

SDG2 Future of Food

MM2: Ethical Leadership for the 21st Century



SDG2 Future of Food

Research and Development

Micro-Module 2: Ethical Leadership for the 21st Century

Subject Areas: CSPE
Climate Action and Sustainability English
SPHE

Micro-module Summary: Future of Food Leadership for the 21st Century

This micro-module consists of 7 lessons that introduce values-led education through the endorsed Earth Charter, promoting sustainability leadership. The Earth Charter fosters eco-literacy and a holistic ecological mindset, enabling people to act systematically for the UN SDGs and cultivate a lasting culture of peace. Recognized as a peace document, the Earth Charter provides an accessible ethical framework, guiding individuals to live for their highest aims and act for well-being in all aspects of life. It serves as a reminder of the universal principles that urge care, thought, and action for a better world, rather than being a toolkit.

Vocabulary:

- conscience into action
- interdependence and shared responsibility
- the well-being of the whole human family, the greater community of life, and future generations
- vision of hope and a call to action

In this lesson, the learner will:

- develop an awareness of the Earth Charter principles
- begin to understand how values and vision inform leadership
- begin to understand how the Earth Charter principles inform 21st century leadership
- become aware of the importance of values into action
- start to see and understand integrated approaches - the relationship between ecological and social literacy

Materials

- 7 Lesson plans
- Worksheets
- Supporting Resources
- [Earth Charter website](#)
- Internet Access required





Future of Food Leadership for the 21st Century

Lesson 1: What is the Earth Charter?

The Earth Charter is a global movement advocating for a just, sustainable and peaceful world. This lesson introduces learners to the Earth Charter and its principles. Learners will develop an awareness of the Earth Charter principles and will develop their skills in group discussion and ideation as well as reflective practice in researching.

Resources: Worksheets: What is the Earth Charter?, Know/Want/Learned Chart (KWL), Turning Conscience into Action for a Thriving Earth, Interesting Insights of the Earth Charter. Support Sheet: Teacher's Notes.

Lesson 2: What Makes an Effective Leader?

Leadership for the 21st Century is changing and the skills and qualities required are varied and interconnected. For humanity and all life to thrive leaders need communication, motivation, vision, modelling, demonstrating empathy, confidence, persistence, and integrity. This lesson explores what traits and values make an effective leader.

Resources: Worksheet: Inspirational Leader. Support Sheet: Teacher's Notes.

Lesson 3: The First Earth Charter Pillar: Respect and Care for the Community of Life and Leadership

Respect and empathy are core traits of effective leadership which are transferable skills and foster skills in responsible decision making, perspective taking and inclusive approaches to work and life. This lesson will analyse the connection between respect and care, gratitude and compassion within leadership in relation to the community of life - human and all life on Earth.

Resources: Worksheets: Earth Charter Pillar 1 - Respect and Care for Self, Others and All Life, Earth Charter in Action, Venn Diagram, Case Study Template. Support Sheet: Teacher's Notes.

Lesson 4: The Second Earth Charter Pillar: Ecological Integrity and Leadership

Shared responsibility for the protection of all living things on Earth supports and promotes wellbeing and prosperity for all. Leadership vision enables concentration on the most important aspects of self, business and the wider community in values and action. This lesson introduces the concept of ecological integrity and leadership vision.

Resources: Worksheets: Define It, Guardianship. Support Sheets: Teacher's Notes, Word/Definition Card Packs.

SDG2 Future of Food

MM2: Leadership for the 21st Century



Future of Food Leadership for the 21st Century

Lesson 5: The Third Earth Charter Pillar: Social and Economic Justice and Leadership

The achievement of wellbeing for self as well as others has been claimed to be the driving force behind the pursuit of justice (Suarez-Balcazar et al., 2022). Learners are introduced to the concept of social and economic justice and provided with an opportunity to analyse existing efforts in leadership to balance equality and equity in these contexts.

Resources: Worksheets: Integrated Approach to Justice, Inequality Video. Support Sheet: Teacher's Notes.

Lesson 6: The Fourth Earth Charter Pillar: Democracy, Non-Violence and Peace and Leadership Styles

Leadership styles can vary greatly and directly impact how people thrive. Learner will explore the fourth pillar of the Earth Charter in relation to effective leadership, leadership styles, and how democracy, non-violence and peace might unite and empower people and communities to affect change.

Resources; Worksheets: What's Your Style?, Leadership Styles, SWOT. Support Sheets: Teacher's Notes, Optional Project Task - The Earth Charter and 21st Century Leadership.

Lesson 7: Optional Project Task - 21st Century Leadership and The Earth Charter

The Earth Charter provides four pillars for a just, sustainable and peaceful society for the 21st Century. Modern leadership requires transformation. This lesson brings together learnings and understanding of how the Earth Charter values and vision informs leadership and develops and applies learned skills in communication, collaboration, critical thinking and creativity.

Resources: Worksheet: Optional Project Task - The Earth Charter and 21st Century Leadership.

Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the unit. To register for this option, please contact Rebecca White
e:rebecca.white@ucd.ie

External expertise: Dr Cathy Fitzgerald and Bianca Peel SDG 12

Adaptations: Dr Anita McKeown and Rebecca White

SDG2 Future of Food

MM2: Leadership for the 21st Century



MM2: Food Leadership for the 21st Century

Research and Development

Micro-Module 2:

Lesson 1 What is The Earth Charter?

Subject Areas: Climate action and Sustainability, CSPE English and Communication, SPHE

Lesson Title and Summary: What is The Earth Charter?

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

Vocabulary:

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

In this lesson, the learner will:

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

Materials

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



SDG14 - 21c Ocean Leadership

Lesson 1 What is The Earth Charter?



Activity Instructions

Activity 1 Vocabulary Building (10 mins)

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

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

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

Activity 3 Reflecting on the Earth Charter (20 mins)

1. Using the vocabulary, KWL Chart and responses to the video, write a paragraph that explains the objectives of the Earth Charter.
2. Make a list of 3-5 things you would like to know more about in relation to the Earth Charter.
3. Share paragraphs and lists with 2 other people and compare ideas.

SDG14 - 21c Ocean Leadership

Lesson 1 What is The Earth Charter?



REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

EXTENSION / REDUCTION ACTIVITIES

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

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

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

VIDEO Earth Charter: Turning conscience into action for a thriving Earth. | The Earth Charter International [1:20 min]

<https://youtu.be/rfMtTpXjV78>

The Earth Charter

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

The Earth Charter Resources

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

Earth Charter in Irish

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

The Earth Charter Stories Collection

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

Local Trip / Expertise / Additional Work and Assessments

Direct learners to access the Earth Charter Stories Collection (See Media Box), section "Preamble" and choose one of the stories in the "Beginning" section to read and summarise.

Ask them to consider and comment on: 1) What the story was about? 2) How the messages from the story might relate to real life? 3) Why this story is important.

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Articles

- Magill, K.R. and Rodriguez, A. (2022) 'Intellectual leadership for social justice', *Journal of Educational Administration and History*, pp. 1–22. doi:10.1080/00220620.2022.2153111.
- Suarez-Balcazar, Y. et al. (2022) 'Promoting justice through community-based research: International Case Studies', *American Journal of Community Psychology*, 69(3–4), pp. 318–330. doi:10.1002/ajcp.12584. Accessed 07/06/2023

Conferences

- 'December conference 2022: Putting Planetary Well-being at the Core: A call to Turn our Conscience into Action' (2022) in *The Earth Charter Index: Measuring the Contributions of Countries to Planetary Well-being*. Earth Charter International. Available at: <https://earthcharter.org/planetarywell-beingindex/> (Accessed: 26 June 2023).

Websites

- Britannica, T. Editors of Encyclopaedia (2023, June 9). Greta Thunberg. *Encyclopedia Britannica*. <https://www.britannica.com/biography/Greta-Thunberg>
- Cutanda, G.A. and Luo, X. (2022) Mangye sets off in search of Grain, *The Earth Stories Collection*. Available at: <https://theearthstoriescollection.org/en/mangye-sets-off-in-search-of-grain/> (Accessed: 21 June 2023).
- Cutanda, G.A. (2022) Justice, *The Earth Stories Collection*. Available at: <https://theearthstoriescollection.org/en/justice/> (Accessed: 21 June 2023).
- Frey, S. (no date) Jane Goodall Institute - Earth Charter, *Earth Charter*. Available at: <https://earthcharter.org/library/jane-goodall-institute/> (Accessed: 26 June 2023).
- Yousafzai, M. (no date) Malala's story, *Malala Fund*. Available at: <https://malala.org/malalas-story/> (Accessed: 26 June 2023).
- Our Approach (2023) Jane Goodall Institute USA. Available at: <https://janegoodall.org/our-work/our-approach/> (Accessed: 26 June 2023).
- Read the Earth Charter - Earth Charter (2023) *The Earth Charter*. Available at: <https://earthcharter.org/read-the-earth-charter/> (Accessed: 21 June 2023).
- Roots & shoots across Africa programs (2021) Jane Goodall Institute USA. Available at: <https://janegoodall.org/portfolio/roots-and-shoots-africa-programs/> (Accessed: 26 June 2023).
- Sa'adi de Shiraz (2000, August 28). El sufi contra el poder. *WebIslam*. Retrieved from https://www.webislam.com/cuentos/18508-el_sufi_contra_el_poder.html. Available at: <https://theearthstoriescollection.org/en/the-sufi-and-the-sultan/> (Accessed 26 June 2023).
- Shiman, D. (unknown) Activity 2 Economic Justice, *The Scramble for Wealth and Power*. Human Rights Library- University of Minnesota. Available at: <http://hrlibrary.umn.edu/> (Accessed: 21 June 2023).
- Teaching resources (no date) How to Build a Circular Economy. Available at: <https://ellenmacarthurfoundation.org/resources/education-and-learning/teaching-resources> (Accessed: 26 June 2023).

MM2 FUTURE OF THE OCEAN: ETHICAL LEADERSHIP FOR THE 21ST CENTURY REFERENCE LIST



Other media

News Article

- Lee, G. (2022) 'Jane Goodall addresses Citizens' Assembly on biodiversity', RTE, 26 November. Available at: <https://www.rte.ie/news/2022/1126/1338478-citizens-assembly/> (Accessed: 26 June 2023).
- Marr, B. (2022) '10 Most Important Leadership Skills For The 21st Century Workplace (And How To Develop Them)', Forbes, 26 July.
- Miller, H.L. (2022) 'Learn the 7 Distinct Leadership Styles', Leaders, 16 December.

Documents

- Cope, P. (2022) Earth charter in Irish / an gaeilge, Haumea Ecovercity. Available at: <https://haumea.ie/earth-charter-in-irish-an-gaeilge/> (Accessed: 26 June 2023).

Video

- Earth Charter: Turning conscience into action for a thriving Earth. (2020) <https://www.youtube.com>. Available at: <https://www.youtube.com/watch?v=uhUM3hN3qGU> (Accessed: 26 June 2023).
- Disney Leadership Styles! (2020) <https://www.youtube.com>. Available at: <https://www.youtube.com/watch?v=uhUM3hN3qGU> (Accessed: 26 June 2023).
- Dr. Jane Goodall's message for the Earth Charter 20th anniversary (with English subtitles) (2020) <https://www.youtube.com> Available at: <https://youtu.be/Qvmsz8G-NjU> (Accessed 26 June 2023).
- An Indigenous perspective on humanity's survival on Earth (no date) Jupta Itoewaki: An Indigenous perspective on humanity's survival on Earth | TED Talk. TED Salon. Available at: https://www.ted.com/talks/jupta_itoewaki_an_indigenous_perspective_on_humanity_s_survival_on_earth (Accessed: 26 June 2023).
- What's a Venn Diagram? (2020) YouTube. Nicole Harcose. Available at: <https://youtu.be/lnall7eVQsQ> (Accessed: 26 June 2023).
- (2022) Is inequality inevitable? TED-Ed. Available at: https://www.youtube.com/watch?v=rEnf_CFoyv0 (Accessed: 26 June 2023).
- (2022) How can we recognise the rights of nature? Science Animated. Available at: <https://www.youtube.com/watch?v=l5O-Awcx3lc> (Accessed: 26 June 2023).

Other media

Interview

- Ogonna, V. (2023) 'Mamobo "I'm living the purpose that I have in society"', The Nesser Show | Ep 2 | Mamobo "I'm living the purpose that I have in society". <https://www.youtube.com> Available at <https://youtu.be/sZCTV8XjFOQ> (Accessed 26 June 2023)



Vocabulary Builder Definitions of Key Concepts

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





Know Want Learned (KWL) Chart

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

Example:

WHAT I THINK I
KNOW ABOUT
THE EARTH
CHARTER

WHAT I WANT TO
KNOW

WHAT I HAVE
LEARNED

Video Questions:

Q. Why do we need The Earth Charter?

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

Q. What is The Earth Charter?

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

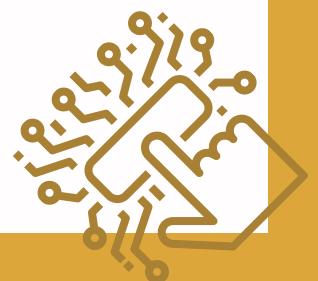
Q. Who and what is the Earth Charter intended to impact?

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

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

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

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

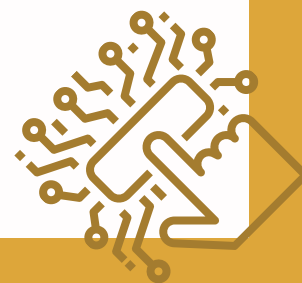




Vocabulary Builder Key Concepts

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

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





MM2: LESSON 1 KNOW WANT LEARNED (KWL) CHART

KNOW WANT LEARNED (KWL) CHART

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

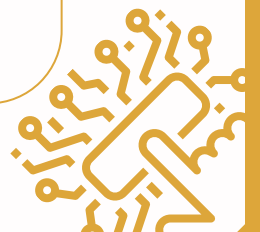


WHAT IS THE EARTH CHARTER?

1. WHAT I THINK I KNOW ABOUT THE EARTH CHARTER

2. WHAT I WANT TO KNOW

3. WHAT I HAVE LEARNED



MM2: LESSON 1 TURNING CONSCIENCE INTO ACTION FOR A THRIVING EARTH.

2 ZERO HUNGER



VIDEO TASK

Before Watching

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

During Watching

Note responses to the following questions:



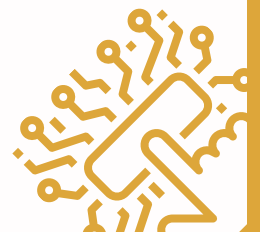
Why do we need The Earth Charter?

What is The Earth Charter?

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

Who and what is the Earth Charter intended to impact?

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



MM2: LESSON 1 INTERESTING INSIGHTS OF THE EARTH CHARTER

2 ZERO HUNGER



INTERESTING INSIGHTS OF THE EARTH CHARTER

After Watching the Video

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

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

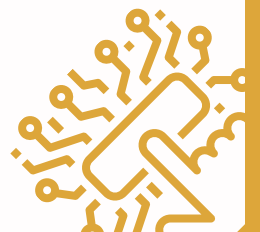


2. Identify five interesting insights from your discussion with your peers related to one of the Earth Charter pillars I, II, III, IV

-
-
-
-
-



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



SDG2 Future of Food

Food Leadership for the 21st Century



MM2: Food Leadership for the 21st Century

Research and Development

Lesson 2 What Makes an Effective Leader?

Subject Areas: CSPE,
Climate Action and
Sustainability English
SPHE

Lesson Title and Summary:

What Makes an Effective Leader?

Leadership for the 21st century is changing and the skills and qualities required are varied and interconnected. For humanity and all life to thrive, leaders need to be able to communicate, show empathy, and model motivation, vision, confidence, persistence, and integrity.

This lesson explores what traits and values make an effective leader.

Vocabulary:

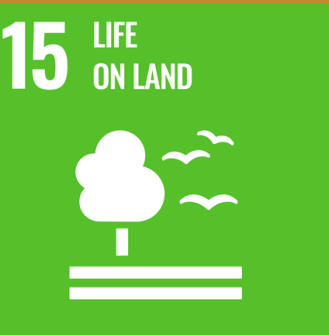
Integrity, Leadership, Positive Mindset, Traits, Transferable Skills, Values

In this lesson, the learner will:

- begin to understand the importance of teamwork as part of being a leader
- identify skills and qualities of an effective leader
- define and explore possible core transferable skills (problem solving, creativity, growth mindset, listening and speaking (communication) resilience, adaptability, teamwork, values, vision)
- identify where these skills could be transferred to - school, college, work and community

Materials

- Worksheet: Inspirational Leader
- Support Sheet: Teacher's Notes
- Felt pens/markers
- Ball of string
- Paper
- Post It Notes



SDG2 Food Leadership for the 21st Century

Lesson 2 What Makes an Effective Leader?



Activity Instructions

Activity 1 Pulling in Different Directions (20 mins)

1. Divide the class into groups of five and tell the group to discuss and agree upon one word they think best represents leadership. Give each group a felt pen/marker pen, four strings and a piece of paper and ask learners to tie the four strings to the pen with roughly equal lengths spare then tell teams that one person in each group will not hold the string and therefore will be the designated leader.
2. Instruct teams that they must work together to manoeuvre the pen to write out the word they agreed upon. The designated leader should support the group in doing this without touching the pen themselves.
3. Ask learners to discuss:
 - What did you find challenging about the exercise and why?
 - How did having a leader help?
 - What might have been harder without a leader?

Activity 2 Inspirational Leaders (30 mins)

1. Ask learners who comes to mind when they think of a leader. Encourage them to consider different types of people both far removed and close to themselves. Write responses on the board.
2. In groups of 2-3, using Worksheet: Inspirational Leader, complete the discussion on leaders' quotes. Share ideas as a whole group and briefly come up with a whole class definition for 'skill' and 'trait'. Share some examples.
3. Ask learners to ideate what they think the character traits and core skills of a leader are and show in in a mindmap on their worksheets. Then to finish, ask learners; How would any of the skills or traits brainstormed have helped with Activity 1?

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

SDG2 Food Leadership for the 21st Century

Lesson 2 What Makes an Effective Leader?



EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, Complete activities 2 and 3 only

Extension: For a longer class:

1. Divide class into six groups for a hive mind discussion. Explain that leadership skills are transferable across all aspects of life including school, college, work and community. Give each group a value card and a skill card and pack of Post It notes.
2. Instruct learners to ideate individually on one Post It note (one per card with three categories on each Post It. eg. Traits card = Post It: school, college and work contexts, Skills card = Post It: school, college and work contexts) how each skill and each trait can be applied to a school, college and work context and place their ideas around the appropriate card (trait or skill). On completion there should be responses around each card relating to three categories.
3. Ask learners to share their knowledge and ideas they wrote on their Post It notes and collectively decide on one answer per category for the skill and trait they were given.

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

VIDEO The Nesser Show | Ep 2 | Mamobo “I’m living the purpose that I have in society”
[52:02min]

<https://humanityinaction.org/person/mamobo-ogoro/>

ARTICLE 10 Most Important Leadership Skills For The 21st Century Workplace (And How To Develop Them), Bernard Marr

<https://www.forbes.com/sites/bernardmarr/2022/07/26/10-most-important-leadership-skills-for-the-21st-century-workplace-and-how-to-develop-them/>

Earth Charter Stories Collection: The Sufi and the Sultan

<https://theearthstoriescollection.org/en/the-sufi-and-the-sultan/>

The Earth Charter

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

The Earth Charter Resources

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

Local Trip / Expertise / Additional Work and Assessments

Earth Charter Stories Collection (See Media Box). Invite learners to read The Sufi and the Sultan and share their understanding of how this story relates to how leaders can strengthen democratic institutions at all levels, and provide transparency and accountability in governance, inclusive participation in decision making, and access to justice either as an essay or class discussion.

MM2: LESSON 2 WHAT MAKES AN EFFECTIVE LEADER?

2 ZERO HUNGER



TEACHER'S NOTES

Activity 1 Pulling in Different Directions

Activity instructions

1. Divide the class into groups of five.
2. Tell the group to discuss and agree upon one word they think best represents leadership.
3. Give each group a felt tip/marker pen, four strings and a piece of paper.
4. Ask learners to tie the four strings to the pen with roughly equal lengths spare.
5. Tell teams that one person in each group will not hold string and therefore will be the designated leader.
6. Instruct teams that they must work together to manoeuvre the pen to write out the word they agreed upon. The designated leader should support the group in doing this without touching the pen themselves.

Activity 2 Inspirational Leaders

Possible Answers

- Qualities: Ideally learners will identify being a leader means having the need for: communication, motivation, values, vision, modelling, demonstrating empathy, confidence, persistence, and integrity
- Skills: problem solving, creativity, growth mindset, listening and speaking (communication) resilience, adaptability, teamwork, vision

Activity 3 Transferable Skills and qualities

Note: The Hive Mind refers to the collective knowledge, resources, and ability of a group. See task cards on next page. These will need to be copied and cut before class.

Task approach example:



**TRAIT:
INTEGRITY**

**SKILL:
PROBLEM
SOLVING**

**TRAIT:
HUMILITY**

**SKILL:
CREATIVITY**

**TRAIT:
EMPATHY**

**SKILL:
TEAMWORK**

**TRAIT:
COMMUNICATION**

**SKILL:
COMMUNICATION**

**TRAIT:
ETHICAL**

**SKILL:
RESILIENCE**

**TRAIT:
ACCOUNTABLE**

**SKILL:
VISION**

MM2: LESSON 2 INSPIRATIONAL LEADERS

2 ZERO HUNGER



LEADER'S QUOTES

Below are three quotes from some people who have been identified as being leaders:

- Discuss each quote and share whether you agree or disagree with their views and what you think they mean.
- Explain your point of view.

"The cost of healthy nutritious food in Ireland is also extremely high, so it is a difficult topic. It needs to be spoken about a lot more, just the urgency and that conversation is not taking place to the extent that it should do."

Sophie Healy-Thow
Youth Activist Act4Food
Act4Change

"We're capturing large amounts of data from farms and then using AI and machine learning to translate that data into insights for the growers ... When we talk to growers, a lot of the decisions they make are based on guesswork, and we want to replace that guesswork with data."

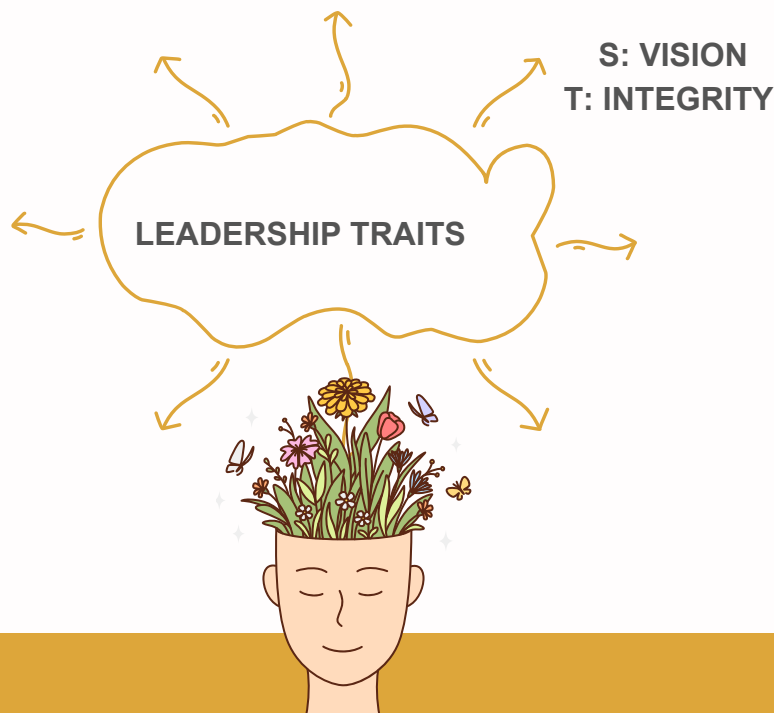
Dr. Ranveer Chandra
Microsoft Research/FarmBeats

"This industrialised globalised system of food is destroying soil, it is destroying water and it is generating 30% of our greenhouse gases. If we want to fix this, we've got to shift from industrial to ecological farming."

Dr. Vandana Shiva
Environmentalist

LEADERSHIP TRAITS

Ideate what the skills and character traits of a leader are. Put an "S" with the skill and a "T" with the trait. One example has been suggested for you. See below. Note: ideate means to think of an idea or ideas: It is a great forum, where you can discuss, debate, form ideas and develop fresh new perspectives.



SDG2 Passion to Purpose

MM2: Food Leadership for the 21st Century



Micro-Module 2: Food Leadership

Research and Development

Lesson 3 The First Earth Charter Pillar: Respect & Care for the Community of Life and Leadership

Subject Areas: CSPE
Climate Action and Sustainability English SPHE

Lesson Title and Summary:

The First Earth Charter Pillar: Respect and Care for the Community of Life and Leadership

Respect and empathy are core traits of effective leadership. Transferable skills applicable to all areas of human and Earth living, is having respect for and caring for others, including nature. We are better placed for responsible decision making, perspective taking and inclusive approaches to work and life.

This lesson will analyse the connection between respect and care, gratitude and compassion within leadership in relation to the community of life - human and all life on Earth.

Vocabulary:

Care, Compassion, Empathy, Gratitude Positive Mindset, Problem Solving, Respect, Wellbeing, Venn Diagram

In this lesson, the learner will:

- brainstorm what it means to be respectful and to care for self, others and all life
- explore the actions and values required to ensure respect and care of all
- discuss the connection between respect and care, and wellbeing

Materials

- Worksheet: Respect and Care for Self, Others and All Life
- Worksheet: Earth Charter in Action
- Worksheet: Venn Diagram
- Worksheet: Case Study Template
- Support Sheet: Teacher's Notes
- A3 paper
- Pens, coloured pens, pencils



SDG2 Future of Food Leadership

Lesson 3 The First Earth Charter Pillar

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



Activity Instructions

Activity 1 Respect and Care for Self, Others and All Life (10 mins)

1. Write the words "respect" and "care" up on the board or project on the screen and invite learners (individually) to take one minute to list what these two words mean to them.
2. Group learners in pairs to think back and share their ideas on their understanding of what they learned about The Earth Charter and particularly the first pillar.
3. Next, direct learners to Worksheet: Respect and Care for Self, Others and All Life. Go through instructions checking understanding as you go.

Activity 2 Actions and Values (20 mins)

1. Put learners into groups of 3. Using Worksheet: Earth Charter in Action, ask learners to select one case study per team member to research.
2. Use Worksheet: Venn diagram to make notes on their chosen case study and compare case studies and work together to complete centre of the Venn Diagram.

Activity 3 Respect, Care, Leadership Connections (20 mins)

1. Divide learners into groups of three and give each group an A3 piece of paper, a pack of coloured felt pens and instruct them to write the words "respect", "care" and "wellbeing" in separate bubbles on their paper. then to write "self", "others" and "all life" in further separate bubbles.
2. Invite students to share ideas, explore, discuss and explain connections between respect and care in relation to leadership specifically how and why they connect using evidence from prior learning.
3. Set a time limit of 15 minutes and allow 5 minutes for groups to explore eachother's ideas.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

SDG2 Future of Food Leadership

Lesson 3 The First Earth Charter Pillar

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, reduce timings of Activities 1 & 2 and set Activity 3 as an out-of-class activity.

Extension: For a longer class, extend timing of Activity 2 and add presentation time after completion of Venn Diagrams. Encourage all members of each group to have speaking time and listeners to ask questions. Instruct groups to add interesting points from other's Venn diagrams to their own.

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

VIDEO What is a Venn Diagram? Nicole Harcos [3:03 min]

<https://youtu.be/lnall7eVQsQ>

WEBSITE Sophie Healy-Thow

<https://scalingupnutrition.org/about/who-we-are/sophie-healy-thow>

WEBSITE Ranveer Chandra

<https://www.microsoft.com/en-us/research/people/ranveer/>

WEBSITE Vandana Shiva

<http://www.navdanya.org/component/content/article?id=618>

The Earth Charter

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

The Earth Charter Resources

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

Local Trip / Expertise / Additional Work and Assessments

As a case studies exercise have them produce a case study on selected person using the worksheet Case Study Template and create a Venn diagram relating to how respect and care in leadership impact collective wellbeing.

As this lesson focuses on respect and care as well as leadership learning here may be linked to Passion 2 Purpose lessons: Empathy 1 and What Are Your Passions and Gifts?



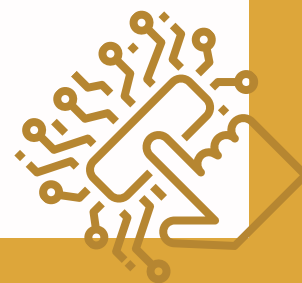
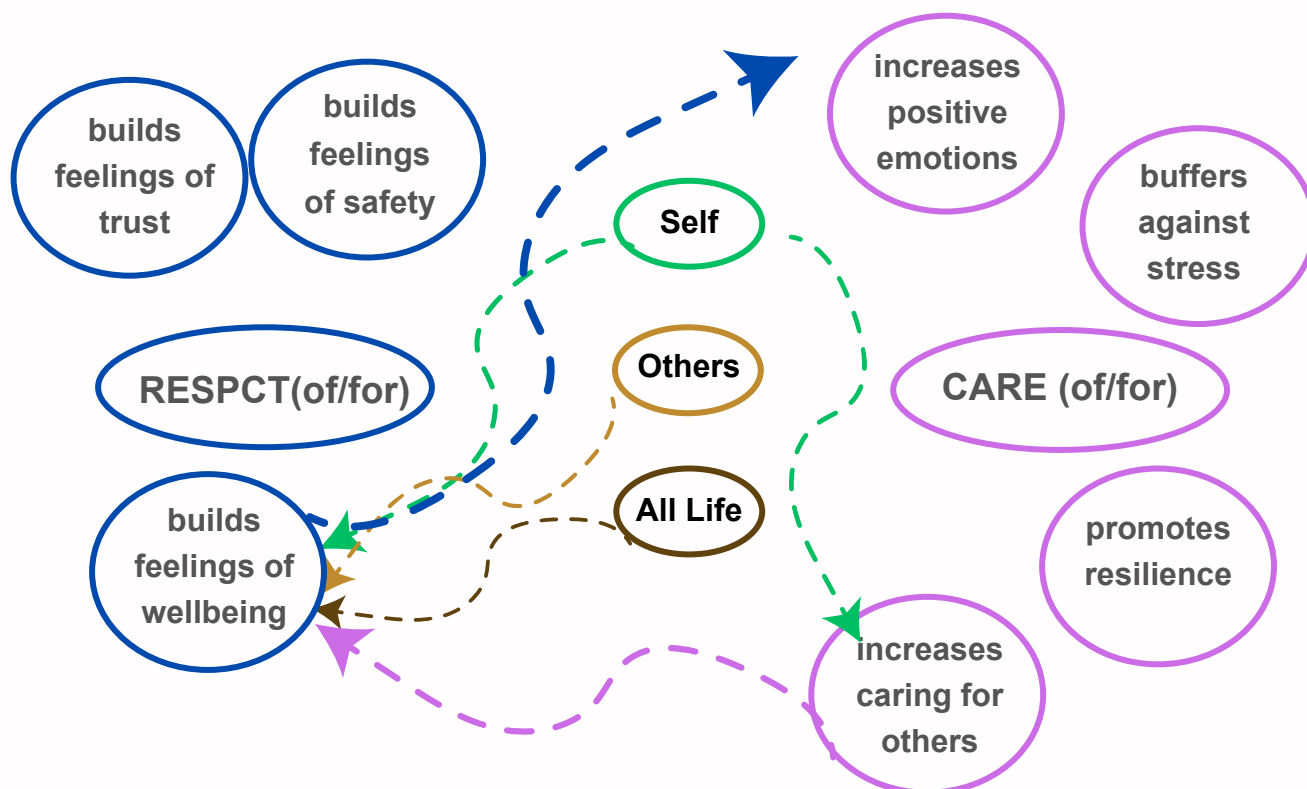
Respect and Care for Self, Others and All Life

Activity 3 Respect and Care Connections

Additional guidance on the themes are below:

- self - consider thoughts, experiences, sphere of influence (friends and family)
- others - consider peers, connections in community, national and international community reminds me of because
- all life - consider communities, nature - makes me think of because, compassion, gratitude

Diagram: concept mapping/ finding connections - learners identify what impact respect and care has on the self, others and all life. Learners will discover all elements are interconnected. Eg. Respect for self , others, all life builds feelings of wellbeing, care for self increases caring for others, caring for others builds feelings of wellbeing.





Venn Diagram

What is a Venn Diagram? Information

Two set diagrams are the most common and used to compare two data sets. Formed from two circles that overlap. Commonly used to compare and contrast similar entities.

Create a Venn diagram using this simple step by step process:

1. Decide what you are comparing - Malala actions vs Greta Actions, Malala values vs Greta values
2. Draw a circle for each data set. All circles should overlap, and you should make both your circles and the overlapping areas large enough to write notes in.
3. List unique characteristics in each circle.
4. List shared characteristics in the overlapping spaces.
5. Adjust as needed. For example, if your overlapping spaces are too small, you may need to redraw your Venn diagram to accommodate all of your notes.
6. Review your Venn diagram. Make sure all shared characteristics are in overlapping spaces, and everything is legible and neat.

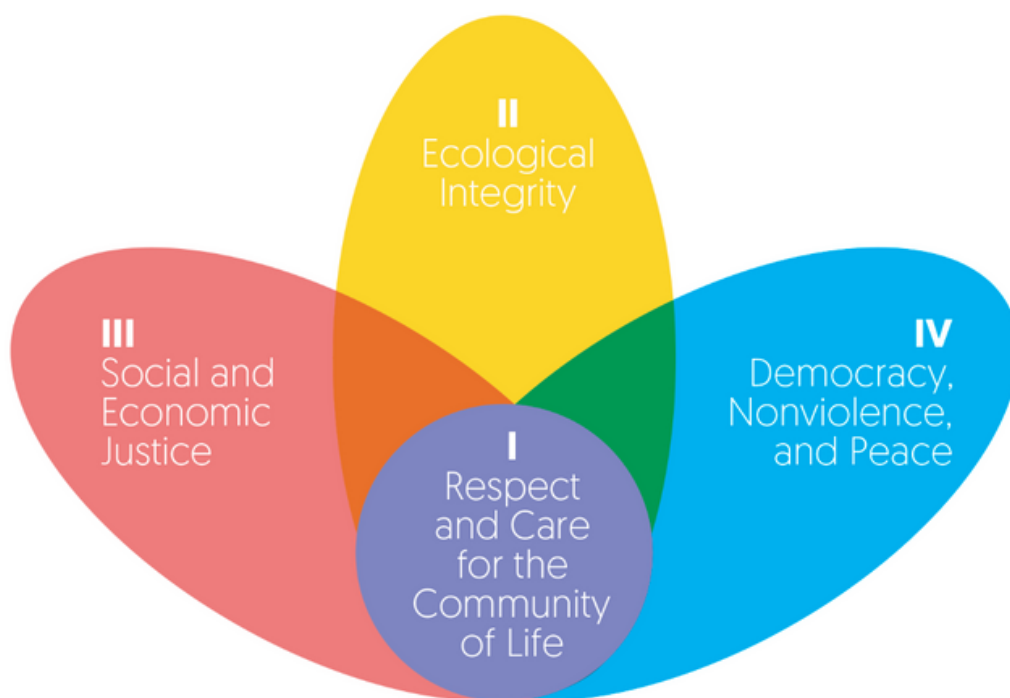
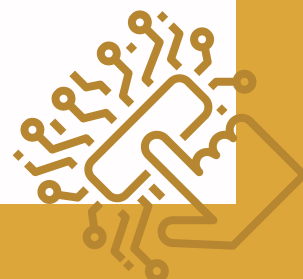


Image Credit: Earth Charter International

https://earthcharter.org/abouttheearthcharter/doing_wp_cron=1693565679.9259300231933593750000



MM2: LESSON 3 TEACHER'S NOTES

2 ZERO HUNGER



Information about Jane Goodall

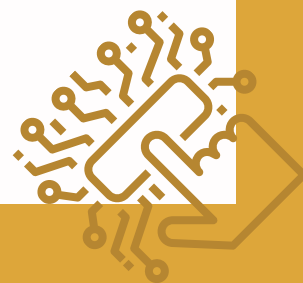
Jane has used the Earth Charter to develop her "Roots and Shoots" global environmental-social education program since 2001, reaching thousands of learners. She and her institute looked to and used the Earth Charter shortly after its launch in 2000, although they have modified their learning values for younger children since.

Additionally, Jane recently contributed to the Irish citizens assembly on biodiversity, and in her communications she share the Earth Charter's main philosophy of interconnectedness and interdependence. Her views stressed the importance of empowering young people with understanding to take collective actions.

<https://www.rte.ie/news/2022/1126/1338478-citizens-assembly/>

Jane also epitomises that sustainability education / the Earth Charter are about cultivating an enduring culture of peace, and this connects with her role as UN messenger for Peace since 2001. See Jane talk about the importance of the EC here in 2020

<https://youtu.be/Qvmsz8G-NjU>





RESPECT AND COMPASSION FOR SELF, OTHERS & ALL LIFE



- In pairs, share your responses to the prompt written on the board by your teacher and remember compassion is a learnt practice to be cultivated over life
- Remember to actively listen to each other and to take turns in sharing.



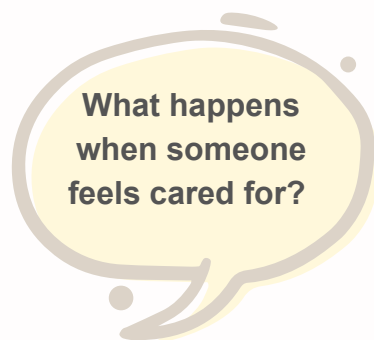
- Below are questions to explore the concepts of "respect" and "care" further.
- Work in you pairs to discuss ideas to these questions. You may take notes below.

WHAT DOES IT MEAN "TO RESPECT" ...

WHAT DOES IT MEAN "TO CARE FOR" ...

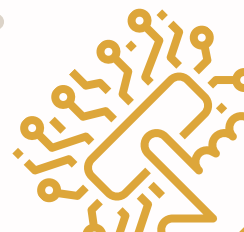


SELF



OTHERS

ALL LIFE



LESSON 3: EARTH CHARTER IN ACTION

2 ZERO
HUNGER



How do change makers take action and what values do they have to ensure respect and care of all?"



Navdanya, 2023

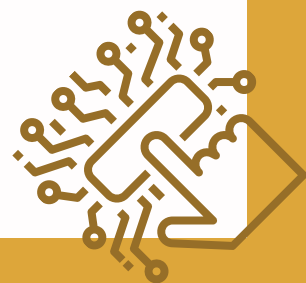
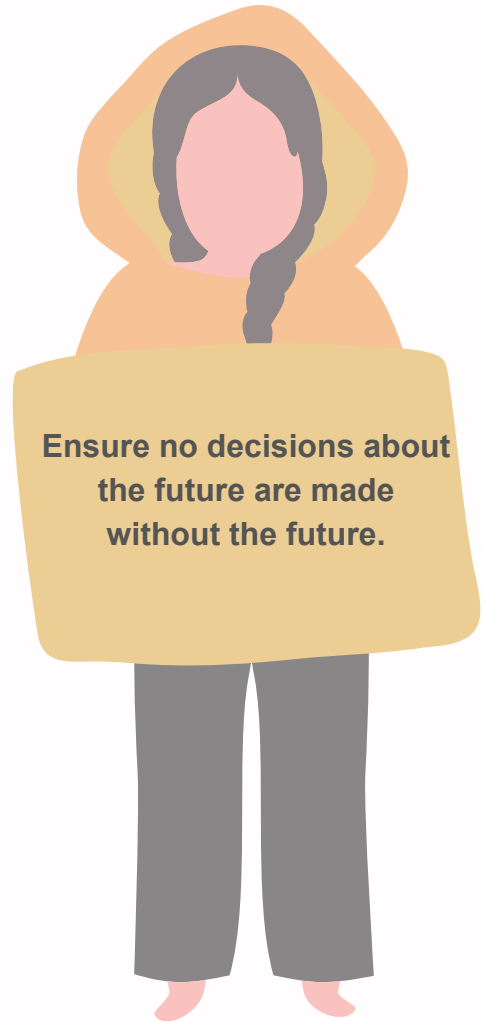
The defence of nature's rights and people's rights have come together for me in Earth Democracy.

Each group member choose one of the following people to read about:

1. Sophie Healy-Thow
2. Ranveer Chandra
3. Vandana Shiva

Go to the following websites for information and skim and scan the text to identify actions each has taken and values each holds:

- WEBSITE Sophie Healy-Thow
<https://scalingupnutrition.org/about/who-we-are/sophie-healy-thow>
- WEBSITE Ranveer Chandra
<https://www.microsoft.com/en-us/research/people/ranveer/>
- WEBSITE Vandana Shiva
<http://www.navdanya.org/component/content/article?id=618>



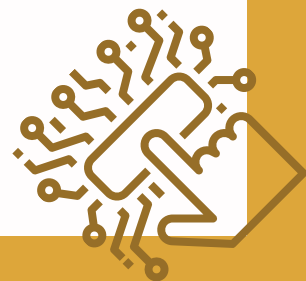
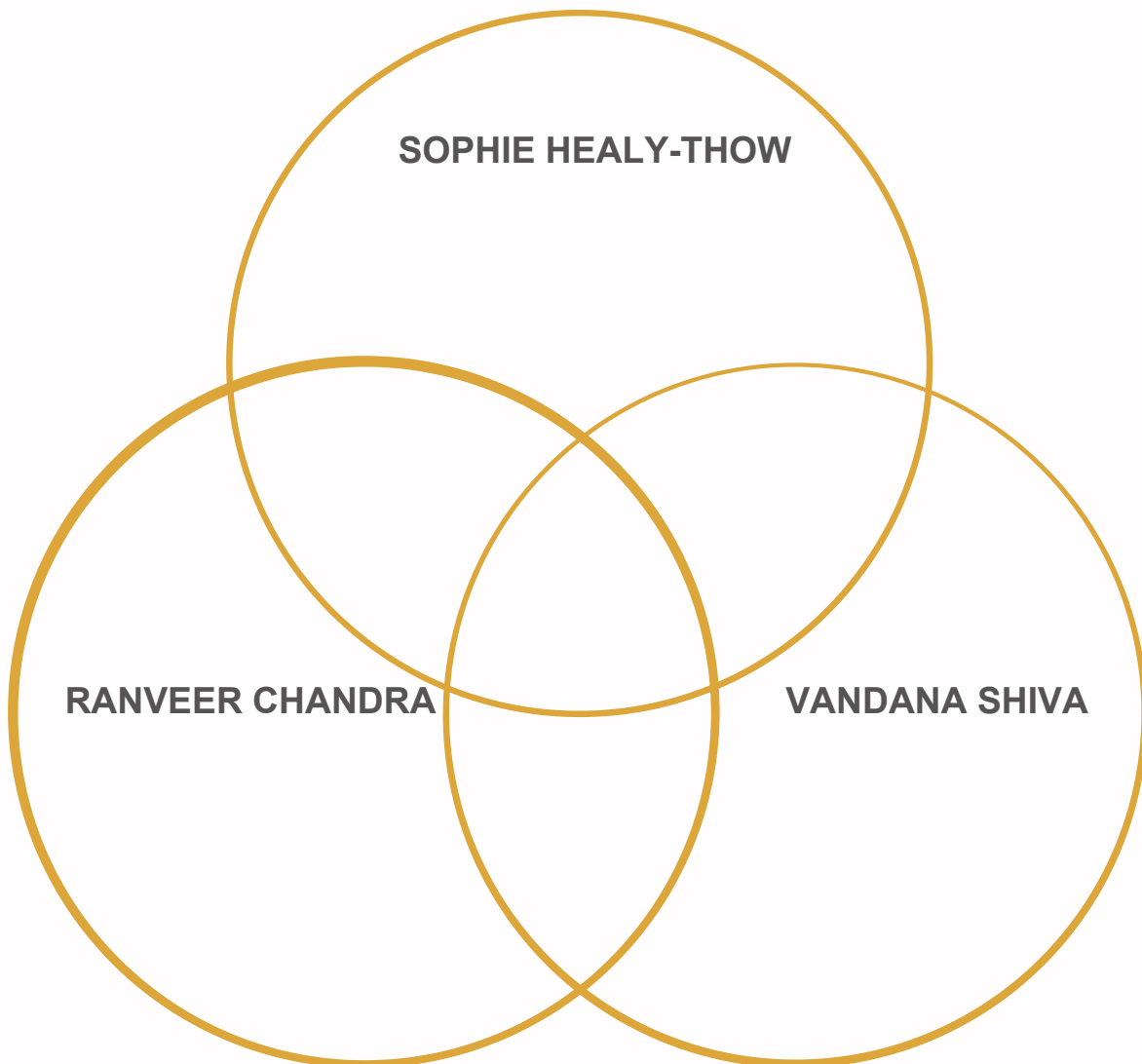
LESSON 3: EARTH CHARTER IN ACTION

2 ZERO HUNGER



How do change makers take action and what values do they have to ensure respect and care of all?"

In your groups, discuss and take notes using the double Venn diagram, which asks you to collaboratively find connections between the actions and values of Sophie, Ranveer and Vandana, to help you answer the question at the top of this worksheet.



MM2: LESSON 3 EARTH CHARTER IN ACTION

2 ZERO HUNGER



Step 1:

Select a case study to investigate: (insert here) _____.

In the space provided draw a tree: trunk , branches/leaves and roots

Example:

- In the trunk:
 - identify the core issue or problem
- In the branches and leaves
 - Identify the effects of the core issue/problem
- In the roots
 - Identify the causes of the core issue/ problem



Problem Tree:

MM2: LESSON 3: CASE STUDY TEMPLATE

2 ZERO HUNGER



Step 2: Using the following questions, research and gather findings on your chosen person and create a case study to present to your peers.

Your main questions you will be answering are:



- What was the core issue of the problem identified by the young person in your case study?
- What was the vision for solving the problem?
- What actions did they take to begin tackling the problem?
- What actions could you take to continue their work?

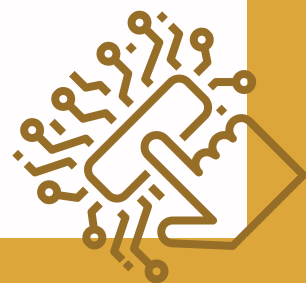
Check with your teacher for your options for :

- Note-taking and information gathering
- Organising information
- Presenting information

Step 3:

Gather and present your findings to a peer for feedback. This process is known as peer review

- Discuss your findings
- Discuss any problems you came across and how you might present them
- Discuss how to make your topic interesting and ask your peer about things they find interesting
- Offer support to each other in making your case study and its presentation the best it can be



MM2: LESSON 3: CASE STUDY TEMPLATE

2 ZERO HUNGER



Research Question Prompts

To help you get to those answers here are additional questions to guide you:



- What do I need to find out / ask about this topic?
- What do I already know about this topic?
- What is the focus question asking me about / to do?
- When is my deadline so I can plan my action points

MORE INFO



- What types of information will I need to complete my research task? (Facts, statistics, instructions, opinions, diagrams, reports, maps)
- What is the best source of information for my topic? (online journals, interviews, blogs, references, cites, newspapers, social media, reports)
- How will I search and what search engines might I use for online searches
- What key words will I use?



- How will I record the information I have found?
- What note making tool will be best for this task / will I use? (OneDrive doc, Evernote, Cornell format or pen note book)
- What note making format will I use to record my information e.g. spider diagram, matrix, mindmaps
- How will I organise my information (outlines, headings, bold text, diagrams)
- How will I assess and validate my sources of information



- How should I organise my information so that it is presented in a logical accessible way
- Would a graphic organiser help me to organise my information? If so, what one, what is out there
- Should I use key word heading and paragraphs to present my information
- How will I present my information and is there a presentation format required that might suggest a particular way to organise my information?
- Have I answered all the focus questions? If not, do I need to go back and find more information?
- Have I collected all the relevant details for my reference list?



- Can I choose the presentation format to present my information?
- What might be an interesting way to present the findings for my task?
- Does the presentation format suit the audience - what do I need to consider?
- Have I included the relevant information - is there anything to add or lose?
- Have I shown my learning or understanding about the topic?

SDG2 Future of Food

MM2: Food Leadership for the 21st Century



Micro-Module 2: Food Leadership for the 21st Century

Research and Development

Lesson 4 The Second Earth Charter Pillar: Ecological Integrity and Leadership

Subject Areas: CSPE Climate Action and Sustainability English SPHE

Lesson Title and Summary:

The Second Earth Charter Pillar: Ecological Integrity and Leadership

This lesson highlights the crucial intersection of ecological integrity and visionary leadership. It emphasises the profound connection between shared responsibility for protecting all living things on Earth and the promotion of collective wellbeing and prosperity.

Learners will explore how leaders with a strong vision concentrate on aligning personal values, business ethics, and community well-being while prioritizing ecological sustainability. Through this lesson, participants will gain a holistic perspective on leadership that extends beyond individual success to embrace broader ecological and societal concerns.

Vocabulary:

Ecological Integrity, Ecosystem, Guardianship, Indigenous Perspective, Leadership Vision, Prosperity, Shared Responsibility, Wellbeing

In this lesson, the learner will:

- define key vocabulary in their own words to gain deeper understanding
- begin to understand the concept of guardianship and ecological integrity
- discuss how leadership vision and values connect to achieving ecological integrity

Materials

- Worksheet: Define It
- Worksheet: Guardianship
- Support sheet: Teacher's Notes
- Word and Definition Packs
- A3 paper
- Felt pens

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



SDG2 Leadership for the 21st Century

Lesson 2 What Makes an Effective Leader?

11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 CLIMATE ACTION



15 LIFE ON LAND



Activity Instructions

Pre lesson preparation notes:

Activity 1: Cut up Word and Definition card packs, shuffle and made into packs. See Teacher's Notes for template.

Activity 2: Cue video segments ready to play.

1- start at [6:56] stop at [10:28]

2- start at [10:29] stop at [12:33]

Activity 1 DEFINE IT (20 mins)

1. Write "Earth Charter" on the board. Elicit learner recollection of Earth Charter lesson and note responses around the words on the board.
2. Pair learners and distribute the word and definition card packs. Tell pairs to match the dictionary definitions to the key vocabulary using packs. Encourage learners to start with what they think they know and then check with a dictionary.
3. Direct learners to Worksheet: Define It and ask them to define the new terms in their own words in their notebooks or digital vocabulary bank if they have one.

Activity 2 Guardianship (30 mins)

1. Group pairs to create groups of four. Elicit understanding of "indigenous" and "perspective" then direct groups to Worksheet: Guardianship and go through instructions.
2. Direct learners to the first task and set a short time limit to for brainstorming (5 mins).
3. Tell learners they will watch two extracts of a talk about perspectives on humanity's survival on Earth. Explain that between each part they will have time for a short discussion (5 - 7mins).

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

SDG2 Leadership for the 21st Century

Lesson 2 What Makes an Effective Leader?



EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, set Activity 1 as a flipped classroom exercise.

Extension: For a longer class:

1. Group learners in pairs and write or project the following question for whole class view: "How might leadership vision and leadership values aid in achieving ecological integrity?" and briefly elicit understanding of the concepts "ecological integrity", "leadership", "vision", and "values".
2. Give each group the word cards from the Word/Definition Packs, an A3 piece of paper and pens and direct learners to discuss their collective ideas in response to the question. Have learners refer to their key terms from the first activity and the learnings from the TED Talk - 'An Indigenous perspective on humanity's survival on Earth'. Direct learners to the word cards and paper to create a mind map of their ideas and invite groups to go around the room and view other groups mind maps.

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

VIDEO An Indigenous perspective on humanity's survival on Earth | Jupta Itoewaki
[14:08min]

https://www.ted.com/talks/jupta_itoewaki_an_indigenous_perspective_on_humanity_s_survival_on_earth

Planetary Wellbeing <https://earthcharter.org/planetarywell-beingindex/>

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

The Earth Charter Resources <https://earthcharter.org/resources/>

Local Trip / Expertise / Additional Work and Assessments

Learners rewatch TED Talk and make a list of key words, thoughts and ideas they have while watching. Share ideas with a partner and contribute to a whole class ideas wall.

Linked learning: Passion 2 Purpose lessons: Introduction to Sphere of Influence, Conflict and Resolution

WORD

Ecological integrity

protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.

definition

WORD

Collective and Planetary Wellbeing

Collective, planetary and intergenerational health and vitality.

definition

WORD

Shared responsibility

everyone shares responsibility for the present and future well-being of the human family and the larger living world.

definition

WORD

Leadership vision

the ability to imagine how a country, society, industry, etc. could develop in the future and to plan for this

definition

WORD

Ecosystem

the community of life and the well-being of humanity, a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air.

definition

WORD

Prosperity

Social and economic justice in which all humanity have access and opportunity for success in all its forms

definition

MM2: LESSON 4 TEACHER'S NOTES

2 ZERO HUNGER



The Second Earth Charter Pillar: Ecological Integrity and Leadership

DEFINE IT

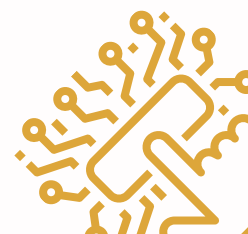
Note: Copy and cut up word cards and definitions to create enough packs per group.

Answers

- Ecological integrity - protect and restore the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life.
- Collective and Planetary Wellbeing - more than personal wellbeing, this is the collective, planetary and intergenerational wellbeing
- Shared Responsibility - everyone shares responsibility for the present and future wellbeing of the human family and the larger living world.
- Leadership vision - the ability to imagine how a country, society, industry, etc. could develop in the future and to plan for this
- Ecosystem - the community of life and the well-being of humanity, a healthy biosphere with all its ecological systems, a rich variety of plants and animals, fertile soils, pure waters, and clean air.
- Prosperity - Social and economic justice in which all humanity have access and opportunity for success in all its forms

GUARDIANSHIP Video Activity

1. Follow instructions in lesson plan and pause between viewing of two parts to allow for brief group discussions.
2. Follow watch times and allow 5 - 7 minutes brief discussion between each part.
 - First extract is approx 3.5mins start at [6:56] stop at [10:28]
 - Second extract is approximately 2 mins start at [10:29] stop at [12:33]
3. Tell learners the following: The speaker offers five key words to explain indigenous perspective, what are the five words and what are her main points for each word?
4. See following page for answers.





The Second Earth Charter Pillar: Ecological Integrity and Leadership

Video Answers

First extract is approx 3.5mins start at [6:56] stop at [10:28],

Responsibility:

- main points - accept you don't have all the answers, attend activities hosted by indigenous communities, lead by example, talk about decolonizing and indigenizing education, connect with indigenous people.

Respect:

- main points - for each other, in ways of living, in knowledge, in ways of decision making, in cultural integrity.

Relationship:

- main points - develop relationship with place, cultures and spirituality, have commitment and mutual learning, no power struggle, learn, practice, improve.

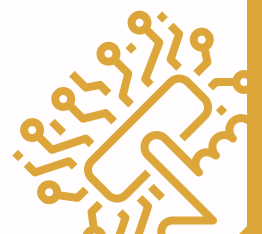
Second extract is approximately 2 mins start at [10:29] stop at [12:33].

Reciprocity:

- main points: giving and receiving creates connection between people, beliefs and actions, as well as nature. Lifts all not few.

Redistribution:

- main points - land division is equitable and fair, people given agency to protect, defend and govern.



MM2: LESSON 4 : DEFINE IT



KEY CONCEPTS FOR EARTH CHARTER PILLAR 2

1. Match the definitions relating to principles of the Earth Charter to the key vocabulary concepts using the word and definition packs from your teacher. Start with what you think you know and then check with a dictionary.
2. Define the terms in your own words in your notebooks/ vocabulary bank
3. Consider your learnings about the Earth Charter principles.

Ecological Integrity



Collective and Planetary Wellbeing



Shared responsibility



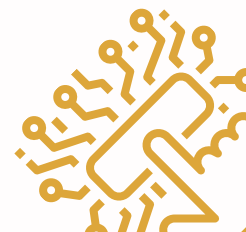
Leadership vision



Ecosystem

Prosperity





MM2: LESSON 4 GUARDIANSHIP

2 ZERO HUNGER



Indigenous peoples have been described as being fundamentally important in leadership of global efforts to preserve nature and maintain a habitable planet. (Shuthless,1996)

- Work in groups of four.
- Watch and as you listen note your answers in the numbered boxes to the question below. Make any additional notes on the main points given for each "R" word in the numbered lined spaces to support discussion.
- You will watch two extracts.
- After watching each part, share and discuss your ideas with your group.

**WHAT FIVE WORDS EXPLAIN AN INDIGENOUS PERSPECTIVE?
(ALL ARE VALUES THAT BEGIN WITH "R")**

1

“ ”

2

“ ”

3

“ ”

4

“ ”

5

“ ”

WHAT ARE HER MAIN POINTS FOR EACH WORD?

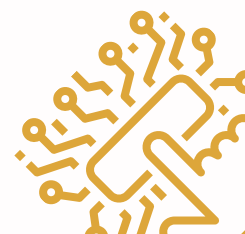
1

2

3

4

5



SDG2 Future of Food

MM2: Food Leadership for the 21st Century



Micro-Module 2: Food Leadership for the 21st Century

Research and Development

Lesson 5 The Third Earth Charter Pillar: Social and Economic Justice and Leadership

Subject Areas: CSPE
Climate Action and Sustainability English SPHE

Lesson Title and Summary: The Third Earth Charter Pillar: Social and Economic Justice and Leadership

The achievement of wellbeing for self as well as others has been claimed to be the driving force behind the pursuit of justice(1). This lesson introduces the concept of social and economic justice and provides an opportunity to analyse existing efforts in leadership to balance equality and equity in these contexts.

Vocabulary:

Dignity, Economic Justice, Equality, Equity, Social Justice, Wellbeing

In this lesson, the learner will:

- begin to understand the concepts of social justice and economic justice
- identify in what ways people are unequal socially and economically
- brainstorm how they as future leaders may work towards equality and equity in both contexts

Materials

- Worksheets: Integrated Approach to Justice
- Worksheet: Inequality Video
- Support Sheet: Teacher's Notes
- 100 x 1 cent coins/counters/marbles
- 3 scoops
- 3 pairs of mittens/ masking tape
- Post It notes
- Coloured pens
- A3 paper
- Variety of Art Materials (pens, papers, scissors, glue, glitter)

(1) (Suarez-Balcazar et al., 2022)



SDG2 Future of Food Leadership

Lesson 5 The Third Earth Charter Pillar



Activity Instructions

Activity 1 Justice (20 mins)

1. This is a whole class activity. Divide your class in half. To one half, give scissors, colored pencils, crayons, glitter, glue, and whatever other supplies you have on hand. To the other group, give only plain white paper and some dull crayons/ pencils
2. Ask each person to make the best looking flower that they can, using the materials they have been supplied. After 5 minutes, share work as a whole class.
3. Divide the halves into smaller groups and direct learners to Worksheet: Justice and go through questions checking understanding.
4. Instruct learners to discuss questions in their groups. Set them 5 minutes to discuss.

Activity 2 The Scramble Game (30 mins)

This activity requires some preparation before the lesson. This is a whole class activity. Please see Teacher's Notes.

1. Follow the step-by-step instructions in the Teacher's Notes. This activity will introduce the concept of economic justice. Invite learners to stand and form a circle in the centre of the classroom for a whole class activity.
2. After the game has finished, direct learners to Worksheet: Integrated Approach to Justice to discuss the Scramble Game questions in pairs.
3. Following discussion, highlight that this pillar and corresponding principles of the Earth Charter are not isolated from all aspects of justice (social, economic, environment). Explain that it is an integrated approach as equity and economic justice without social and environmental justice is not possible.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

SDG2 Future of Food Leadership

Lesson 5 The Third Earth Charter Pillar



EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, set the final activity as an out of class group activity to be revisited in another class.

Extension: For a longer class: Option A 1. Explain that the Earth Charter identifies Social and Economic Justice as one of the movement's pillars and that leadership plays an important role.

Explain that leadership comes in many forms. 2. Write "community", "country" and "globally" on the board. and give each group a pack of 3 differently coloured Post It notes and instruct groups to brainstorm how they can work to promote social and economic justice under in their community, their country, globally? Learners note ideas on the different notes.

Option B: Have learners watch the TED-Ed video 'Is inequality inevitable?' and answer the questions on Worksheet: Equality and Leadership or have learners watch the video: What is inequality and social justice? and ask them to summarise their understanding in writing. (See Media Box).

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

VIDEO Is inequality inevitable? TED-Ed [6:49min]

https://youtu.be/rEnf_CFoyv0

VIDEO How can we recognise the rights of nature? [2:24min] <https://youtu.be/l5O-Awxc3lc>

ARTICLE Promoting justice through community-based research: International case studies March 2022, *American Journal of Community Psychology* 69(2)
DOI:[10.1002/ajcp.12584](https://doi.org/10.1002/ajcp.12584)

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

The Earth Charter Resources <https://earthcharter.org/resources/>

Local Trip / Expertise / Additional Work and Assessments

1. Encourage learners to research initiatives in their local area addressing social and economic justice and create an infographic or presentation of their findings.

Linked Learning: Passion 2 Purpose Lessons: Empathy 1, Values 1 and 2, Shifting Perspectives for Solutions



1. JUSTICE

- Work in Groups of 3.
- Discuss the questions in the speech bubbles below.



WHAT IS JUSTICE?

Is it easier to define what is "fair" or to label an outcome as "unfair"?

NOTES

2. THE SCRAMBLE GAME

- Play the game
- Discuss the outcomes

Was the outcome/result fair?

Was the process fair?

How did the difference in wealth impact:



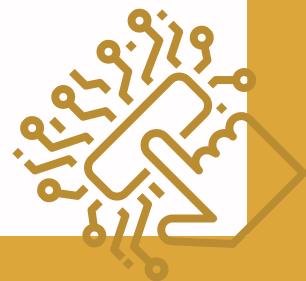
your feelings?



your views of each other?



your views of what you could do in real life if you were in these wealth situations?



MM2: LESSON 5 INEQUALITY VIDEO



VIDEO: Is inequality inevitable?

VIDEO LINK Is inequality inevitable? TED-Ed [6:49min]
https://youtu.be/rEnf_CFoyv0

Watch the video and take notes to the following questions:

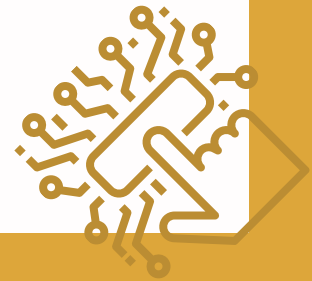


“ What is the "GINI Index" and how is it calculated?? ”

“ What does 1 and 0 represent? ”

“ What DOESN'T The GINI Index tell us? ”

“ What is one thing suggested is the reason for inequality? ”



SDG2 Future of Food

MM2: Food Leadership for the 21st Century



Micro-Module 2: Food Leadership for the 21st Century

Research and Development

Lesson 6 The Fourth Earth Charter Pillar: Democracy, Non-Violence and Peace and Leadership Styles

Subject Areas: CSPE Climate Action and Sustainability English SPHE

Lesson Title and Summary: The Fourth Earth Charter Pillar: Democracy, Non-Violence and Peace and Leadership Styles

Leadership styles can vary greatly. There are a variety of ways of leading which develop over time and are a matter of choice. The style in which a leader chooses to lead and guide will ultimately contribute to the success of those embowered by them. Whether in business, government or education, efforts towards improving democracy, non-violence and peace have been a focus for a number of years requiring a move from conscious to action.

This lesson explores the fourth pillar of the Earth Charter in relation to effective leadership, leadership styles, and how democracy, non-violence and peace might unite and empower people and communities to affect change.

Vocabulary:

Authorative/ Autocratic, Coach, Democratic, Equality, Equity, Leadership Style, Participation, Respect, Servant/ Transformational, Unity, Values, Well-being of the all life

In this lesson, the learner will:

- begin to gain understanding of three leadership styles.
- collaborate and conduct a SWOT analysis of one leadership style and identify their own style
- consider and discuss how vision and values inform leadership style and how their chosen style supports a peaceful society

Materials

- Worksheet: What's Your Style?
- Worksheet: Leadership Styles
- Worksheet: SWOT
- Support Sheet: Teacher's Notes
- Optional project task: The Earth Charter and 21st Century Leadership



SDG2 Future of Food Leadership for the 21st Century

Lesson 6 The Fourth Earth Charter Pillar



Activity Instructions

Activity 1 What's Your Style? Leadership Styles (20mins)

1. Ask learners to make group of three. Next elicit learners understanding of "leadership styles" write ideas on the left hand side of the board. Direct learners to Worksheet: What's Your Style? : Disney Leadership Styles and go through questions checking understanding then ask them to answer the questions as they watch the video about eight leadership styles.
2. Show Video: Video: Disney Leadership Styles! | From The Management Body of Knowledge [9:42min] (See Media Box).
3. After, ask groups to share and discuss their answers Allow 10 minutes for group sharing.

Activity 2 What's Your Style? - SWOT (20 mins)

1. Direct learners to Worksheet: Leadership Styles - Democratic, Servant/ Transformational and Coach. Give each group one leadership style to analyse and instruct groups to work together to discuss and analyse their style and consider responses to the questions posed on the worksheet.
2. Direct groups to Worksheet: SWOT and ask them to complete the SWOT analysis. After the analysis ask learners to individually summarise the leadership style they prefer and justify their answer in their groups, reminding them to make sure each person has an opportunity to share and asks at least one follow up question to demonstrate active listening.

Activity 3 Reflection discussion (10 mins)

1. Ask learners the following question and direct to discuss in groups.
 - How might vision and value inform leadership style?
 - What values might the leader of your style hold?
 - How does your style support a peaceful society?

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

SDG2 Future of Food Leadership for the 21st Century

Lesson 6 The Fourth Earth Charter Pillar



EXTENSION / REDUCTION ACTIVITIES

Reduction: For a shorter class, Complete Activities 1 & 2 only.

Extension: For a longer class: Linked Learning: Using a story from the Earth Charter Stories Collection (See Media Box) have learners create a review (either written review or presentation) identifying moral of the story from their point of view, what they found interesting, how the story approaches the concept of "justice" and "leadership styles".

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

VIDEO Disney Leadership Styles! | From The Management Body of Knowledge [9:42 min]

<https://www.youtube.com/watch?v=uhUM3hN3qGU>

ARTICLE Learn the 7 Distinct Leadership Styles, Hannah L. Miller

<https://www.imd.org/reflections/leadership-styles/>

The Earth Charter Stories Collection: Pillar IV Principle 16: Justice - Algeria

<https://theearthstoriescollection.org/en/justice/>

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

The Earth Charter Resources <https://earthcharter.org/resources/>

Local Trip / Expertise / Additional Work and Assessments

- Learner's could interview a local leader in their community and find out more about the leader's style and how they facilitate an environment that is peaceful and democratic.
- Optional Project Task: 21st Century Leadership and The Earth Charter: In this task learners will develop a Tik Tok or Instagram-style video using free-to-use apps.
- Linked Learning: As this lesson deals with themes of democracy and non-violence the Passion 2 Purpose lessons: Values1 and 2, Traits, Charact and Virtues, Ideate 3 Conflict Resolution, Passions would all compliment this lesson.

MM2: LESSON 6 TEACHER'S NOTES

2 ZERO HUNGER



DISNEY LEADERSHIP STYLES

Video: Disney Leadership Styles! From The Management Body of Knowledge [9:42min] <https://youtu.be/uhUM3hN3qGU>

Before watching:

What is meant by "leadership style"?

While watching take notes on the following questions:

Q..What are the 8 leadership styles identified?

A. Autocratic, Democratic or Participative, Laissez-faire (french word), Servant leader, Transactional, Directing, Transformational, Charismatic.

Q. Which Disney character is used to give an example of each style?

A. Elsa: Frozen, Mufasa: The Lion King, Peter Pan, Mulan, Sebastian, Aladin, Belle:Beauty and the Beast

Q..What might be the the one positive and one negatives of each style according to the video?

A. Answers may vary

Q.What qualities/ traits might be required of the leader for each?

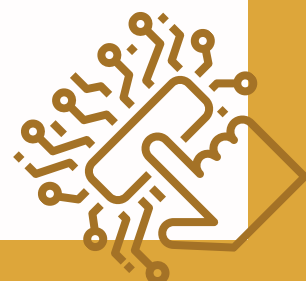
A. Answers may vary

Q.What might be core values of the leader for each style?

A. Answers may vary

After watching:

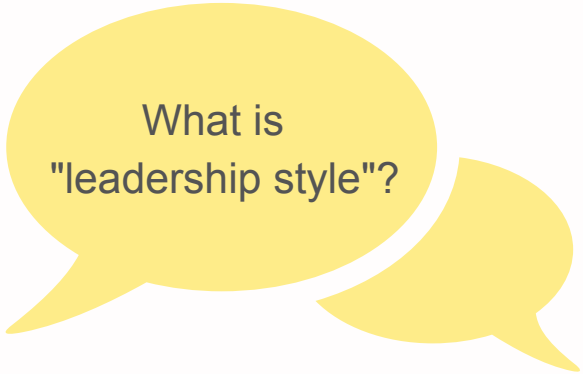
Q.Final discussion question: Can you think of someone you know who has one of these leadership styles? Share who they are and an example that shows their leadership style.



LESSON 6 : WHATS YOUR STYLE?



DISNEY LEADERSHIP STYLES



While watching take notes on the following questions:

Q..What are the 8 leadership styles are identified?

.....
.....
.....

Q..What might be the the one positive and one negatives of each style according to the video?

.....
.....
.....

Q. Which Disney character is used to give an example of each style?

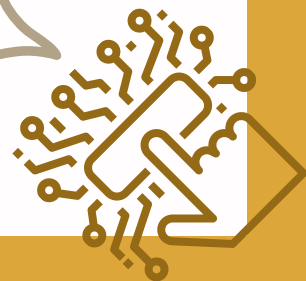
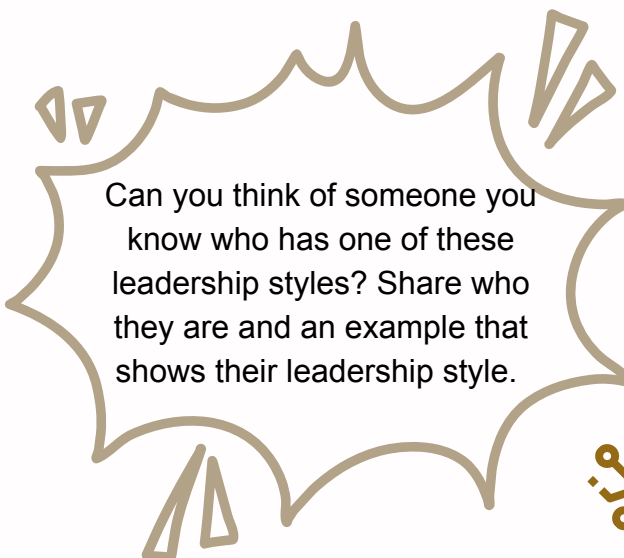
.....
.....
.....

Q.What qualities/ traits might be required of the leader for each?

.....
.....
.....

Q.What might be core values of the leader for each style?

.....
.....
.....



LESSON 6 : LEADERSHIP STYLES

2 ZERO HUNGER



DEMOCRATIC, SERVANT/TRANSFORMATIONAL AND COACH

Effective leadership is a recipe of many ingredients, one being style. Leadership styles can vary greatly which is why it's important to understand what type of leadership style motivates people to move from conscience to action.

Read the three leadership style examples below and in groups discuss what might be:

1. the the positive and negatives of each style?
2. the qualities/ traits required of the leader for each style?
3. the core values of the leader for each style?

DEMOCRATIC

“WHAT DO YOU THINK?”

share information together, provide feedback, emphasis on justice and input of others and the leader takes on a final decision

synergistic, creativity

SERVANT

TRANSFORMATIONAL

“LEADING BY EXAMPLE”

prioritizes people, focusing on other people's needs , positive culture in which all can thrive

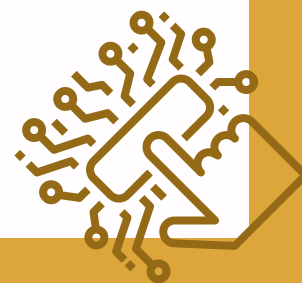
high integrity, fairness, values-led

COACHING-STYLE

“CONSIDER THIS”

suggests and guides people towards improvement

empathic, nurturing



LESSON 6 : SWOT

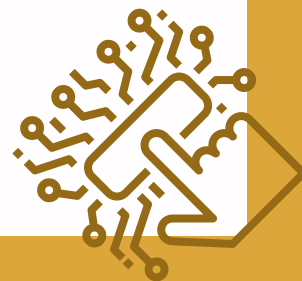
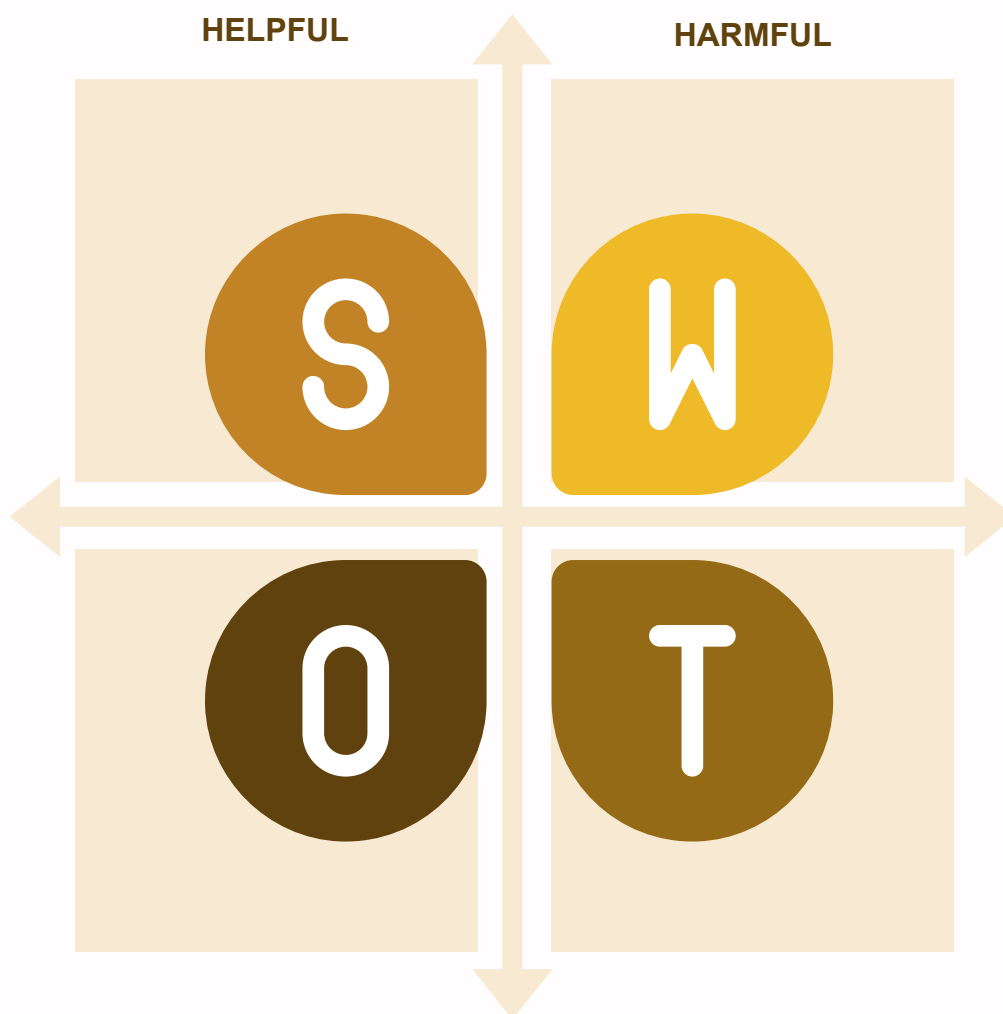
2 ZERO HUNGER



STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)

As a group, complete the SWOT analysis of ONE of the three styles as directed by your teacher.

1. What are the strengths (S) of this style - what might make it effective?
2. What are the weaknesses (W) - how might it be ineffective?
3. What are the opportunities (O) how might it create, provide, offer opportunities?
4. What are the threats (T) - how might it pose a risk to others or their likelihood of success or growth?
5. As you do so consider how this style may support a peaceful society and what role vision and values play in informing leadership style.



SDG2 Future of the Food

MM2:Food Leadership for the 21st Century



MM2:Food Leadership for the 21st Century

Research and Development

Lesson 7 Optional Project Task

Subject Areas: CSPE
Climate Action and
Sustainability, English
SPHE

Lesson Title and Summary:

Optional Project Task

This lesson brings together learnings and understanding of how the Earth Charter vision and principles informs a 21c leader's values and the learned skills needed for effective, transparent, fair inclusive communication, collaboration, critical thinking and creativity.

Vocabulary:

Vision of hope, Conscience to action, Call to action, Interdependence, Shared responsibility, The wellbeing of: the whole human family, The greater community of life and future generations

In this lesson, the learner will:

- consolidate their understanding of the Earth Charter
- use video as a medium to raise awareness
- develop planning and storyboarding skills to share a message

Materials

- Worksheet: Call to Action
- Worksheet: Know/Want/Learned (KWL) Chart (Lesson 6)
- Worksheet: Call to Action: Types of Videos
- Worksheet: Call to Action Planning7
- Worksheet: Storyboarding 1 & 2 (Media Communications module)
- Support Sheet: Teacher's Notes
- Access to phones/internet

11 SUSTAINABLE CITIES
AND COMMUNITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



13 CLIMATE
ACTION



15 LIFE
ON LAND



SDG14 - 21c Ocean Leadership

Lesson 7 Optional Project Task



Activity Instructions

This lesson plan is for an optional project task. Please allow a minimum of 5 x 60 minute lessons to give sufficient time for project development and execution.

Activity 1 - Interesting Insights (20 mins)

1. Working in pairs and using Worksheet: Call to Action, look at the image of the four pillars of The Earth Charter to identify four ways, in which people and in particular, leaders might commit to each of the Earth Charter pillars: I, II, III, IV and the Earth Charter as a whole.
2. Discuss ideas as a whole class and add new points to the final column of the Know Want Learned (KWL) chart (Worksheet: KWL Chart / Lesson 6).

Activity 2 - Reflecting on Insights (20 mins)

1. Working individually, identify five interesting insights related the principles of the Earth Charter and the four pillars.
2. Write a brief summary or record a voice note about your insights. Your summary must include:
 - what you have learned about the Earth Charter from the information you have been given
 - what you have learned about the Earth Charter from discussion with your peers
 - what you think is meant by the categories of each pillar of the Earth Charter

Activity 3 - Understanding the project task (40 mins)

1. In pairs, take 2 minutes to brainstorm examples of TikTok and Instagram videos that spread awareness about issues. Take 5 minutes to select one or two of these examples to share what was good or bad about them and why. Rate their effectiveness. Share ideas as a whole class.
2. Using Worksheet: Call to Action: Types of Videos, read through each type of video and categorise the examples from your brainstorm. Which ones were Short Info Content? Long Info Content? Sound Bomb Video? As a whole group, come up with more examples that fit each category. At this point, learners should use their phones to check TikTok and Instagram to support their information gathering.
3. Write the project task on the board: Create a short video for TikTok or Instagram that demonstrates your understanding of the Earth Charter.
4. As a whole class, elicit the main points of the task by underlining key words/phrases.
5. Read the breakdown of video criteria on Worksheet: Call to Action. Check understanding of key vocabulary and concepts by eliciting examples from the module.

SDG14 - 21c Ocean Leadership

Lesson 7 Optional Project Task



Activity Instructions

Activity 4 - Project Planning (60-120 mins)

1. Using Worksheet: Call to Action Planning, work through the initial stages of producing a video. This can be done individually or in pairs.

Activity 5 - Project Execution- Storyboarding (60-120 mins)

1. When the learners have planned out the content of their videos, they need to consider each shot they will capture.

2. Using Worksheet: Storyboarding 1 & 2 (Media Communications module), storyboard ideas for each shot.

Activity 6 Project Execution- Filming & Drafting on Platform (60 mins)

1. Using planning sheets and storyboards, film and draft the TikTok or Instagram video.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the tasks
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the tasks

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

VIDEO Earth Charter: Turning conscience into action for a thriving Earth. | The Earth Charter International [1:20 min]

<https://youtu.be/rfMtTpXjV78>

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

The Earth Charter Resources <https://earthcharter.org/resources/>

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

The Earth Charter Stories Collection

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

Local Trip / Expertise / Additional Work and Assessments

- Invite local business owners who use social media effectively to come in and share their advice
- Share Tik Tok / Instagram videos internally to another class for peer feedback.



OPTIONAL PROJECT TASK

21ST CENTURY LEADERSHIP AND THE EARTH CHARTER

The Earth Charter provides four pillars of principles to advance a just, equitable, sustainable and peaceful society for the 21st century. Modern leadership requires transformational learning. This lesson brings together learnings and understanding of how the Earth Charter values and vision informs leadership and develops and applies learned skills in communication, collaboration, critical thinking, and creativity.



Create a short video for Tik Tok or Instagram that demonstrates your understanding of the Earth Charter and / or how it applies to SDG14 and Ocean Health.

READ THROUGH AND FOLLOW THE INSTRUCTIONS ON THE FOLLOWING PAGES



MM2: LESSON 7 CALL TO ACTION

2 ZERO HUNGER



OPTIONAL PROJECT TASK

21ST CENTURY LEADERSHIP AND THE EARTH CHARTER

Your video creation choice must cover the following:

LEARNING CONTENT

- What the Earth Charter values are
- How values and vision inform leadership
- How the Earth Charter values inform 21c leadership
- The importance of values into action

VOCABULARY

- vision of hope
- conscience to action
- call to action
- interdependence
- shared responsibility
- the wellbeing of: the whole human family, the greater community of life and future generations

Interesting Insights (20 mins)

1. Pair work

- Look at the image of the four pillars of The Earth Charter and work with a partner utilising the The Earth Charter image and identify four ways in which people and in particular, leaders might commit to each of the Earth Charter pillars: I, II, III, IV and the Earth Charter as a whole.

https://earthcharter.org/read-the-earth-charter/preamble/doing_wp_cron=1693587893.6626639366149902343750

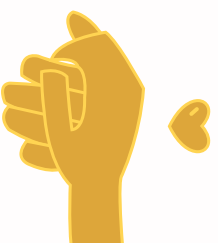
- Discuss your ideas and note examples and complete your final column of your Know Want Learned (KWL) chart.

2. Solo task

1. Identify five interesting insights related to the principles of the Earth Charter and the four pillars.
2. Record in writing a brief summary or record an audio about your insights on the Worksheet: The Earth Charter: Interesting Insights. Your summary must include:
 - what you have learned following watching the Earth Charter video (Media Box)?
 - what you have learned from discussion with you peers?
 - what you think is meant by the categories of each pillar (see image above)?

REMEMBER! →

THE PURPOSE OF THIS VIDEO IS TO ADD VALUE TO THE VIEWERS LIFE



SHORT INFO CONTENT

- Length under 30 seconds
- Should provide general contextual information about an event or idea
- For this video, you should offer advice, retell or explain an idea they are learning in class, chunk information, or instructions into tips



LONG INFO CONTENT

- Length 30 seconds to 3 minutes
- Includes more in depth content or explanations where you might offer advice, retell important details, or offer instructions or background information
- This can be a video where you teach (or reteach you learned in class)



SOUND BOMB VIDEO





- Length 7-15 seconds
- Use Viral Sound (music that resonates with people, makes them take notice and want to share)
- For this video, you must use text on screen to offer advice, retell or explain what you are learning in class, chunk information or instructions into tips

MM2: LESSON 7 CALL TO ACTION





2 ZERO HUNGER

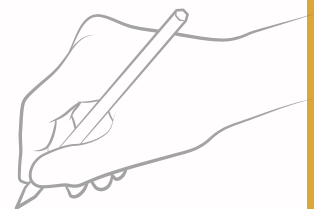


VIDEO PLANNING NOTES

Which video type will you create?	SHORT	LONG	SOUND
<p>Start brainstorming content:</p> <ul style="list-style-type: none"> • What are the four Earth Charter pillars? • How do values and vision inform leadership? • How can / do the Earth Charter principles inform 21c leadership? • What's the importance of values in moving conscience into action? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>    

What's your **HOOK?**

-  **Grab attention immediately with a quick HOOK**
-  **Add stickers or gifs to make your content come alive)**
-  **Add on screen text to keep viewers attention**
-  **Add strong ending or call to action (CTA)**



MM2: LESSON 7 CALL TO ACTION

2 ZERO HUNGER

VIDEO PLANNING BRAINSTORMING PAGE

