

Muinín Catalyst STEAM Education for Sustainable Development and Futures Literacy

SDG8 Future of Fashion



Programme Phase 1: Research and Development

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

**SUBJECT AREAS: CSPE Climate Action and Sustainability
English SPHE**



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



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

Programme Phase 1: Research and Development

Subject Areas: CSPE
Climate Action and
Sustainability English
SPHE

Micro-module Summary: Future of Fashion 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. Recognised 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

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



10 REDUCED
INEQUALITIES



12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



17 PARTNERSHIPS
FOR THE GOALS



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Future of Fashion 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 Guide.

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 Guide.

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 about 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 Guide.

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 Guide, Word/Definition Card Packs.

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

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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 Guide.

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 about 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 Guide, 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 in the 21st Century. Modern leadership requires transformation. This lesson brings together learnings and understanding of how the Earth Charter values and vision inform leadership. develop and apply learned skills in communication, collaboration, critical thinking and creativity.

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

External expertise: Dr Cathy Fitzgerald and Bianca Peel SDG 12

Adaptations: Dr Anita McKeown and Rebecca White

Using the Resources:

If you wish to use these resources, we can offer an induction and online support throughout the module to help you plan integration into your projects and timetable. To register for this option, please contact hello@futurefocus21c.com

For more information on the resources please visit www.muinincatalyst.com

Setting up an online learning environment for the lessons on this module:

Our lessons integrate the use of virtual learning environments. To ensure seamless use of our lessons, a module should be setup on your school's virtual learning environment such as Teams, Google Classroom, etc. Learners are encouraged to upload documents to share with their peers. If your virtual learning environment does not support document sharing, we recommend OneDrive or Google Drive.

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You can also use Google Sites or Microsoft Sway to encourage learners to present their work over the year - this can easily be set up to reflect the aims of TY and provide a showcase for their work as well as an assessment tool.

Setting up a Canva Education account.

As our lessons integrate design, our lessons also refer to Canva. Educators and schools are able to open a free Canva for Education account by registering here:

<https://www.canva.com/education/>

Canva for Education provides primary and secondary school teachers and students with premium features and templates. You can then also set up lessons and invite your learners to the class.

References

Webpages

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- Marr, B. (2024) 10 Most important leadership skills for the 21st century workplace (And How to Develop Them). Available at: <https://www.forbes.com/sites/bernardmarr/2022/07/26/10-most-important-leadership-skills-for-the-21st-century-workplace-and-how-to-develop-them> (Accessed 26 March 2024).
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- Suarez-Balcazar, Y. et al. (2022) Promoting justice through community-based research: International case studies. Available at: <https://doi.org/10.1002/ajcp.12584> (Accessed 26 March 2024).
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Videos

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- McLachlan, David (2020) Disney Leadership Styles! | From the management body of knowledge. Available at: <https://www.youtube.com/watch?v=uhUM3hN3qGU> (Accessed 26 March 2024).
- Science Animated (2022) How can we recognise the rights of nature? Available at: <https://www.youtube.com/watch?v=l5O-Awcx3lc> (Accessed 26 March 2024).
- TED-Ed (2022) Is inequality inevitable? Available at: https://www.youtube.com/watch?v=rEnf_CFoyv0 (Accessed 26 March 2024).

MM2 L1 WS: WHAT IS THE EARTH CHARTER?



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



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'
2. Complete box 3 after watching video



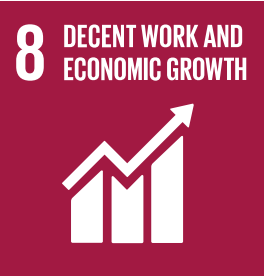
WHAT IS THE EARTH CHARTER?

1. WHAT I THINK I KNOW ABOUT THE EARTH CHARTER

2. WHAT I WANT TO KNOW

3. WHAT I HAVE LEARNED

MM2 L1 WS: TURNING CONSCIENCE INTO ACTION FOR A THRIVING EARTH.



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:



MM2 L1 WS: INTERESTING INSIGHTS OF THE EARTH CHARTER

INTERESTING INSIGHTS OF THE EARTH CHARTER

After Watching the Video

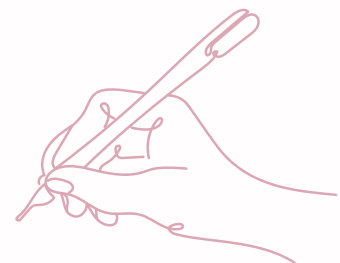
1. Working in groups and utilizing the The Earth Charter images and titles below, your group must discuss what might be meant by the categories of each pillar:

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



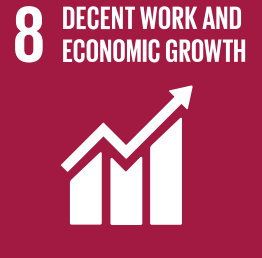
2. Identify five interesting insights from your discussion with your peers related to one of the Earth Charter pillars I, II, III, IV

-
-
-
-
-



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

MM2 L2 WS: INSPIRATIONAL LEADERS



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.

“I just got really fed up; it’s about show not tell.”

Katharine Hamnett

“I hope that what I can do is be a part of the solution to think about how we can radically shift the way we source things.”

Claire Bergkamp

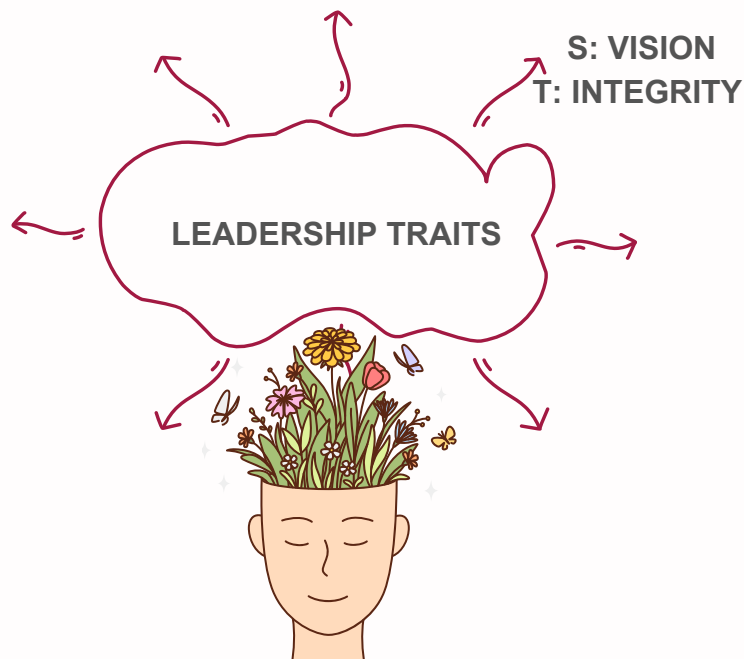


“ If 80 per cent of garment workers are women, and 98 per cent of them are being exploited, how can you not tell me that that’s a women’s issue?”

Josephine Phillips

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.





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.



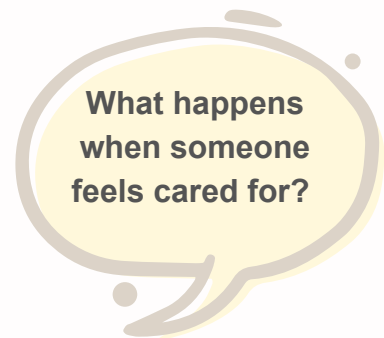
- Below are questions to explore the concepts of "respect" and "care" further.
- Work in you pairs to discuss ideas to these questions. You may take notes below.

**WHAT DOES IT
MEAN
"TO RESPECT" ...**

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



SELF



OTHERS

ALL LIFE





HOW DO CHANGE MAKERS TAKE ACTION AND WHAT VALUES DO THEY HAVE TO TO ENSURE RESPECT AND CARE OF ALL




I think the challenge is, in fashion everybody wants to get rich and famous and it's easy to get rich and famous by being a bad person. But the challenge is to achieve your goals-whatever they are-while staying a decent human being.

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

1. Katharine Hamnett
2. Claire Bergkamp
3. Josephine Phillips

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

- Katharine Hamnett: the original fashion eco-warrior
<https://www.bbc.com/culture/article/20200113-katharine-hamnett-the-original-fashion-eco-warrior>
- How Claire Bergkamp became one of the most quietly influential figures in sustainability
<https://fashionista.com/2021/01/claire-bergkamp-sustainability-stella-mccartney-textile-exchange>
- Josephine Phillips
<https://www.forbes.com/profile/josephine-philips/?sh=2eb3ebb05783>



We need to all be working together towards a future that's underpinned by a culture of care and repair.

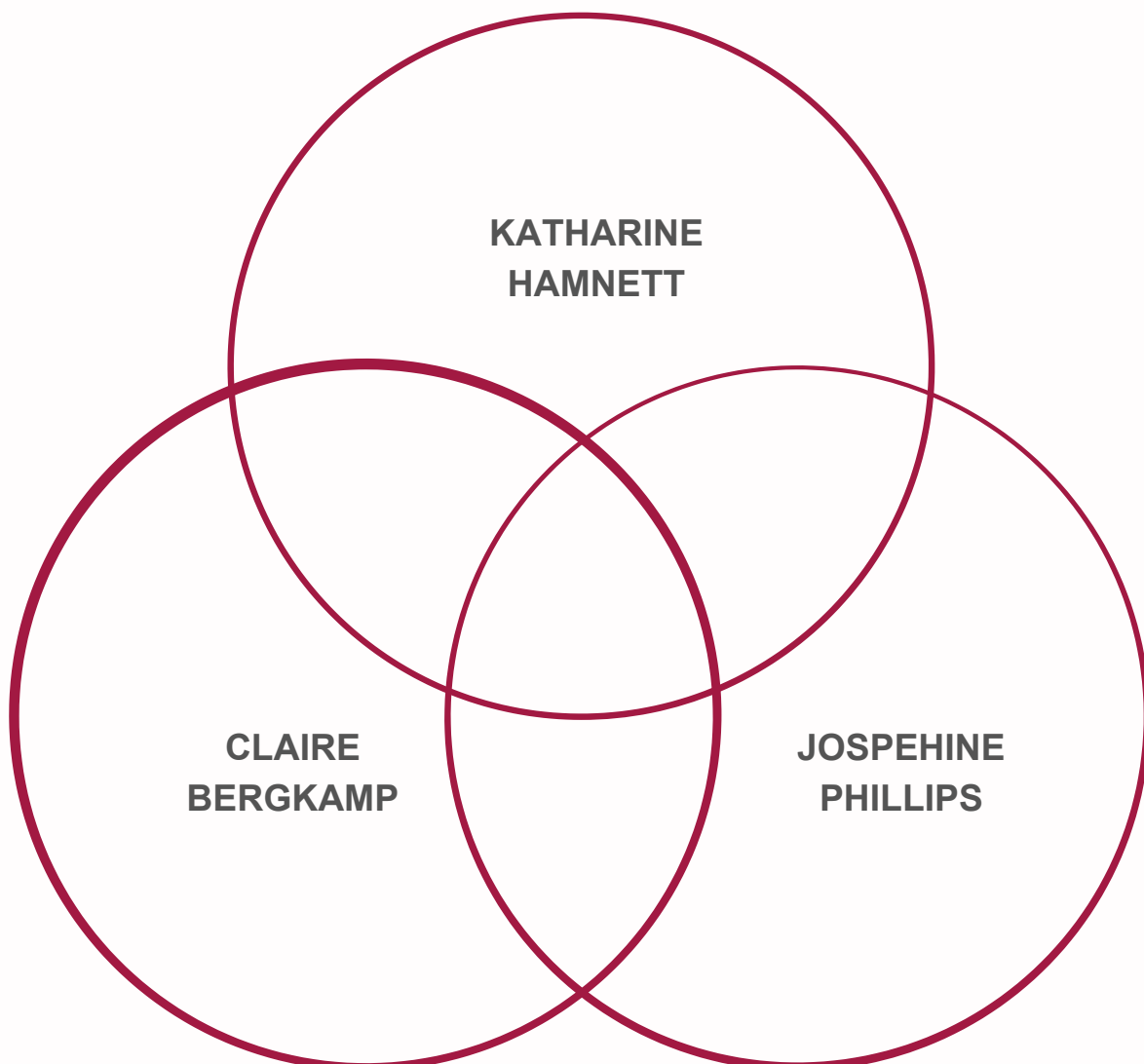
An illustration of a person wearing an orange hoodie and dark pants, holding a large, light-colored sign with text.



MM2 L3 WS: EARTH CHARTER IN ACTION

**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 Katharine, Claire and Josephine, to help you answer the question at the top of this worksheet.





MM2 L3 WS: EARTH CHARTER IN ACTION

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 L3 WS: CASE STUDY TEMPLATE

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



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?

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.

 <p>Ecological Integrity</p>	<hr/> <hr/> <hr/>
<p>Collective and Planetary Wellbeing</p> 	<hr/> <hr/> <hr/>
<p>Shared responsibility</p> 	<hr/> <hr/> <hr/>
<p>Leadership vision</p> 	<hr/> <hr/> <hr/>
<p>Ecosystem</p>	<hr/> <hr/> <hr/>
<p>Prosperity</p> 	<hr/> <hr/> <hr/>

MM2 L4 WS: GUARDIANSHIP

8 DECENT WORK AND ECONOMIC GROWTH



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

- 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



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 L5 WS: 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? ”





DISNEY LEADERSHIP STYLES

What is "leadership style"?



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?

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

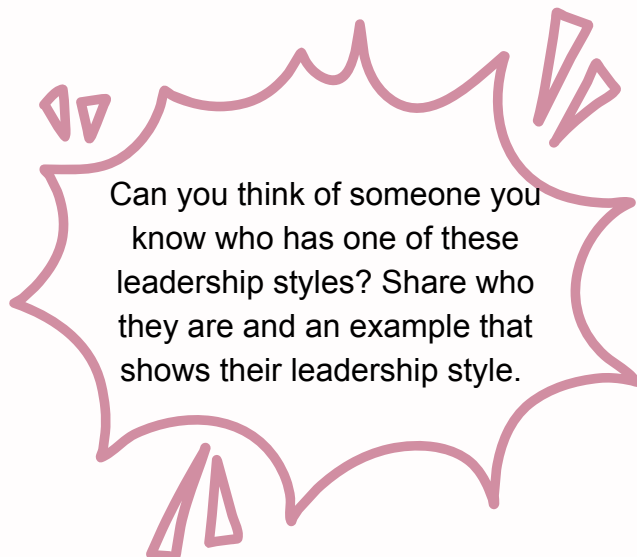
Q.What qualities/ traits might be required of the leader for each?

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

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

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

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.





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

MM2 L6 WS: SWOT

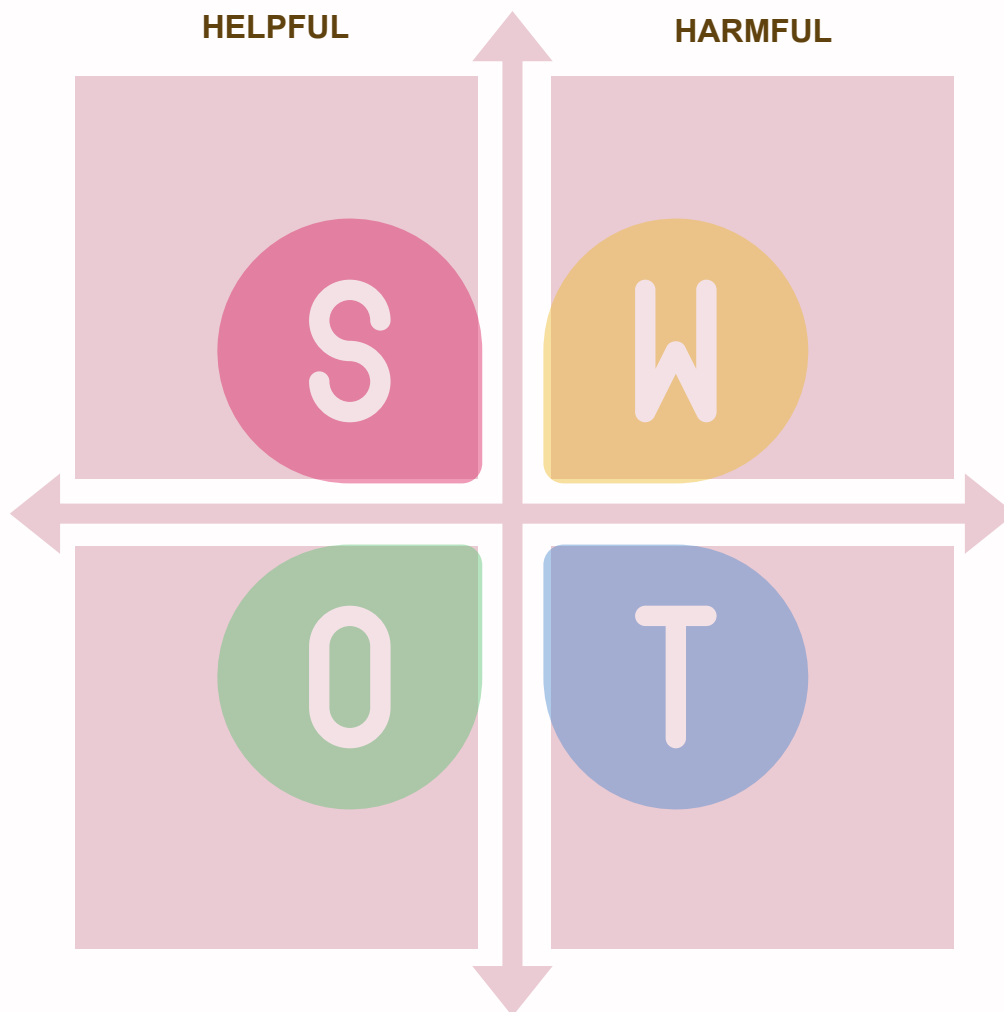
8 DECENT WORK AND
ECONOMIC GROWTH



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.





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.



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.

Create a short video for Tik Tok or Instagram that demonstrates your understanding of the Earth Charter.

READ THROUGH AND FOLLOW THE INSTRUCTIONS ON THE FOLLOWING PAGES





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

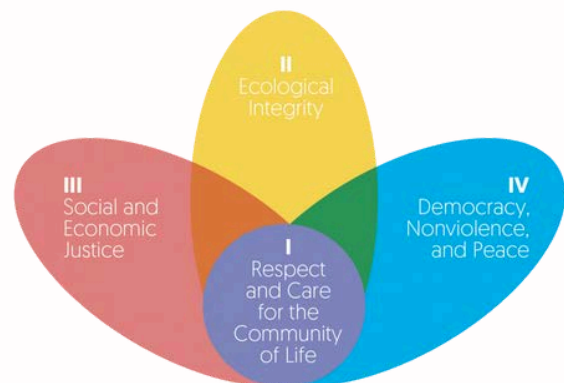


Image credit: Earth Charter International

2. Solo task

1. Identify five interesting insights related the principles of the Earth Charter and the four pillars.
2. Record in writing a brief summary or record a voice note about your insights. Interesting 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

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

REMINDER

Image credit: Earth Charter International



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







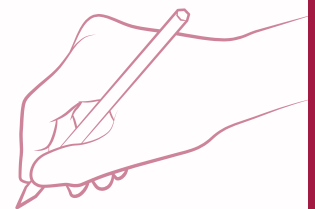
VIDEO PLANNING NOTES

	SHORT	LONG	SOUND
<p>Which video type will you create?</p> <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

H O O K ?

-  **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)**



VIDEO PLANNING BRAINSTORMING PAGE

