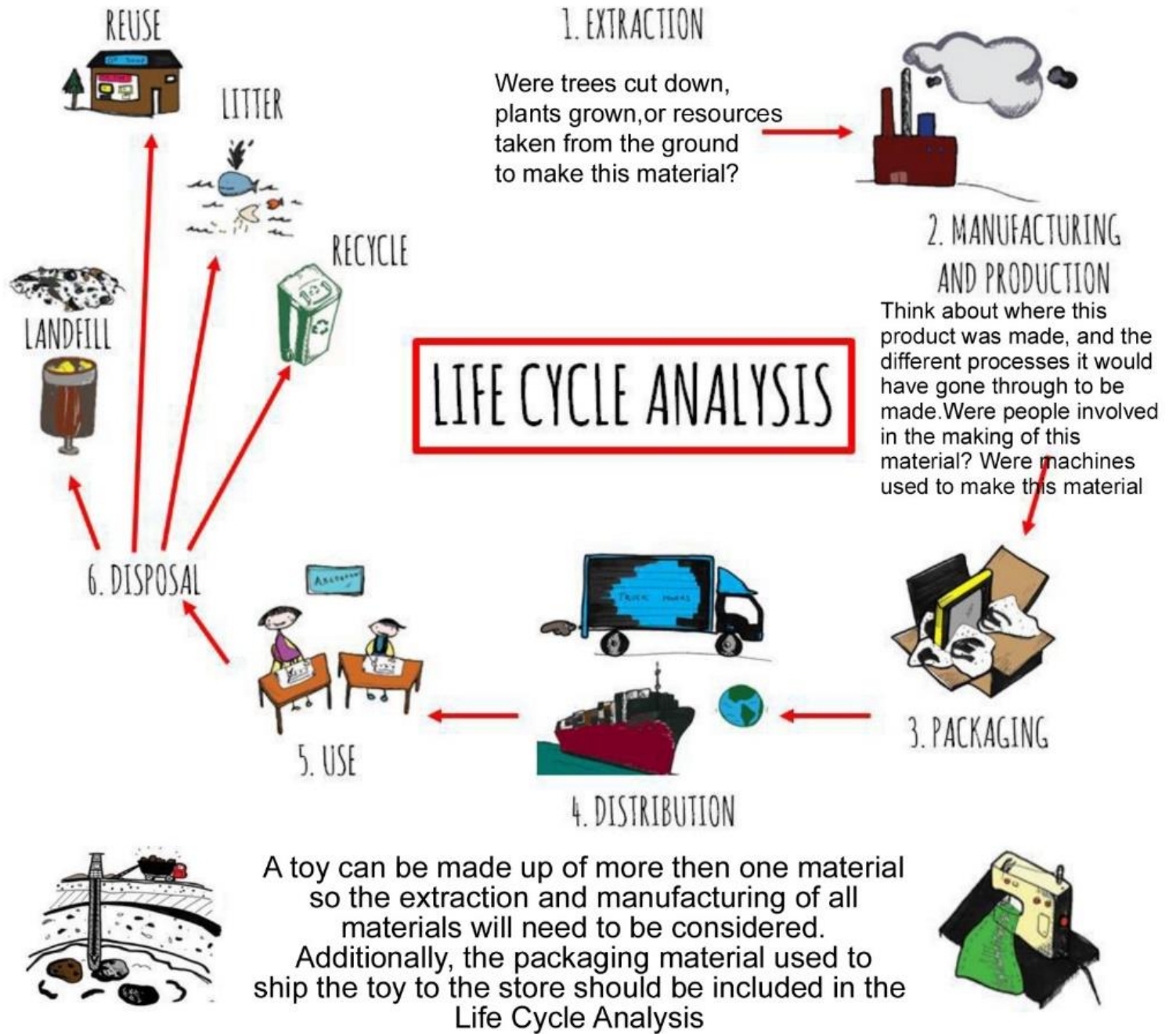


LEAF TEMPLATES



LEAF TEMPLATES





TREASURE HUNT

Our world is full of Treasure and it's worth more than Gold!
The treasures of our world are its wildlife, it's ecosystems, it's plants and the diversity of people. These are the things that are valuable and make our world a wonderful place.

Hidden around the school (the Under 8's area) are the following images. See if you can find all of them. Put a tick beside the ones you find.

TREASURE HUNT

Our world is full of Treasure and it's worth more than Gold!
The treasures of our world are its wildlife, it's ecosystems, it's plants and the diversity of people. These are the things that are valuable and make our world a wonderful place.

Hidden around the school (the Under 8's area) are the following images. See if you can find all of them. Put a tick beside the ones you find.

TREASURE HUNT

Our world is full of Treasure and it's worth more than Gold!
The treasures of our world are its wildlife, it's ecosystems, it's plants and the diversity of people. These are the things that are valuable and make our world a wonderful place.

Hidden around the school (the Under 8's area) are the following images. See if you can find all of them. Put a tick beside the ones you find.

| | | | | | |
|---|--|---|--|---|--|
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |
|  | |  | |  | |

Treasure Hunt images: Print more than one page and cut out the images to hide around the school for the children to find



UNDER 8's DAY RISK ASSESSMENT TEMPLATE

PROBABILITY RATING

| | | |
|--|----------------|--|
| Probability of a person/s or property being exposed to a particular hazard and receiving an injury or illness or damage as a result of the hazard. | | |
| 1 | RARE | Incident only likely to occur in exceptional circumstances |
| 2 | UNLIKELY | Incident not likely to occur, but possible |
| 3 | POSSIBLE | Incident may occur |
| 4 | PROBABLE | Incident likely to occur |
| 5 | ALMOST CERTAIN | Incident expected to occur |

CONSEQUENCE RATING

| | | |
|---|---------------|--|
| The severity of the consequences if a person/s sustains an injury or property is damaged as a result of the hazard. | | |
| 1 | INSIGNIFICANT | No injuries or illness sustained, low financial loss (<\$100) |
| 2 | MINOR | Superficial injury sustained, may require first aid, medium financial loss (<\$500) |
| 3 | MODERATE | Illness or injury sustained, medical treatment required, moderate financial loss (<\$5000) |
| 4 | MAJOR | Extensive injuries sustained, medical treatment required, major financial loss (<\$50,000) |
| 5 | CATASTROPHIC | Death, serious injury with permanent impairment, significant financial loss (>\$50,000) |

RISK SCORE = probability x consequence

RISK LEVEL

| Risk Score | Risk Level |
|------------|------------|
| 1 to 5 | Low |
| 6 to 12 | Medium |
| 13 to 25 | High |

UNDER 8's DAY RISK ASSESSMENT TEMPLATE**#2 NATURE PLAY "NO ADULTS" ZONE**

TASKS/ACTIVITY PERFORMED BY CHILDREN:

- **Unguided, free play, with nature materials**

IDENTIFIED RISKS

| | | |
|---|---|--|
| Potential Risk | Cuts, abrasions and/or wooden splinters | |
| Probability | Possible | |
| Consequence | Minor | |
| Risk Score | 6 | |
| Risk Level | Medium | |
| Strategies | Person/s in charge of activity | |
| <ul style="list-style-type: none"> • Although the play in this area should not be guided by an adult, an adult should be on watch to ensure the play does not become high risk play. | | |
| Comments: | | |

#5 PARACHUTE AND WORLD BALL GAME

TASKS/ACTIVITY PERFORMED BY CHILDREN:

- **Children work together to keep an inflatable ball on top of a large sheet**
- **Children run under the sheet**

IDENTIFIED RISKS

| | | |
|--|---|--|
| Potential Risk | Bumps and bruises while running under the sheet | |
| Probability | Possible | |
| Consequence | Insignificant | |
| Risk Score | 4 | |
| Risk Level | Low | |
| Strategies | Person/s in charge of activity | |
| <ul style="list-style-type: none"> • Tell the children to be mindful of the other children running under the sheet. | | |
| Comments: | | |

UNDER 8's DAY RISK ASSESSMENT TEMPLATE

#8 INDIGENOUS BODY PAINTING

TASKS/ACTIVITY PERFORMED BY CHILDREN:

- Drawing Aboriginal symbols
- Having their face, hand or arm painted

IDENTIFIED RISKS

| | | |
|---|--|--|
| Potential Risk | Allergic reaction to paint | |
| Probability | Rare | |
| Consequence | Minor | |
| Risk Score | 2 | |
| Risk Level | Low | |
| Strategies | Person/s in charge of activity | |
| | <ul style="list-style-type: none"> • Use only non-toxic face paints | |
| Potential Risk | Spread of infection via open sores/mucous noses | |
| Probability | Unlikely | |
| Consequence | Insignificant | |
| Risk Score | 2 | |
| Risk Level | Low | |
| Strategies | Person/s in charge of activity | |
| | <ul style="list-style-type: none"> • Rinse brushes after use on each child • Do not paint near open sores • Do not paint faces if the child has a runny nose (paint hand instead) | |
| Comments: Painters will be in close contact with the children, so the painters should not be ill. | | |

#9 GLOBAL FOOD ART

TASKS/ACTIVITY PERFORMED BY CHILDREN:

- Children select a variety of dry food items to decorate a template sheet.
- Children glue the food items to the sheet

IDENTIFIED RISKS

| | | |
|---------------------------|--|--|
| Potential Risk | Allergies to food items | |
| Probability | Unlikely | |
| Consequence | Minor | |
| Risk Score | 4 | |
| Risk Level | Low | |
| Strategies | Person/s in charge of activity | |
| | <ul style="list-style-type: none"> • Ensure the list of ingredients is visible at the stall | |
| List of ingredients used: | | |

UNDER 8's DAY RISK ASSESSMENT TEMPLATE

#10 PEACE COOKIES: EAT YOUR WORDS

TASKS/ACTIVITY PERFORMED BY CHILDREN:

- Children ice a pre-baked cookie
- Children eat the cookie

IDENTIFIED RISKS

| | | |
|---|--------------------------------|--|
| Potential Risk | Allergies to food items | |
| Probability | Unlikely | |
| Consequence | Moderate | |
| Risk Score | 6 | |
| Risk Level | Medium | |
| Strategies | Person/s in charge of activity | |
| <ul style="list-style-type: none"> • Ensure the list of ingredients is visible at the stall • Be aware of student allergies | | |
| List of ingredients used: | | |

#12 WHAT DO PLANTS GIVE US: SEED PLANTING

TASKS/ACTIVITY PERFORMED BY CHILDREN:

- Children spoon soil into egg carton cups.
- Children make observations of the soil and seeds
- Children put seeds into the soil within their egg cups

IDENTIFIED RISKS

| | | |
|--|---|--|
| Potential Risk | Adverse reaction to plants and Soil Micro-organisms | |
| Probability | Rare | |
| Consequence | Major | |
| Risk Score | 4 | |
| Risk Level | Low | |
| Strategies | Person/s in charge of activity | |
| <ul style="list-style-type: none"> • Ensure Soil <i>complies with Australian Standard for landscaping and garden use.</i> | | |
| <p>Comments: As with all soils, there are microorganisms within the soil used for the seed planting activity. Soil should be purchased from a reputable supplier and it should comply with the Australian Standard for landscaping and garden use. Purchase only screened soil without added manures/fertilisers.</p> <p>Immuno-compromised persons should not handle or be exposed to microbial products. Immunocompromised children/adults should seek expert advice about handling soil and/or plants. If in eyes, flush with fresh water</p> <p>All seeds and full-grown plants are safe (non-toxic) for children. Phacelia is not listed as contained within the Good Bug Mix, however, in some instances it may be included as part of the mix.</p> <p>Although non-toxic, contact with some species of Phacelia in some sensitive individuals can cause an unpleasant rash</p> <p>Inform teachers/parents of substance to eliminate risk of allergy or reaction.</p> | | |

#17 MUSIC MAKER

TASKS/ACTIVITY PERFORMED BY CHILDREN:

- Children use the supplies provided (bamboo, paperbark, raffia, leaves) to build a set of clap sticks
- Children fill plastic bottles with dry food ingredients

IDENTIFIED RISKS

| | | |
|----------------|---|--|
| Potential Risk | Splinter/s from the cut bamboo | |
| Probability | Unlikely | |
| Consequence | Insignificant | |
| Risk Score | 2 | |
| Risk Level | Low | |
| Strategies | Person/s in charge of activity | |
| | <ul style="list-style-type: none"> • Pieces of bamboo should be sanded to avoid rough edges • Provide list of dry ingredients used for the shaker bottles | |
| Comments: | | |

Risks were not identified for the following experiences:

| | |
|---|--|
| <p>#1 AFRICAN WISDOM TALE TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children sit and listen to a story <p>#3 GIANT DICE GAME TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children roll a large dice and walk to various positions <p>#4 TIC TAC TOE GAME TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children play a large game of tic tac toe set up on the ground <p>#11 THIS IS ME TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children glue paper cutouts to a page <p>#13 OCEAN FARM TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children glue fabric/wool, plastic lids and paper onto a sheet of paper to create an image of an Ocean Farm <p>#14 CREATE A FLAG TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children draw an image/design onto a piece of calico fabric using marker pens • Children insert the flag onto the bamboo pole | <p>#15 CULTURAL DISCOVERY TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children observe and touch cultural artefacts <p>#16 VISION TREE TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children colour in a paper leaf <p>#18 MINDFUL DANCING TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children dance to music guided by the volunteers <p>#19 THE WAY FORWARD TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children paint hands to create a handprint onto a cardboard poster <p>#20 COMMUNITY OF LIFE TREASURE HUNT TASKS/ACTIVITY PERFORMED BY CHILDREN:</p> <ul style="list-style-type: none"> • Children search the school grounds for small images |
|---|--|

Comments: Activities that require glue will be supplied with non-toxic PVA glue. Activities that require paint are provided with non-toxic paint suitable for children.

OTHER IDENTIFIED RISKS

| | | |
|---|--|--|
| Potential Risk | Ant or other insect bite | |
| Probability | Possible | |
| Consequence | minor | |
| Risk Score | 9 | |
| Risk Level | Medium | |
| Strategies | Responsible Persons | |
| <ul style="list-style-type: none"> Parents are informed that this is an outdoor event Ensure provision of adequate first aid | | |
| Comments: | | |
| Potential Risk | EXTREME WEATHER-WIND, RAIN, HEAT | |
| Probability | Possible | |
| Consequence | Minor | |
| Risk Score | 6 | |
| Risk Level | medium | |
| Strategies | Responsible Persons | |
| <ul style="list-style-type: none"> Dress appropriately (hat) Ensure children have applied sunscreen for the day Ensure staff/activity providers firmly secure any equipment or materials that may fly away in wind Develop plan of action to cancel or postpone event in case of extreme or dangerous weather | <p>The Principal, is the person responsible to determine if the event will need to be rescheduled due to bad weather</p> <p>The School grounds person, is responsible for setting up and securing any marquees.</p> <p>Teachers are to ensure students leave the classrooms with their hats and sunscreen applied.</p> | |
| Comments: | | |
| Potential Risk | SLIPS, TRIPS AND FALLS | |
| Probability | Possible | |
| Consequence | minor | |
| Risk Score | 6 | |
| Risk Level | medium | |
| Strategies | Responsible Persons | |
| <ul style="list-style-type: none"> Groups of children will be managed/supervised by an adult. | | |
| Comments: | | |

The goal of (Name of School) _____ is to have zero work/activity-related injuries and illnesses to staff, volunteers and students. This will be achieved through the participation, co-operation and commitment of everyone contributing to the event.

Parents/Guardians will be notified of the event so that they can assess the risk/benefit of the event.

Signature _____ Principal, (Name of School) _____

Name:

Date:

Phone:

Final review Date: