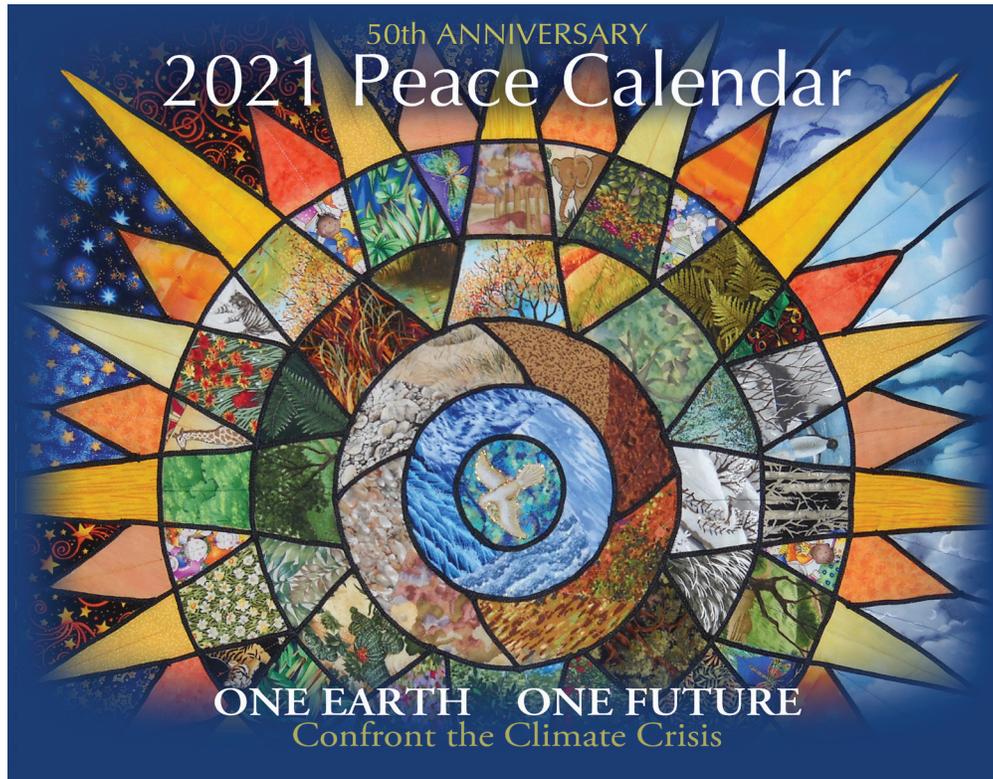


# LESSONS IN PEACE

A TEACHERS AND PARENTS GUIDE TO THE 2021 PEACE CALENDAR  
Mara Sapon-Shevin ~ Syracuse Cultural Workers



Over the coming decade, we will either break the grip of fossil fuels or suffer ever-more extreme climate disasters.

We hope this 50th Peace Calendar inspires action and support for efforts to stop the people, corporations and political actors bent on destroying the earth in the name of profit.

## TEACHING WITH THE GUIDE

We believe that students learn best when they are actively involved in learning and can make connections between new material and their own experiences. We also believe that teaching is most effective when it is connected across subject areas and teaching and learning modalities, utilizing many forms of knowing and showing what you know. The diversity of today's inclusive schools requires teachers to think flexibly about ages and stages, and design and implement curricula that meet the needs of different learners while pursuing a common theme or concept. Teachers are encouraged to read all the teaching suggestions and combine and transform them to meet

their particular needs. The guide emphasizes learning activities and projects that are collaborative and multi-disciplinary.

## ABOUT THE AUTHOR

Mara Sapon-Shevin is Professor of Inclusive Education at Syracuse University where she focusses on issues of social justice and diversity and prepares teachers for inclusive classrooms. She is a long-time peace and social justice advocate. She is the author of *Widening the Circle: The Power of Inclusive Classrooms*. [www.marasapon-shevin.com](http://www.marasapon-shevin.com)

EDUCATORS: please send us your comments/suggestions! We need to hear from you

**Syracuse Cultural Workers**

Box 6367 • Syracuse, NY • 13217

800.949.5139 [SyracuseCulturalWorkers.com](http://SyracuseCulturalWorkers.com)

# JANUARY

## A NEW NORMAL

The Green New Deal addresses the underlying structures which have brought us to the precipice, seeking large-scale changes to protect the Earth, supports poor and working people and develops a social system for people over profit. Inspired by the 1930s New Deal program of Franklin Delano Roosevelt, environmental activists began calling for a GND over a decade ago. Legislation in Congress, introduced by Rep. Alexandria Ocasio Cortez and Sen. Bernie Sanders (with 99 cosponsors in the House and 14 in the Senate), offers a broad outline for a 10-year national mobilization.

An effective response to the climate crisis requires such a thorough transformation of our energy systems, economy and cultural values. Like the original New Deal, there is significant resistance to a major government role in securing the common good. And, just as in the 1930s, it will require strong and well-organized social movements to achieve these essential policies.



## Green New Deal

Photo: Anesti Vega, Green New Deal Climate Strike Mural © 2019;  
Mural: Maluco Studios, September 25, 2019, San Francisco

With the goal to Disrupt Climate Destruction in the suites and Create Solutions in the streets, Climate activists blocked two blocks of Montgomery St. lined by some of San Francisco's biggest banks, September 25, 2019. Anesti Vega, who captured this "on the street" mural, is a scientist, educator, adventurer and photographer based in California who explores the oceans around the world, [www.anestivega.com](http://www.anestivega.com)

## DAYS OF IMPORTANCE

Different groups tell time in different ways. Jewish holidays, for example, are based on a lunar cycle, and begin at sundown the day before the holiday. This calendar also contains the moon cycle, important to the Haudenosaunee people. What is significant about how different cultures tell time? What are the implications of these differences for members of these communities? How should these differences in timekeeping and timetelling be acknowledged or taken into account in order to make school and the scheduling of school events more inclusive?

SUNDAY, JANUARY 17TH IS WORLD RELIGION DAY. As a group, brainstorm a list of all the religions you can name. Which are represented in your community? Plan field trips to a local mosque, church, meditation center or synagogue. Ask representatives of different religions to speak to your class about the basic tenets of their religion and practice. In particular, find out if members of other religions have ever been subjected to discrimination, prejudice or hatred; find out how you can be an ally in the struggle for justice. Go to the website [www.religion-facts.com](http://www.religion-facts.com) and learn something about a religion other than your own.

MONDAY, JANUARY 18TH IS THE BIRTHDAY OF MARTIN LUTHER KING JR. What else besides "I Have a Dream" did Dr. King Jr. say? Have students bring in other quotes and speeches

and compare them. Why are some of his writings more popular than others? What happens when we only learn some of what a person said and believed? Got to [www.Americanswhotellthetruth.org](http://www.Americanswhotellthetruth.org) for a broader vision of who Dr. King Jr. was.

## ELEMENTARY LEARNING SPANISH

You will notice that the days of the week are written in English and in Spanish. Encourage children who are Spanish-speakers to share the correct pronunciation of the days with their non-Spanish speaking classmates. For younger children, try showing one of these YouTube videos to learn the days of the week in Spanish.

[https://www.youtube.com/watch?v=9j1ueJ\\_XdFM](https://www.youtube.com/watch?v=9j1ueJ_XdFM)

<https://rockalingua.com/songs/days-week>

## WHY GREEN?

Make a list of all the things you can think of that are green. Look inside and then go outside and look for green things. Why are there more green things outside? Discuss what it means to "go green" in terms of nurturing and protecting the natural environment. Make a poster (a green poster!) that describes ways we can keep the planet green.

## **MIDDLE / SECONDARY SCHOOL**

### **WHAT'S A NEW DEAL?**

What do you think of when you hear the words "new deal"?  
Make a mind map of words that connect to something being a "new deal." How does the idea of a New Deal make you feel?  
What does it make you think of?

### **WHAT WAS THE ORIGINAL NEW DEAL?**

Go to <https://livingnewdeal.org/what-was-the-new-deal/> and learn about Franklin Roosevelt's New Deal in the 1930's. Make a chart that compares the original New Deal and the current Green New Deal. What are the similarities? Differences? What aspects of the original New Deal are still important/needed today?

### **WHAT'S A CLIMATE ACTIVIST?**

Have students select one of the following activists and find out what they've done for sustainability:

Greta Thunberg  
Vandana Shiva  
Bill McKibben  
Van Jones  
Annie Leonard  
Rob Gelbspan

Students can present what they've learned through a poster, a skit, a song or a poem.

Read this article on young climate activists: <https://www.euronews.com/living/2020/08/18/move-over-greta-7-young-activists-you-didn-t-know-about>

Why do you think young people have taken leadership in this area? What is one thing you could do as an individual or as a class to promote climate activism?

### **STOPPING GLOBAL WARMING**

Go to this article: <https://www.nrdc.org/stories/how-you-can-stop-global-warming>

Have each group of students choose one of the steps that can be taken to stop global warming and prepare a skit, poster or presentation on what they can do. Then challenge them to take their campaign to others: a group of younger students, their adults/guardians, the community. Discuss what makes an effective campaign for change.

### **EAT FOR CHANGE**

How and what we eat can have a huge impact on climate change. Review the suggestions in this article

<https://davidsuzuki.org/queen-of-green/food-climate-change/>

and identify one action YOU could take. What could happen in your school? What will be the obstacles to implementing this change.

**CONNECTED ACTIVITY:** Have students plan (and cook, if possible), a vegetarian meal. If that's not possible, share recipes with students and encourage them to make a vegetarian snack or meal at home. Assemble a vegetarian cookbook for the class.

# FEBRUARY

## YOUTH TAKE THE LEAD

Across the globe, young people increasingly demand swift and decisive action to confront the climate crisis. While Greta Thunberg has gotten the publicity, thousands of other young leaders have emerged across the globe - Helena Gualinga, the Ecuadorian Amazon; Tekanang, Tuvalu; Bertine Lakjohn, the Marshall Islands; Kristen Brown, Hawaii; Edgar Sanchez, Mexico; Jamie Margolin, Seattle, WA; Mayumi Sato, Japan; Vanessa Nakate, Uganda; Quannah Chasinghorse, Gwich'in / Lakota Sioux and Daphne Frias, NYC and the Sunrise Movement are just a few. The doomsday clock is a stark reminder that scientists tell us time is running short to avert climate catastrophe.

Zac Freeland is a graphic designer based in Grand Rapids, MI, [www.zacfreeland.com](http://www.zacfreeland.com). Christina Liu's foreground photo is from a Sunrise Movement action for the Global Climate Strike, December 6, 2019 in San Diego, CA.



## The Time is Now

*Zac Freeland, digital illustration, Youth In The Lead © 2020;  
Photo: Christina Liu (@TheLonelyeyelid) © 2019*

## DAYS OF IMPORTANCE

FEBRUARY IS AFRICAN AMERICAN HISTORY MONTH. What is the significance of making one month with this label? What does it mean that it's also the shortest month? What should we be learning or doing about African American history the other 11 months?

SUNDAY, FEBRUARY 14TH IS V DAY (VICTORY OVER VIOLENCE). [www.vday.org](http://www.vday.org)

Have students create a list of 100 ways they could eliminate violence in their classrooms, schools, homes, communities, city, country, and world, and in themselves.

SUNDAY, FEBRUARY 14TH IS ALSO VALENTINE'S DAY. What are all the different kinds of love, including love for family, pets, community, etc. Make a commitment to showing some form of love every day for a month. Share what you learn by doing this.

## ELEMENTARY

### WHAT DOES A CLOCK TELL US?

Ask students to make a list of all the reasons a person needs to know what time it is? Ask them how they keep track of time --- watches, clocks, timers, etc. Make a poster of all the reasons we need to know the time.

Ask students why it would be important to know if something dangerous was about to happen? What would they do to prepare? Introduce the terms "proactive" and "reactive."

## CARBON FOOTPRINTS

Look at the activity on Carbon Footprints detailed for older students (below) and adapt to the students in your class. Even very young children can make footprints and write or dictate things they can do to protect the environment.

## MIDDLE SCHOOL / SECONDARY

### WHAT IS A DOOMSDAY CLOCK?

Explore what is meant by a Doomsday Clock. Go to <https://thebulletin.org/doomsday-clock/> for an explanation of the origins and documentation of this work from the Bulletin of Atomic Scientists.

Construct a timeline in your classroom that shows what events/actions/inactions have moved the clock forward or backward.

Create a poster that shows 10 things we could do to move the clock backwards. Share what you've learned with younger students and community members.

### MORE ABOUT THE DOOMSDAY CLOCK

Go to <https://www.youtube.com/watch?v=jCnWPbn-ZKo>

<https://www.npr.org/2020/01/23/799047659/the-end-may-be-nearer-doomsday-clock-moves-within-100-seconds-of-midnight>

Create your own video presentation about the Doomsday Clock that directly addresses young people and urges them to action.

## **YOUTH TAKE THE LEAD**

Look at the names of young leaders in climate activism in the box at the bottom of the calendar. Have students divide into groups and choose one of the activists to explore and then present to their classmates.

On a world map, have students locate all the places that this work has occurred.

Read this article on young climate activists: <https://www.euronews.com/living/2020/08/18/move-over-greta-7-young-activists-you-didn-t-know-about>

Why do you think young people have taken leadership in this area? What is one thing you could do as an individual or as a class to promote climate activism?

## **THE SUNRISE MOVEMENT**

Go to this website for the Sunrise Movement <https://www.sunrisemovement.org/about/principles/> and find out more about the organization. Have students choose one of the ten key principles and explain the principle to classmates. Have the class choose an action from those initiated by the Sunrise Movement to join.

## **WHAT'S THE PROBLEM WITH CARBON DIOXIDE?**

What is Carbon Dioxide and why is it dangerous? Make a list of the side-effects of exposure to carbon dioxide. Where does carbon dioxide come from? Why is it hard to achieve compliance with the imperative to cut carbon emissions? Make a chart showing levels of carbon dioxide emissions by country? What

regulations have countries enacted to contain carbon dioxide emissions? How successful have they been?

## **GREEN HOUSE GASES**

What is a Greenhouse Gas and why is it called that? Go to <https://www.epa.gov/ghgemissions/overview-greenhouse-gases>

Form small groups that investigate how each of the following contribute to Greenhouse gases:

Electricity	Commercial/Residential
Transportation	Agriculture
Industry	Land Use/Forestry

Have each group construct a poster or a presentation showing how greenhouse gases could be limited from each of the sources identified above.

## **WHAT'S A CARBON FOOTPRINT?**

Have students explore what is meant by a Carbon Footprint. Make a list of all the things that increase one's carbon footprint and things that could decrease it. Cut out feet out of paper or cardboard (one for each student) and have students write one thing they will personally do to commit to diminishing their carbon footprint and one thing they can do to persuade others to decrease their carbon footprint. After exploring local and national issues, older students can write letters to elected officials urging them to take action to reduce the community's carbon footprint.



## Climate Refugees

*Sumon Yusuf, photograph © 2013*

# MARCH

## AN ERODING MARGIN OF SAFETY

Bangladesh's flat topography and dense population make it uniquely vulnerable to climate change impacts. Sea level rise and salt water intrusion compound the instability created by extreme weather events such as flooding, storm surges and cyclones. Displaced families are forced further into poverty in cities unable to absorb their numbers. Investment and action — in disaster-preparedness and risk-reduction — are key to making these fragile communities more resistant to devastation. In the image, Rahima Khatun walks to another village in search of fresh drinking water. The deep tube well in her village of Khanpur Rajshahi has flooded.

**Sumon Yusuf** is an artist currently living in Dhaka, Bangladesh, mainly interested in documentary photography. "My work takes a critical view of social, political, and cultural issues. Photography for me is a way to tell a story and evoke a feeling." See more at [www.loosenart.com](http://www.loosenart.com)

## DAYS OF IMPORTANCE

**MONDAY MARCH 8TH IS INTERNATIONAL WOMEN'S DAY.** find out what events are being planned nationally or in your community to celebrate women. Have students celebrate the lives of "famous" women, with an emphasis on women that aren't typically studied. have students discuss ways to honor the women in their own lives. Go to <https://www.internationalwomensday.com> to find more ways to recognize this day.

**MONDAY MARCH 22ND IS WORLD WATER DAY.** Discuss with students why water is important and what it means that many people don't have drinkable water. For more information, go to [www.worldwaterday.org](http://www.worldwaterday.org)

**WEDNESDAY MARCH 31ST IS CESAR CHAVEZ DAY.** Have students find out who he was and who the United Farm Workers are. Find out which states have this day as a holiday and explore why those states do and others don't. For more information, go to <https://www.biography.com/activist/cesar-chavez>

## ELEMENTARY

### WHAT IS THE CLIMATE?

Ask students what is meant by the word "weather". Get them to generate words like: sunny, rainy, windy, stormy, etc. Then introduce the word "climate". Explain that the main difference between the two terms is duration --- how long they last. Weather is the day-to-day variation, and climate is the averaged weather conditions of a particular place over a long time.

Give students two cards, one which says "weather" and one which says "climate." Give them a description and ask them

to hold up the card that applies. For example, "Today is really sunny and warm." (weather). "Winters here are getting colder and colder with more snow every year." "It will rain 2" today" (weather); "The lakes are rising and damaging the shoreline and the houses at the shore" (climate).

### WHY DOES THE CLIMATE MATTER?

Ask students to engage in a creative thinking project --- either in writing or through discussion or role play. Begin with a prompt such as this: "Imagine you live somewhere where it is raining all the time. What would your life be like? What would be different or challenging?" You can use additional prompts about imagining living somewhere where it is always very hot, or always very cold, or where there are frequent storms.

### WHAT IS A REFUGEE?

Ask students to talk about the word "safety." What does it mean to live somewhere "safe"? Prompt students to talk about physical safety (somewhere warm, with food, without violence) and also social or relational safety, somewhere they can be who they are and not experience discrimination or persecution because of their identities. Introduce students to this definition of refugees: people who are seeking to move and live somewhere "safe" and who are being forced to flee violence, persecution and war. Find out who are the refugee populations in your own community and what efforts are being made to welcome them to the community. Engage students in some form of service to contribute to that effort. This might involve writing letters of welcome, collecting school supplies or toys, etc. Encourage them to reflect on what they would want if they were new to the community and had left behind their friends, their possessions, and the places that felt familiar.

## MIDDLE SCHOOL / SECONDARY

### WEATHER AND CLIMATE ---- WHAT'S THE DIFFERENCE

Have students go to <https://biodifferences.com/difference-between-weather-and-climate.html> and look at the comparison chart that compares weather and climate. Create cards that have the text of each of the aspects of weather and climate on it (for "meaning", "duration", "affected by", "it affects the", "changes observed" and "studied by."). Then create a bulletin board that shows the left hand column of the chart. Distribute the cards to individuals, partners or teams and have students take turns coming up and placing the cards on the bulletin board where they belong and explain what is written on their card.

### MIGRANTS, ASYLUM-SEEKERS, REFUGEES AND IMMIGRANTS: WHAT'S THE DIFFERENCE?

Put these four words on a chart, the board, a whiteboard, etc: "migrant", "asylum-seeker", "refugee" and "Immigrant". Have students generate (or share) definitions of each of these words. See <https://www.rescue.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference> for good definitions.

Give students examples of a person or people and ask them which category they would fall under. You could also give individuals or small groups cards with the description of the person or people and ask them to decide where to place their card and explain why they decided that. For example: "*Hasan's country has been invaded and he has been forced from his home under threat of death to him and his family. He wants to enter another country for safety.*" "*Maria and her family come from Mexico to North Dakota to pick the crops in the summer.*" "*Alex, a gay man from Chad, seeks to come to the United States because he fears he will be persecuted in his own country because of his sexual orientation where being gay is illegal.*"

<https://www.unhcr.org/en-us/lgbti-claims.html>

### WHAT IS A CLIMATE REFUGEE?

Although the term "climate refugee" appears in the media and on this calendar, the term does not actually exist in international law. According to the UN Refugee Agency, "a refugee" is defined as a person who has crossed an international border "owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion" (1951 Convention relating to the Status of Refugees). In some contexts, the definition extends to persons fleeing "events seriously disturbing public order" (1969 OAU Convention; 1984 Cartagena Declaration). Climate change affects people inside their own countries, and typically creates internal displacement before it reaches a level where it displaces people across borders. There may be situations where the refugee criteria of the 1951 Convention or broader refugee criteria of regional refugee law frameworks may apply, for example if drought-related famine is linked to situations of

armed conflict and violence – an area known as "nexus dynamics." Regardless, the term "climate refugee" is not endorsed by UNHCR, and it is more accurate to refer to "persons displaced in the context of disasters and climate change."

Discuss: Why is it significant that "climate refugees" do not exist in international law? Would the world respond differently if this were a legal category?

For more information, see:

<https://www.climate-refugees.org/why>

### WHO IS THIS WOMAN?

Write a story about the woman in the photo. Use what is included in the calendar description and make up the rest of the story. Who is Rahima Khatun? What is her life like? Who is in her family? What will she do with the water that she gets? What will happen if she isn't able to get sufficient water? What is happening that is making it so hard for her to get water? What should happen?

### STAND WITH FRONTLINE COMMUNITIES

Write a description of what is happening in the illustration in the box at the bottom of the calendar page ---- people holding up a hand to stop the wave that is about to flood their community. What are some of the ways that communities can fight for environmental justice? Go to the website of the United States Environmental Protection Agency <https://www.epa.gov/environmentaljustice> and describe some of the things that are being done to protect the environment.

### WHAT'S WRONG WITH MY WATER BOTTLE?

Although many people are aware of the ways in which people are destroying the environment, those who profit from producing various products (for example, plastic bottles) profit from their sales.

Go to the website of World Centric for a Better World and review this summary of ways in which people are destroying the environment <https://www.worldcentric.com/blog/environmental-destruction>

Read, in particular, about the problems of disposable plastic water bottles. What could you do to provide alternatives or inform others about other possibilities? Go to <https://www.onegreenplanet.org/animalsandnature/whats-the-problem-with-plastic-bottles/> to find out what is the problem with plastic bottles?

Check out [https://www.innovationnaturally.org/plastic/?gclid=CjwKCAjwiaX8BRBZEiwAQQxGx\\_ErvM0dZK9-262ovygx2cW-01zqcFfLVdLvHDPpEEpuwCH-uEH\\_EG9BoC7xYQAvD\\_BwE](https://www.innovationnaturally.org/plastic/?gclid=CjwKCAjwiaX8BRBZEiwAQQxGx_ErvM0dZK9-262ovygx2cW-01zqcFfLVdLvHDPpEEpuwCH-uEH_EG9BoC7xYQAvD_BwE) and other sites for alternatives.

# PEOPLE & PLANET FIRST!

## BUILDING RESILIENCE

If we make the transformative changes required to avert the collapse of human civilization, we still face major challenges from the warming climate. Improving our resiliency at all levels is critical to sustainable and healthy communities. We have much to learn from indigenous communities about supporting one another through the difficult days ahead. Three sisters farming - growing corn, beans and squash together, was developed centuries ago by indigenous peoples who found the plants worked together to support one another. May we also gain insights from our diverse relations here on Earth. This scene from the Bolivian Andes includes traditional terrace agriculture.

Cochabamba, Bolivia ([www.etsy.com/shop/AEBartShop](http://www.etsy.com/shop/AEBartShop)). In her words, "I am learning every day about how our capacity for resilience depends on the relationships in our lives. From the wisdom of indigenous communities world wide, white folks like me are learning that those relationships, so important to resilience, must grow beyond the human species, must include our relationship with plant and animal life, must be rooted in our relationship with the land. Our collaboration with Annemarie was greatly complicated by the pandemic. Her partner Javier bicycled 20 miles from their home with her original paintings to access a high-quality scanner to send us production-ready artwork!"



### Lean On... One Another

*Annemarie Barrett, watercolor, Resilience is Rooted in Relationship, 2020*

## DAYS OF IMPORTANCE

THURSDAY, APRIL 1ST MARKS THE BEGINNING OF NATIONAL SEXUAL ASSAULT AWARENESS MONTH. Make posters explaining the importance of protecting people's safety and discuss ways in which we can support one another's rights to physical and sexual safety.

WEDNESDAY, APRIL 13TH (HOLIDAY BEGINS THE EVENING OF APRIL 12TH) IS THE BEGINNING OF RAMADAN FOR MUSLIMS who observe it. Learn about this holiday and how it is celebrated. Discuss why people fast; include discussions of other religious groups that fast (Jews for Yom Kippur, etc.) Some resources include:

<https://www.history.com/topics/holidays/ramadan>  
<https://www.haaretz.com/middle-east-news/MAGAZINE-when-is-ramadan-2020-1.5372863>

WEDNESDAY, APRIL 21ST IS TAKE OUR DAUGHTERS AND SONS TO WORK DAY. This day was originally Take Our Daughters to Work Day, with an emphasis on exposing young girls and women to career and employment possibilities they may have not been exposed to. In 2003, the day was changed to include "sons" as well. For the history of this event, see <https://time.com/4753128/take-your-our-daughters-to-work-day-history/>. Discuss: Why was the event expanded to include boys as well as girls? Do you think this was a move towards inclusion and equality or did it serve to distort the original goal of the day (to increase women in the workforce)? What do you think of the suggestion of renaming the day "Take Your Child to Work Day"?

THURSDAY, APRIL 22ND IS EARTH DAY. Have students make a poster that illustrates the phrase: Reduce, Re-Use, Repair, Re-Cycle, Reduce Global Warming. Figure out ways that things can be reduced, reused and recycled in the classroom and school.

Think of ways families can do the same.

## ELEMENTARY

### RESILIENCE, ROOTS, and RELATIONSHIP

Put the 3 R words on the board: Resilience, Rooted and Relationship on the board and ask for definitions. Ask students to look at the picture and describe how each of these words is represented ---- the plant has ROOTS, the people have a RELATIONSHIP, etc.

### WE NEED ONE ANOTHER

Make a list of all the things that require at least two people to make work: this could include carrying something heavy, swinging a jump rope, playing various games, folding a big sheet, etc. Introduce the word INTERDEPENDENCE. Explain that INDEPENDENCE is not actually what makes the world go 'round ---- have students explore how they are interdependent with their classmates, their families, their communities, etc. Have them write "thank you notes" to people who support them in things they need/want to do.

### WE HOLD EACH OTHER UP: PARTNER YOGA

Go to websites such as <https://www.gogoyogakids.com/kid-friendly-partner-poses/>  
<https://www.yoremikids.com/news/strike-a-pose-partner-pose> for examples of yoga activities in which children support one another. Have them do the activities and then reflect (write) about how they helped hold one another up. YOREMI shares the following principles for making partner yoga work:  
 USE YOUR WORDS! Talk to your partner and tell them what works and what doesn't.  
 SHARE WEIGHT! Find a balance between the weight given and weight received. Find that sweet spot and you may find balancing becomes effortless!  
 BREATHE TOGETHER! Sync your breathing to find rhythm and

calm.

Have students talk about how these work in this activity and in other aspects of their lives.

### THREE SISTERS FARMING:

Indigenous communities developed the practice of planting corn, beans and squash together because of the way the plants worked together to support one another. Go to this recipe from the Chickasaw Nation at <https://chickasaw.net/Our-Nation/Culture/Foods/Three-Sisters-Stew.aspx> Make the recipe and have students serve it to others.

## MIDDLE SCHOOL /SECONDARY

### SOUL FIRE FARM: RACISM AND FOOD APARTHEID

<https://www.soulfirefarm.org/?fbclid=IwAR0eSaPZgEsFi83c81j0KwS9JTANMT5AkSQobgmTxJ1MuwQJVNN0i1MFJc4>

is a \*BIPOC0-centered organization specifically committed to ending racism and injustice in our food system. They raise and distribute food in order to end food apartheid. They write:

*With deep reverence for the land and wisdom of our ancestors, we work to reclaim our collective right to belong to the earth and to have agency in the food system. We bring diverse communities together on this healing land to share skills on sustainable agriculture, natural building, spiritual activism, health, and environmental justice. We are training the next generation of activist-farmers and strengthening the movements for food sovereignty and community self-determination.*

\*BIPOC = Black, Indigenous, and People of Color

Explore what is meant by food apartheid and discuss the relationship between racism and the availability of healthy food. How food apartheid related to and different from food deserts? What efforts exist in your community to ensure that BIPOC people have access to producing and receiving healthy food?

### URBAN AGRICULTURE

The Cleveland Botanical Garden (<https://cbgarden.org/community-forestry/green-corps/?fbclid=IwAR3Za2Hd6F8KTclYFgeewXrNkzwAnJLNIRhU596EbGvZWvID14c9FhzDP4>) provides youth in urban Cleveland the change to learn about agriculture through urban farming. Find out what opportunities to learn about gardening exist in your area and see if you can make a connection.

### FEEDING ONE ANOTHER: COMMUNITY GARDENS

In many communities, adults and children are planting gardens which directly supply food to the community through food pantries and other distribution methods.

[https://edibleeastbay.com/2020/07/19/school-community-garden-check-in/?fbclid=IwAR2JOSvLgag16LaWrzotyUpXGgwQoyKVCAZmTT\\_ajjP8xWHLee845YxoeiQ](https://edibleeastbay.com/2020/07/19/school-community-garden-check-in/?fbclid=IwAR2JOSvLgag16LaWrzotyUpXGgwQoyKVCAZmTT_ajjP8xWHLee845YxoeiQ)

See if there is space near the school to plan a school garden that children can plant. Then talk about ways to distribute the food bounty.

### MORE ABOUT THE THREE SISTERS AND THE CHICKASAW NATION

Read more about the Chickasaw Nation at <https://chickasaw.net/Our-Nation/Culture/Foods/Three-Sisters-Stew.aspx>

Read this description of how the vegetable medley of corn, squash and beans are planted together so each plant can support and nourish each other. See if you can plant these vegetables together as explained here.

*"Traditionally, the vegetables were planted together in late May or early June. In gardens, small mounds were built 2 feet apart at the base and 4 feet apart at the top. In the center of each, several corn kernels were planted in a small circle. After the corn grew about a hand high, pole beans were planted in another circle in the mound, about 6 inches outside the corn. A week later, squash seeds were planted around the outer edge of the mound. The beans grew up the cornstalks, which were strong enough to hold the weight. The squash grew out and covered the ground, keeping out the weeds and keeping in the moisture. These plants provided for each other, just as they provided for Chickasaw families."*

### WHAT DOES IT MEAN TO BE RESILIENT?

Have students read this article on the seven skills of resilience. Have them share examples from their own lives of how they are cultivating resilience. Then discuss how many of these seven suggestions require relationships and being in community. Go to <https://www.psychologytoday.com/us/blog/lifespan-perspectives/202003/seven-skills-resilience>

### RESILIENCE

Divide students into small groups and have each group read one of the following articles from the organization RESILIENCE. Have each group prepare a poster/presentation/video of key points and share with classmates and other communities.

<https://www.resilience.org/stories/2020-10-19/harnessing-food-waste-to-empower-communities-in-brazil/>

<https://www.resilience.org/stories/2020-10-19/these-indigenous-educators-are-bringing-western-and-native-science-together-in-the-classroom/>

<https://www.resilience.org/stories/2020-10-16/how-one-swedish-city-grew-the-commons-by-foodsharing-during-the-pandemic/>

### TUG OF PEACE / TUG OF WAR

Ask students their experiences with playing *Tug of War* in which two sides compete to try to drag the other team across a line. Explain that this will be a very different experience. We are going to work together to do something challenging. Arrange yourselves around this rope (that has been tied in a knot to form a circle). Squat down around the rope and hold onto the rope with both hands. At the count of three, I want you all to lean back, and using the collective energy of the group, pull yourself to standing. When everyone has stood up (and cheered), we will, carefully, at the count of three lean back and return to a squat.

Make sure to get a VERY thick rope and tie a very secure knot that will not come undone. It may take more than one attempt for group members to trust one another to lean back and not simply stand up in place while holding onto the rope. Discuss how this activity FEELS different than a competitive Tug of War. What was it like to have to trust other group members to support you as you stood up and sat down again?

## FACTORY FARMING FANS THE FLAMES

At the current pace, animal agriculture is on track to become the leading driver of human-induced climate change by 2050, resulting in deforestation, water depletion/pollution, biodiversity loss, species extinction, world hunger, and more. Raising livestock for meat and dairy products generates 14.5% of global greenhouse gas emissions – carbon dioxide, methane (20x stronger than CO<sub>2</sub> at trapping heat), and nitrous oxide (300x worse). To provide a sense of scale, Rhodium Group, a data and global trend analyzer, reported that if they were a country, cows alone would rank as the world's sixth-largest emitter of methane, ahead of Brazil, Japan and Germany. By eating climate-friendly you support a sustainable and fair food production system. If everyone refrained from eating meat/dairy 3 times per week, the reduced greenhouse gas emissions would equal having 1/6 fewer cars. Individuals can also buy local and support regenerative agriculture which focuses on restoring soils that have been degraded by the industrial system. Ultimately, demanding action from government leaders and industrial agribusiness is critical in the fight against climate change.



## Less Meat = Less Heat

SCW, digital illustration © 2020

This design was inspired by artist **Sanya Hyland** ([www.sanyahyland.com](http://www.sanyahyland.com)) and finalized by **Karen Kerney**. See [www.cowspiracy.com/infographic](http://www.cowspiracy.com/infographic) for a more detailed infographic on the damaging effects of animal agriculture on the environment. See [www.happycow.net/vegtopics/environment](http://www.happycow.net/vegtopics/environment) for resources on helping the environment with your food choices and eating habits. The HappyCow app lists vegan/veg-friendly restaurants and stores. This article from vox discusses the moral cost of the

meat supply chain during COVID-19: [www.vox.com/future-perfect/2020/5/1/21243300/meat-supply-coronavirus-plant-shortage-food-chain](http://www.vox.com/future-perfect/2020/5/1/21243300/meat-supply-coronavirus-plant-shortage-food-chain).

Learn about why buying local is important here: [www.downtownfrostburg.com/covid-19-why-its-more-important-than-ever-to-shop-local/](http://www.downtownfrostburg.com/covid-19-why-its-more-important-than-ever-to-shop-local/)

See [farmaid.org](http://farmaid.org)'s guide to finding family farm food during the COVID-19 pandemic: [www.farmaid.org/blog/find-family-farm-food-during-the-covid-19-pandemic/](http://www.farmaid.org/blog/find-family-farm-food-during-the-covid-19-pandemic/)

## DAYS OF IMPORTANCE

**MONDAY, MAY 3RD IS WORLD PRESS FREEDOM DAY.** What is freedom of the press and why is this important to a democratic society? What are some examples of ways in which the news is censored, edited and controlled? Who should determine what you can read? Engage in a debate on both sides of the free press issue, raising issues of protection, libel, slander, and hate speech.

**WEDNESDAY, MAY 5TH IS CINCO DE MAYO,** a Mexican holiday commemorating the 1862 defeat of French forces at Puebla. Invite a Mexican or Mexican-American speaker to class to discuss the holiday and its accompanying rituals.

**SUNDAY, MAY 9TH IS MOTHER'S DAY.** Although originally an anti-war holiday, Mother's Day has become a commercial holiday. Explore the origins of this holiday, begun by Julia Ward Howe in 1872. Encourage students to think about how we might bring back the original intent of the holiday. With older students, explore how holidays get changed over time and how capitalism shapes the way that holidays and other events are celebrated.

**WEDNESDAY, MAY 19TH IS BUDDHA DAY** which celebrates the birth of Siddhartha, and Wednesday, May 29th is Vesak Day

which celebrates the birth, death and enlightenment of the Buddha and Buddhism.

[//www.history.com/topics/religion/buddhism](http://www.history.com/topics/religion/buddhism)

[//www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/9](http://www.bbc.co.uk/bitesize/guides/zf8g4qt/revision/9)

Explore the five basic precepts of Buddhism. How do these relate to the month's theme of eating less meat? Explain the connection to understand why so many Buddhists are vegetarians.

## ELEMENTARY

### WHAT'S A VEGETARIAN?

People grow up with different eating habits and are taught differently about what is "good" to eat. There are many words for people who limit or eliminate eating animals or animal products. Two important words are VEGAN and VEGETARIAN.

Use this resource

<https://vegetarian-nation.com/resources/common-questions/types-levels-vegetarian/> to introduce as many of these words as seem appropriate to the age-group and interests of the group.

### WHY DON'T YOU EAT MEAT?

Ask students to interview people who are vegan/vegetarian and ask them WHY they made this decision. Have students report back to class and compile a list of the reasons that people

eliminate animal products from their diets.

### **BUT WHAT WILL I EAT?**

When some people imagine eliminating meat from their diet, they can't imagine what they would eat. Go to <https://www.superhealthykids.com/recipes/13-veggie-snacks-child-cant-resist/> for creative ideas for vegetarian snacks for children. Bring in the ingredients and have students create these. (Note: many vegetarians don't eat tuna, so the tuna boats wouldn't be considered vegetarian by many).

## **MIDDLE SCHOOL / SECONDARY**

### **WHAT IS FACTORY FARMING ---**

#### **AND WHAT'S THE PROBLEM?**

Factory farming is not only not good for animals, but it is one of the leading causes of human-produced climate change. Go to these websites for more information. After reading them, prepare a speech, video, or poster outlining the relationship between factory farming and the destruction of the planet.

<https://www.farmsanctuary.org/issue/factory-farming/>

<https://www.foodandwaterwatch.org/problems/factory-farming-food-safety>

### **ARE COWS REALLY DANGEROUS?**

We think of cows as sweet creatures that give milk (although we actually TAKE their milk). But cows emit a massive amount of methane through belching, with a lesser amount through flatulence (farting). Go to this website to understand the relationship between cows and methane.

<https://animals.howstuffworks.com/mammals/methane-cow.htm>

Prepare a speech (as a cow) explaining (to humans) why they should no longer be farmed or slaughtered. Use props and puppets if you can.

### **WHAT ARE GREENHOUSE GASSES AND WHY ARE THEY DANGEROUS?**

Greenhouse gasses are gasses that trap heat. The main greenhouse gasses are

- Water vapor
- Carbon dioxide
- Methane
- Ozone
- Nitrous oxide
- Chlorofluorocarbons

But why are they dangerous? Go to these websites and have students explore the dangers of greenhouse gasses and what can be done to reduce them. Have them create a presentation or video explaining what they've learned.

<https://climatekids.nasa.gov/greenhouse-cards/>

<https://davidsuzuki.org/what-you-can-do/greenhouse-gases/>

### **BUT WHY DO YOU EAT WHAT YOU EAT?**

People from different religious and with different beliefs make decisions about what they eat based on factors OTHER than what tastes good or what they like. See this chart for a comparison of Halal (the rules that Muslims follow), Kashut/Kosher (the rules that religious Jews follow) and vegetarian food rules and restrictions. See the additional site on what Buddhists eat.

<https://www.linkedin.com/pulse/comparison-kosherhalalvegetarian-dietary-laws-ep-25-qureshi>

<https://buddhismzone.org/do-buddhists-eat-meat/>

Construct a chart showing the differences between the various dietary regimes.

This could also be done as a game. Give each student (or team) four cards that say: Halal, Kosher, Vegetarian, Buddhist). Name a food (or dish) and have students hold up a card for each group that would NOT eat that food or would eat it only if cooked in a particular way.

### **BECOMING VEGETARIAN**

Each day, 22 million animals are slaughtered to support the American appetite for meat.

Erik Marcus, author of *Vegan: The New Ethics of Eating* (McBooks, 1998) said "It's a wonderful thing to be able to finish a delicious meal, knowing that no beings have suffered [to make it]."

Have students reflect on this statement ---- verbally, in writing or through an illustration. Then explore these two websites about the benefits of a vegetarian diet:

<https://www.vegetariantimes.com/health-and-nutrition/why-go-veg-learn-about-becoming-a-vegetarian>

<https://www.utahkrishnas.org/22-reasons-to-go-vegetarian-right-now-benefits-of-vegetarian-diet/>

### **WHAT ELSE CAN I DO?**

Becoming vegetarian is not the only way to support the planet. There are ways in which one can raise animals and consume their products in more sustainable and ethical ways. Go to these websites and explore other ways to change agriculture and our relationship with food:

<https://www.freshnlean.com/blog/ethical-guide-eating-meat/>

<https://nifa.usda.gov/topic/sustainable-agriculture>

### **VEGETARIAN COOKING FOR KIDS**

Have student investigate these websites (and many others) that have vegetarian meals that are "kid-friendly." Have them pick a recipe to make with their family and report back their results.

<https://www.delish.com/cooking/g4141/vegetarian-recipes-for-kids/>

<https://www.shelikesfood.com/healthy-kid-friendly-vegetarian-dinner-recipes/>

# Eat More Vegetables!

## GLOBAL SOLIDARITY

As the effects of climate change become increasingly dire, supporting global solutions with intersectional approaches is crucial. The UN's sustainable development goals for 2030 address equality in relation to climate justice and specifically promote global solidarity. We must see beyond man-made barriers and strengthen connections across borders. These bonds amplify the voices of those who have been historically marginalized — in their own countries and the world community.

Pictured above are queer women of color activists who work for the freedom of their people at affected borders (Left: Guatemalan activist Vanessa Flores-Maldonado, Right: Palestinian activist Amira). Their images, along with the plants and animal life, symbolize the ways human experience crosses borders. The artwork highlights the oft-minimized emotional labor that is placed on them. Ultimately the piece hopes to serve as a healing iconography for communities of color, queer individuals and migrants.



### Reaching Across Borders

*The Revolution Starts In The Earth, (With The Self)* © 2019 Mural by Jess X. Snow & Gavriel Cutipa-Zorn, assisted by Zoraida Ingles & Ian Cozzens

Jess X. Snow ([jessxsnow.com](http://jessxsnow.com)) is a queer Asian-Canadian artist, writer/director, cinematographer, and poet based in Brooklyn, NY. Gavriel Cutipa-Zorn is a doctoral candidate in American Studies at Yale. The pair met in Providence and later returned to collaborate on this mural which Snow designed using symbolism and mythology drawn from Cutipa-Zorn's research and dissertation on transnational solidarity. This mural was also done in collaboration with the Avenue Concept, a Providence-based nonprofit that nurtures and supports public art installations.

## DAYS OF IMPORTANCE

SATURDAY, JUNE 19TH IS JUNETEENTH, an African American celebration which honors the day in 1865 when slaves in Texas and Louisiana finally heard they were free. *The Emancipation Proclamation* was signed September 1862, but these states were almost entirely under Confederate control. Learn about local community celebrations of this holiday. Plan a celebration in your own school.

MONDAY, JUNE 21ST IS THE SUMMER SOLSTICE, the longest day of the year in the Northern Hemisphere. Find out how different groups and cultures celebrate this holiday and plan a celebration for your school community.

MONDAY, JUNE 28TH IS GAY PRIDE DAY. Have students discuss the history of gay people in the United States. Why do you think some people are afraid of people who are different from them in some way? Invite representatives of the local Gay/Lesbian/Bisexual Support group to come to class to answer questions. If the high school has a Gay/Straight Alliance, invite students from that organization to come to talk.

## ELEMENTARY

### WHAT'S A BORDER?

A border is a real or artificial line that separates geographic areas. Borders are political boundaries. <https://www.national-geographic.org/encyclopedia/border/>

What are some of the borders you know about? Why do people make borders? What happens to people who are separated by a line? Take a piece of string or tape and divide your classroom in half. Randomly put half the students on one side of the border and the others on the other half. Tell them that from now on they can only use the parts of the room that are on "their side" and can only play with the students that are on their side. Ask them how that would feel? What would they miss? Ask students what it would be like if this border were permanent?

### HOW DO WE CROSS BORDERS?

Write a story about what's happening in the picture on this month's calendar. What are all the things you see? How are people reaching across the borders? What elements of nature do you see in this picture? What do the hearts symbolize to you? Talk about the constellations you see. The birds.

### COOPERATING ACROSS BORDERS

Divide the class into small groups of 2-3 people. Give each group a small number of building materials --- a handful of Lego, 6-8 blocks, etc. Tell them that their job is to build the tallest structure they can. After a few minutes --- have them look at their structures and ask: What limitations were there on how tall your building could be? (Elicit that they had limited materials). Ask them what it would take to build a taller, more complex structure? When they say they need more blocks, move towards an answer that if they combined their blocks, they might be able to build something taller. Try combining two of

the small groups and their materials with the same task. Again, debrief and ask how it went. Continue adding materials to the groups --- and making the groups larger --- and have them recognize that if they are working together, they will need to communicate about what they are doing and how they are building. Make a list of what it would take for the group to work together collaboratively and be successful.

## **MIDDLE SCHOOL /SECONDARY**

### **DO WE NEED BORDERS? WHAT IF WE DIDN'T HAVE ANY?**

What function do borders serve? Who benefits from borders and who loses? Are borders necessary for peace? For economics? What would happen if we didn't have political borders and anyone could go where they wanted? Using these resources, organize a debate about whether or not borders are needed. Have each team prepare their position and present what they have learned.

<https://www.facinghistory.org/resource-library/enriques-journey/overview-what-are-borders>

<https://reason.com/2018/08/23/debate-nations-can-and-should-control-th/>

<https://newint.org/blog/2017/11/29/why-open-borders>

<https://www.brookings.edu/blog/order-from-chaos/2015/11/20/fear-itself-why-closed-borders-are-bad-for-america-and-the-world/>

### **WALLS AND BRIDGES**

Sarah Pirtle has written a song called "Walls and Bridges" which talks about how two young people created a bridge across a boundary that had been drawn by prejudice. Listen to the song and read the lyrics and brainstorm boundaries that exist in your classroom or community and what one small step towards reaching across the boundary could be.

<https://sarahpirtle.com/Lyrics/LyricsSFT.htm>

### **CROSSING BORDERS TO MAKE A BETTER WORLD**

Several organizations were formed that specifically "cross borders" between countries and peoples to spread joy and healing. Explore these two organizations and describe the importance of their work and how they build relationships across geographic and political boundaries. On a map, find all the places that these organizations have worked and mark them. What was the nature of the conflict or disaster that made them go there to do their work? (Discuss hurricanes, war zones, refugee camps, etc.)

CLOWNS WITHOUT BORDERS <https://clownswithoutborders.org>

DOCTORS WITHOUT BORDERS <https://www.doctorswithout-borders.org>

QUEERS AND MILITARISM: WHAT'S THE CONNECTION?

At the bottom of the calendar is an illustration that says, "Queers Demand an End to Militarism." First, think about how language changes over time. When did the word "Queer" become accepted language for people who identify as LGBTQ? Explore the history of Queer Liberation. Then, examine the relationship between the Queer Community and militarism ---- how are the two connected? And what is meant by "pink washing" (on the sign in the illustration)?

### **WHO MAKES BORDERS**

#### **AND WHAT ARE THE CONSEQUENCES?**

Read this poem by Richard Blanco, "Complaints of El Rio Grande"

<<https://richard-blanco.com/book/how-to-love-a-country/complaint-of-el-rio-grande/>>

and have students write about what they know about US/Mexico relations. Have them reflect on these questions: (1) How are borders drawn and by whom? (2) Who benefits and who loses from the border (and in some cases the wall) between the US and Mexico? (3) How would all our lives be different if this border didn't exist?

# **I am here for you, for our liberation is connected at the core.**

– Jess X. Snow/Gavriel Cupita-Zorn

## A POWERFUL SMALL STEP

Deforestation, hunger and poverty are legacies of colonialization in Ethiopia, where 95% of the original thriving forest is now gone, victim of agriculture and cattle grazing. These church forests – few, small and surrounded by protective stone walls built by local communities – are a symbiosis of science and spirituality and exemplify the essential presence of forests to nourish the earth and avert climate chaos. Even in miniature, these forests are like their bigger siblings, doing the essential work of canopy and water management, pollination habitat, and serving as a genetic library for many plant and animal species. In the face of the profound forest loss, this example raises our spirits with its determination and persistence.

**Kieran Dodds** is a nonfiction photographer known for his research-driven photo stories and portraiture. His personal work considers the interplay of environment and culture, tracing global events through daily lives. Most recently, in the series *Hierotopia* he shows us a new perspective on combating the ecological crisis, charting the role of ancient ideas on the protection of rural landscapes in northern Ethiopia. [www.kierandodds.com/albums/hierotopia/](http://www.kierandodds.com/albums/hierotopia/)



## Ethiopian Church Forests

*Kieran Dodds, photograph © 2018*

### DAYS OF IMPORTANCE

**SUNDAY JULY 4TH IS INDEPENDENCE DAY.** What does this holiday mean to you? Interview people in your community about the meanings they attach to this day. How might we celebrate the founding of this country in other ways than fireworks? Listen to Two of a Kind's Song, "Red, White and Blue" and discuss "What does America mean to you?" [https://www.youtube.com/watch?v=jb\\_LWmoBvCM&list=PLhgbavvXInxqoMLzkQac6SQob5toTzRP&index=7&t=0s&app=desktop](https://www.youtube.com/watch?v=jb_LWmoBvCM&list=PLhgbavvXInxqoMLzkQac6SQob5toTzRP&index=7&t=0s&app=desktop)

**MONDAY JULY 19TH IS THE DATE OF THE FIRST WOMAN'S RIGHTS CONVENTION, IN SENECA FALLS, NY IN 1848.** What were women's issues in that year? What are the issues now? How are they the same or different? Have we reached gender equality in the United States? Offer evidence of your conclusion.

**WEDNESDAY JULY 21ST (beginning at sunset on the 20th) IS THE ISLAMIC FEARS OF SACRIFICE, EID UL-ADHA.** <https://www.britannica.com/topic/Eid-al-Adha>

### ELEMENTARY:

#### WHERE IS ETHIOPIA AND WHAT IS A CHURCH FOREST?

Have students locate Ethiopia on a map. Ethiopia is described as a "landlocked" country? What does that mean? How is limited access to water a problem?

Then share this beautiful video of the The Church Forests of Ethiopia

<https://www.nytimes.com/video/opinion/10000006808736/the-church-forests-of-ethiopia.html> and ask students to list all the things they have learned about Ethiopia.

### ANIMAL EXTINCTION

Using this chart, have each student choose an animal and explore why it is "critically endangered," "endangered," "vulnerable," or "near threatened." What do these categories mean? Have students present their findings with illustrations and text.

[https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction\\_status](https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status)

### CREATING A SACRED SPACE

Ask students if they have any place that is special to them --- it could be a couch they like to sit on, a tree they climb, or anywhere that is important to them. Discuss what makes a place special and make a list. Ask students, if they were creating a "sacred space" in which they could feel safe, journal, meditate or breathe, what it would look like. Have them draw their ideas. If possible, create a place in the classroom that can be designated as a quiet place for reflection and calm. Have students decide what should be in it ---- Pillows? Drawings? Inspirational quotes? Stuffed animals to snuggle?

### MIDDLE / HIGH SCHOOL

#### ETHIOPIAN CHURCH FORESTS

The Ethiopian Church Forests have been called oases and time capsules of biodiversity. Some have described them as Gardens of Eden. Explore what is meant by each of those terms and how the Church Forests are critical to maintaining biodiversity. <https://www.nature.com/immersive/d41586-019-00275-x/index.html>

### **HALTING THE EXTINCTION CRISIS**

What can be done to halt the extinction crisis? Go to this website and investigate the SAVING LIFE ON EACH campaign. Have student explore what they can do individually and collectively.

[https://www.biologicaldiversity.org/programs/biodiversity/elements\\_of\\_biodiversity/extinction\\_crisis/](https://www.biologicaldiversity.org/programs/biodiversity/elements_of_biodiversity/extinction_crisis/)

Extinction Rebellion (<https://rebellion.global>) defines itself “a *decentralized, international* and *politically non-partisan* movement using non-violent direct action and civil disobedience to persuade governments to act justly on the Climate and Ecological Emergency.” Have student explore what each of the italicized words in this description means. After examining the website, ask student to delineate what THEY can do.

### **WHAT IS BIODIVERSITY AND WHY DOES IT MATTER?**

<https://www.nationalgeographic.org/encyclopedia/biodiversity/>

<https://www.theguardian.com/news/2018/mar/12/what-is-biodiversity-and-why-does-it-matter-to-us>

[https://www.youtube.com/watch?v=b6Ua\\_zWDH6U](https://www.youtube.com/watch?v=b6Ua_zWDH6U)

Why do we need biodiversity? Make a list of all the reasons we need biodiversity.

Have each students choose an animal or plant and find out what function it serves. What would happen if that species disappeared? What activities limit biodiversity?

### **WHAT IS A FAMINE? CAN THEY BE PREVENTED?**

The Ethiopian Great Famine that afflicted Ethiopia from 1888 to 1892 cost it roughly one-third of its population. In 1984, Ethio-

pia experienced a famine in which an estimated 1 million people died of starvation. What is a famine and why do they occur? What other countries have experienced famines? Is there anything that can be done to prevent famines? <https://www.oxfamamerica.org/explore/stories/what-is-famine-and-how-can-we-stop-it/>

<https://www.ifpri.org/blog/strategies-preventing-recurring-famines-and-building-resilient-food-systems>

### **PREVENTING DEFORESTATION**

Deforestation is the permanent removal of trees to make room for something else. This can include clearing the land for agriculture or animal grazing, or using the timber for fuel, construction or manufacturing. What are the effects of deforestation and how do they threaten the planet? Have students make posters describing what they’ve learned and how to save the trees.

<https://www.livescience.com/27692-deforestation.html>

<https://www.worldwildlife.org/threats/deforestation-and-forest-degradation>

The US used to celebrate a holiday called *Arbor Day* during which people planted trees. Find out the history of this holiday and how we can still plant trees to improve the planet.

<https://www.arborday.org/trees/climatechange/>

Explore where in your community it would be possible to plant trees. Raise funds for tree planting and involve students in as many aspects of the process as possible.

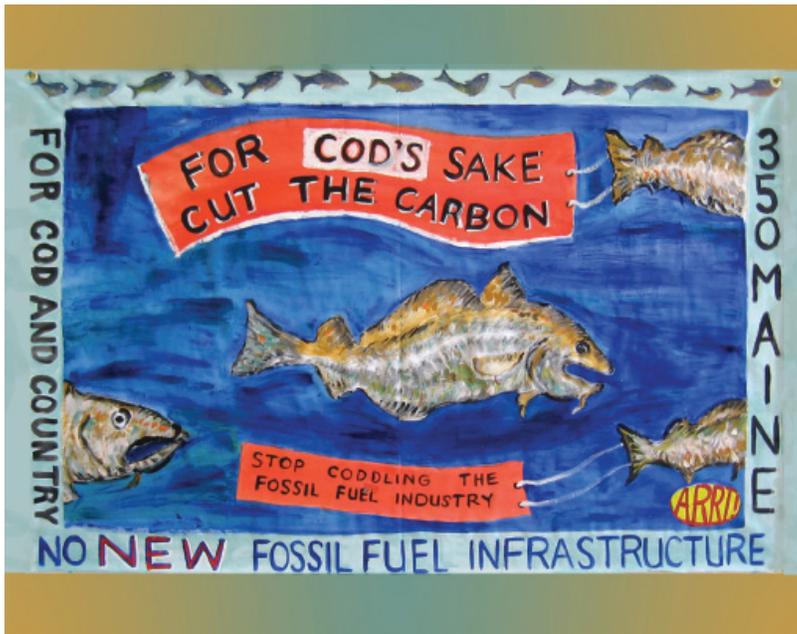
# The grassroots people, they can change this world.

– Lilian Njehu, Kanyariri Mother’s Union Tree Nursery, Kenya

## LEAVE IT IN THE GROUND

The health of the Atlantic cod fishery, like other essential worldwide sources of fish, is directly connected to the fossil fuel industry whose extraction and related processes have caused devastating losses of marine life and damage to the oceans. While many Atlantic (and other) coastal communities strive to create a sufficient balance to maintain fish stocks, the inexorable corporate and personal demand for gas and oil continue to threaten the economic and social structures of these coastal communities across the globe. Rigorous science-based planning and management can help, but aggressive work on the climate crisis is critical.

ARRT! (Artists' Rapid Response Team) collaborates with 60+ non-profit, progressive groups to promote social change in Maine. This collective of approximately twelve artists, meets monthly to create issue-oriented, socially-engaged banners and props. [www.arrrteam.org](http://www.arrrteam.org)



## For Cod's Sake

ARRT! (Artists' Rapid Response Team), painted banner, 2018

## DAYS OF IMPORTANCE

FRIDAY, AUGUST 6TH IS HIROSHIMA DAY AND MONDAY, AUGUST 9TH IS NAGASAKI DAY. On these dates in 1945, the US dropped the first two atomic bombs on Japan. Engage students in a discussion of the morality of nuclear weapons and alternative forms of conflict resolution. Find out if there is a Hiroshima Day commemoration or gathering and talk to students about participating in the activities. Share the children's books, *Sadako and the Thousand Paper Cranes* by Eleanor Coerr or *Faithful Elephants: A True Story of Animals, People and War* by Yuko Tsuchiya to talk about the effects of nuclear war.

THURSDAY, AUGUST 26TH IS EQUALITY DAY. Women's Equality Day commemorates the passage of the 19th Amendment to the U.S. Constitution, granting the right to vote to women. The amendment was first introduced in 1878. In 1971, the U.S. Congress designated August 26 as Women's Equality Day. Discuss with students how they might celebrate the day, using resources from this website: <https://nationalwomenshistory-alliance.org/resources/commemorations/womens-equality-day/10-ideas-for-womens-equality-day/>

## ELEMENTARY

### WHY SHOULD WE CARE ABOUT A FISH?

Atlantic cod stocks have declined dramatically due to habitat destruction and overfishing. Why should we care about a fish? Aren't there lots of other fish? Go to this website

<https://www.fisheries.noaa.gov/species/atlantic-cod> to help students understand how declining cod populations affects those employed in the industry, consumers, etc. Introduce the concept of the Food Chain so that students can understand what happens when one aspect of the food chain is disrupted.

### WHAT'S A FOOD CHAIN?

This website explains food chains, food webs and illustrates them in very clear ways:

<http://www.primaryhomeworkhelp.co.uk/foodchains.htm>

This website contains many activities that are appropriate to younger students.

Have students watch this video

<https://www.youtube.com/watch?v=hLq2datPo5M>

and introduce the following vocabulary:

Producer, consumer, food chain, herbivores, carnivores, omnivores, predators, prey, scavengers, detritivores, decomposers, etc.

Have students illustrate a food chain (one that ends with the students themselves).

<https://www.youtube.com/watch?v=hLq2datPo5M>

### DO YOU CARE ABOUT A POLAR BEAR?

Polar bears are on the brink of extinction because of the destruction of their habitat. Find one of the many children's books about polar bears and share with the class.

To demonstrate why polar bears are on the brink of extinction, do a simulation. Spread a large tarp on the floor and tell children this is the ice that the polar bears live on. Have all the children stand on the tarp. Then tell them that the climate is heating up and the ice is melting --- fold part of the tarp under itself so that the "polar bears" are forced onto a small section of the tarp. Keep doing this until the polar bears are huddled on a small patch of ice. Then add to the story that the polar bears are losing their food supply and so they aren't able to eat enough to stay healthy. Have students make posters about the

importance of saving the polar bears.

<https://polarbearsinternational.org/climate-change/status-endangered-polar-bears/>

### **WHAT IS DIVESTMENT?**

Watch the video at <https://gofossilfree.org/divestment/what-is-fossil-fuel-divestment/>.

Have students paraphrase what they learned from the video and have them take turns explaining it to others. Relate the discussion to other boycotts they may be familiar with --- Nike, Nestlé's, etc. Discuss the power of removing monetary support from something they disagree with.

## **MIDDLE / SECONDARY**

### **WHAT'S A FOSSIL FUEL?**

Fossil fuels have been used for centuries to generate power, but there are many disadvantages associated with their use: Fossil fuels pollute the environment. Fossil fuels are non-renewable and unsustainable. Drilling for fossil fuels is a dangerous process.

<https://www.lexisnexis.com/legalnewsroom/environmental/b/fishwildlife/posts/wildlife-losing-addiction-fossil-fuels-oil-gas-coal-renewable-energy>

[https://www.biologicaldiversity.org/publications/papers/Fueling\\_Extinction.pdf](https://www.biologicaldiversity.org/publications/papers/Fueling_Extinction.pdf)

Generate a discussion of the importance of moving away from fossil fuels and lead into discussion on alternatives (see below).

### **WHAT'S A RENEWABLE?**

Go to this website which explains 11 different sources of alternative energy.

<https://ecavo.com/alternative-energy-sources/>

Divide students into 11 groups and have them each study one form of alternative energy. Have them prepare a poster/presentation/speech promoting their form of alternative energy. For older students, ask them how they might initiate or become part of a campaign to promote alternative energy sources. [https://climateaccess.org/sites/default/files/Climate%20Action%20Network\\_100%20Renewable\\_Energy%20Campaign-Starter%20Guide.pdf](https://climateaccess.org/sites/default/files/Climate%20Action%20Network_100%20Renewable_Energy%20Campaign-Starter%20Guide.pdf)

<https://environmentamerica.org/sites/environment/files/programs/energy/100-percent-renewable.html>

<https://gofossilfree.org/renewable-energy/>

### **BUT NOT JUST POLAR BEARS**

Although the threatened extinction of polar bears draws a lot of attention, it can also be problematic to focus on one species and ignore the ways in which polar bear extinction is part of a bigger issue. Have students go to the website below and then visually represent the "bigger picture."

<https://www.arctictoday.com/narrative-polar-bears-become-problem-arctic-environmental-groups/>

### **FOOD CHAINS AND FOOD WEBS**

Explore the links in the above activities on Food Chains. Add additional depth and information for older students. These websites provide useful information:

<https://www.nature.com/scitable/knowledge/library/food-web-concept-and-applications-84077181/>

<https://www.khanacademy.org/science/ap-biology/ecology-ap/energy-flow-through-ecosystems/a/food-chains-food-webs>

Ask students what it means to "eat lower on the food chain" and what it would take for THEM to do that.

# **Renewables Rock!**

**SOLAR WIND HYDRO GEOTHERMAL**

# SEPTEMBER

## A SIMPLE MATTER OF FAIRNESS

Fairness demands that developed countries and major emerging economy nations - the source of most greenhouse gases - act first to reduce emissions and provide significant financial and technical support to developing nations to support their rapid transition to renewable energy. • As the country responsible for 25% of cumulative global emissions, the United States bears great responsibility for leading climate solutions. Unfortunately, this has never been the case. Moreover, the US intends to withdraw from the Paris Agreement, and has vigorously pursued policies that undermine it. If the world is to avoid the most catastrophic effects of warming, both developing and established economies need to move to low-carbon without delay. With the US ranking 2nd in total carbon emissions and 3rd in emissions per capita\*, our own government is the place to make our voices heard. (\*Union of Concerned Scientists, October 2019)



### In The Same Boat

*Polyp (Paul Fitzgerald), pencil and digital color, 2020*

Polyp has been creating political cartoons since 1980 (for Leeds Student Newspaper) and took it up full time in the 90's, having been a care worker before then. As for his politics, well... read the cartoons, chuck in some chunks of Bill Hicks, radical democracy, direct action, the co-operative movement, Karl Popper: then stir and then give it your best guess. [www.polyp.org.uk](http://www.polyp.org.uk)

## DAYS OF IMPORTANCE

SEPTEMBER IS LATINX HERITAGE MONTH. Who is included in that holiday? Why have some people started writing "latinx" instead of "Latino" or "Latina"? Discuss how gendered words can make some people feel left out and why more people are thinking about "inclusive language."

MONDAY, SEPTEMBER 6TH IS LABOR DAY. Find out the history of this holiday. What would it mean to actually acknowledge and honor the work of all labor-ers? Identify all the people who work to make your school function, including janitors, secretaries, support staff, etc. Figure out a way to honor their work and contributions.

TUESDAY, SEPTEMBER 7TH IS THE FIRST DAY OF ROSH HA SHANA, the Jewish New Year (the holiday begins the night before at sundown). Find out how this holiday is celebrated. Eat apples dipped in honey to celebrate the sweetness of the New Year. This is also the time that Jews think about the year that has past and make commitments to the New Year. Discuss what it means to make "New Year's Resolutions" and have children explore any changes in their own behavior they might want to commit to.

WEDNESDAY, SEPTEMBER 22ND IS THE AUTUMN EQUINOX, the day of the year when day and night are exactly the same. Design a celebration of balance in your school. How would you honor this day?

WEDNESDAY, SEPTEMBER 22ND IS ALSO WORLD CAR-FREE DAY. Ask students to consider whether they and their family

could go for a day without a car? How about a week? A month? What kind of public transportation options would have to be available to make this possible? How might people share vehicles or otherwise cut down on their use of cars?

## ELEMENTARY

### IN THE SAME BOAT?

What does the expression "to be in the same boat" mean? Talk about the picture. Why is the boat tipping? How could it be that the side of the boat with only ONE person is making the boat so off-balanced? What else is on that side of the boat? What do those words mean? What are the facial expressions of the people on the other side of the boat? What do you notice about them? Why is the man yelling at them to row? Would rowing work with the boat at that angle? If a boat sinks, does this only affect the person who made it capsized?

### WHAT'S FAIR?

Ask students to define the word "fairness." Have them give examples from their own lives of things that were "fair" or "unfair." Make a list. Give each student one piece of wrapped candy and have them place it in a bowl. Then take the bowl and empty it out onto the desk of ONE student and reserve out ONE piece and tell the rest of the students that (name of student) gets to have all this candy and the rest of your will share this one piece. Ask them how that feels. Ask the child with all the candy how they feel. Discuss how the United States uses a disproportionate amount of the world's resources and that others have much less. Ask the students to talk about fairness in the context of this experience.

## MIDDLE AND SECONDARY:

### THE BOAT IS SINKING!

Have students examine the illustration carefully and discuss all the terms on the boxes: denial, economic growth, fossil fuels, profits, consumerism. Have them write an essay or make a graphic organizer that illustrates how the terms are connected. Have them make up a story for each person in the boat: who are they? How do they make their living? How are they affected by the words on the boxes? Who is the man in the suit and why does he want/need the workers to keep rowing? What job does he have?

### WHAT IS THE PARIS AGREEMENT AND WHY DOES IT MATTER?

Go to <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement> and read about the Paris Agreement. Why would the United States have threatened to withdraw from the agreement even though 188 parties out of 197 parties to the convention were willing to sign? How might this relate to the fact that the US ranks 2nd in total carbon emissions and 3rd in emissions per capita? What pressure can individuals and groups put on the US to alter this decision?

### WHAT IS CAPITALISM? WHAT'S THE PROBLEM? WHAT IS SOCIALISM?

Review the following websites that explain capitalism and/or socialism and choose several that you feel are most appropriate or your students. Divide students into small groups and send them to the resources you selected.

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

<https://www.teenvogue.com/story/what-capitalism-is>

<https://kids.kiddle.co/Capitalism>

<https://medium.com/@arnoldkling/three-problems-with-capitalism-beb29076bbb4>

<https://www.youtube.com/watch?v=YjKu6aByOwA>

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

<https://www.imf.org/external/pubs/ft/fandd/2015/06/basics.htm>

Have students represent their knowledge and/or create a debate:

Capitalism is the best and only economic system vs. Capitalism is deeply problematic and there are other possibilities.

If/when the conversation gets challenging, ask students the following:

Should fire departments be privately owned, providing services only to those who belong to the business?

What about health care? Should everyone be entitled to health care or only those that can afford it?

Are there any countries that are organized differently? What difference does that make?

### THE THINGAMABOB GAMES:

#### A SIMULATION ON CAPITALISM VS. THE CLIMATE

This is an excellent simulation game for students in middle/high school that examines the effects of capitalism on the climate. It is available free of charge after registering with the Howard Zinn Center.

<https://www.zinnedproject.org/materials/thingamabob-game>

US corporations spend millions of dollars building images that are contrary to reality.  
**The simple truth is that,  
under capitalism,  
the first priority  
is always profit.**

# OCTOBER

## ONE SHARED HOME

For migratory birds, the earth is one shared home. This viewpoint is their gift to us. In its annual journey of nearly 19,000 miles from the tip of South America to the Arctic, the red knot rests and feeds along the coastlines of the Americas. Climate change impacts along the entire flyway threaten the survival of the robin-sized shorebird. By saving coastal habitats for migrating shorebirds, we protect ourselves from learning, through their absence, that without them our lives have been diminished. Above, we see them mid-flight between Brazil and North Carolina's Outer Banks, a journey of six days and five thousand miles which they have been known to complete non-stop.

The Red Knots Cultural Cartography is a project by artist **Janet Essley** in collaboration with biologist **Lee Tibbitts**. It maps the migration routes and natural history of this amazing sandpiper, through styles of art native to the places that are critical for their survival. This painting celebrates the style of Brazilian folk artist José Francisco Borges. [www.theredknotsproject.org](http://www.theredknotsproject.org)



### Non-Stop Migration

*Janet Essley, Long Distance Migration aka Endurance, acrylic on paper © 2016*

## DAYS OF IMPORTANCE

OCTOBER IS DOMESTIC VIOLENCE AWARENESS MONTH and NATIONAL BULLYING PREVENTION MONTH. Talk to students about how they can protect themselves and be allies to others who are experiencing such violence. Explore the relationships between media, advertising, popular culture and domestic violence. Can we have a culture of war and still encourage peace at home?

MONDAY, OCTOBER 11TH IS NATIONAL COMING OUT DAY. Have students investigate the events surrounding the establishment of this holiday and find out if there is any local celebration. Students might want to check the website [www.glsen.org](http://www.glsen.org)

MONDAY, OCTOBER 11TH IS ALSO INDIGENOUS PEOPLES' DAY. Why isn't this day called Columbus Day? What people or groups might feel positively or negatively about such a name change? Have students explore the protests that have led to the removal of Columbus statues in many communities. Find out if there is a local Columbus statue and if there have been efforts to remove it.

SUNDAY, OCTOBER 24TH IS UNITED NATIONS DAY. What is the history of the United Nations? Go to [www.un.org/english/](http://www.un.org/english/) and look at the United Nations Declarations of Human Rights. Find out whether the United States has signed this statement.

## ELEMENTARY

### WHAT IS MIGRATION?

Birds migrate to move from areas of low or decreasing resources to areas of high or increasing resources. The two main reasons birds migrate are to seek food and nesting locations. Go to <https://www.allaboutbirds.org/news/the-basics-how-why-and-where-of-bird-migration/> Have students learn the differences between birds that are "permanent residents," those that are "short-distance migrants," "medium-distance migrants," and "long-distance migrants." Make a chart of various birds and notate whether they migrate, and if so, how far. Have students explore birds that are local to their vicinity and do the same.

### FOLLOW A BIRD'S MIGRATION STORY.

#### WHAT'S A "SNOWBIRD"?

During the winter, birds migrate south, and in the spring, they return to the north where the weather has changed from cold to warm. Humans who leave their homes to go somewhere warmer for the winter are called "Snowbirds." Make a list of the reasons that birds seek out warmer temperatures and the reasons humans who are able to might do the same. Compare the lists; how are they the same? How are they different?

Go to <https://www.audubon.org/news/game-follow-birds-migration-story> and have students choose a bird and follow its migration story. Then follow the prompts in the lesson on the webpage and have them write their own migration stories.

### NOWHERE TO STOP

If birds' habitats are destroyed, they may have nowhere to stop

on their migration journey. Many coastal habitats are being destroyed, threatening the survival of specific bird species. Have students write monologues, speaking as a bird and describing their journey and what will happen if they have nowhere to stop, i.e. "I'm a red knot, and I usually go from the tip of South America to the Arctic ----- that's really far. But last year, I ran into trouble ...."

Use material from the previous website and this one.

<https://www.audubon.org/news/art-project-place-birds>

## **MIDDLE SCHOOL AND SECONDARY**

### **WHAT IS HABITAT DESTRUCTION AND WHY DOES IT MATTER?**

There are many threats to birds' habitats that make them have difficulty on their "flyways" (migration paths). Migratory birds face species decline and possible extinction because their stop-over and crossing points are not adequately protected. Go to <https://la.audubon.org/news/habitat-loss-could-spell-trouble-91-percent-migratory-birds> and read about threats to bird migration. Follow the links at the bottom of the page to see how you can help protect the birds.

### **OTHER THREATS TO BIRDS: WHAT YOU CAN DO?**

What do global warming, habitat loss, wind turbines and cats have in common? They all threaten bird survival. Have the class

break into groups to explore how each of these is a threat to bird survival. What can be done? Have students explore the complexities of saving birds and also respecting and protecting other aspects of the natural world. For additional information on the controversies about wind turbines, go to <https://www.evwind.es/2020/10/01/the-realities-of-bird-and-bat-deaths-by-wind-turbines/77477>

<https://www.fws.gov/birds/bird-enthusiasts/threats-to-birds/collisions/wind-turbines.php>

<https://arstechnica.com/science/2020/08/black-paint-on-wind-turbines-helps-prevent-bird-massacres/>

### **WHO IS MARY OLIVER?**

Mary Oliver is a poet who has written extensively about nature and about the relationship of people to plants and animals. Have students explore some of Mary Oliver's poems, and, if appropriate, have a poetry reading. Have students write their own poems about nature.

<https://www.poetryfoundation.org/poets/mary-oliver>

<https://www.bookbub.com/blog/best-mary-oliver-poems>

**Always, there is something worth saying  
about glory, about gratitude.**

**– Mary Oliver**



## Tales Of Fire

Prabha Mallya ©, ink and digital

Learn more about gender norms and transmission of traditional fire practices among Australian and California aboriginal peoples here: [www.currentconservation.org/issues/gendered-dimensions-of-aboriginal-australian-and-california-indian-fire-knowledge-retention-and-revival/](http://www.currentconservation.org/issues/gendered-dimensions-of-aboriginal-australian-and-california-indian-fire-knowledge-retention-and-revival/)

The 10 Desert Project is an indigenous-led land management collaboration across Australia's desert country. [10deserts.org](http://10deserts.org)

# NOVEMBER INDIGENOUS KNOWLEDGE OF FIRE

In 2019, intense bushfires charred tens of millions of acres in Australia, devastating mammal, bird and reptile populations. It was undeniable evidence of the need to reckon with the legacy of 150 years of industrialization.

Humans have continuously occupied the desert ecosystems of Australia for 50,000 years. These unique areas are threatened due to lack of resources, changed fire practices, climate change and the displacement of the land's traditional custodians. People walked the landscape and carefully "put in" fire as they moved, creating a mosaic of different fire ages and vegetation types. This intentional burning in patches, and at different times of day and year, can control the intensity and spread of wildfire, ultimately releasing less carbon into the atmosphere.

Despite cultural devastation, Australian Aboriginal fire knowledge and environmental stewardship have persisted over time as knowledge from the past is passed across generations and genders, giving new life to these time-tested practices and stories.

## DAYS OF IMPORTANCE

**NOVEMBER IS NATIVE AMERICAN HERITAGE MONTH.** Find out whose land your school/community/city sits on and discuss what is meant by a Land Acknowledgment. Begin each day with such a statement. See <https://nativegov.org/a-guide-to-indigenous-land-acknowledgment/> for tips on how to create a Land Acknowledgment respectfully.

**TUESDAY, NOVEMBER 2ND IS ELECTION DAY.** Last year's election was very dramatic and fraught with anger and accusations. This is a non-Presidential year, but many things are still at stake. Encourage students to ask critical questions about candidates' rhetoric and campaign promises and tactics. Have students look carefully at the representation of women and people of color among the candidates. Have students talk to community members about their feelings about voting. Do all people feel represented by the current leaders? What are some of the reasons people don't vote? If you wanted to increase the voter turnout rate, what would you do? What do you think about voting policies in Australia where voting is compulsory and people who don't vote are fined?

**THURSDAY, NOVEMBER 4TH MARKS THE BEGINNING OF DIWALI,** a four-day festival of lights in Hinduism. Find out how Diwali is celebrated in India and in your local community. Discuss why so many religions have holidays that feature light at this time of year (Chanukah, Kwanzaa, Christmas).

**FRIDAY, NOVEMBER 26TH IS BUY NOTHING DAY,** a day to protest rampant earth-destroying consumerism. Encourage students and their families to participate in this day. What would it mean for them not to buy ANYTHING? How else might they meet their needs? What is the connection between *Buy Nothing Day* and protecting the environment? Explore other ways of exchanging goods and services, such as bartering, garage sales, and community dollars. Given challenging economic times, why is it particularly important to explore alternatives to unchecked spending and capitalism?

**MONDAY, NOVEMBER 29TH IS THE FIRST DAY OF CHANUKAH** (with the first candle lit the previous evening on November 28th). Chanukah lasts for eight days. It is traditional to light candles each night, and to give gifts to children. Stress that Chanukah is not the "Jewish Christmas" and has no relation to the Christian holiday. Encourage students to learn about the customs of their Jewish friends, classmates and neighbors.

## ELEMENTARY

### CAN FIRE BE A GOOD THING?

Traditionally we teach young children about the dangers of fire and how to prevent fires. Ask students if there are "good"

uses for fires? Use this website for more information about the importance of fire to our lives. Have students illustrate the uses of fire.

<https://firefightergarage.com/uses-of-fire/>

### **WHO ARE ABORIGINAL PEOPLE AND WHERE DO THEY LIVE?**

Aboriginal Australians are the original inhabitants of Australia and could be the oldest population of humans living outside of Africa. Who are the original people in the land where you are teaching? Discuss the importance of Land Acknowledgment (see above under GENERAL). Have students create their own Land Acknowledgment.

### **WHAT IS ABORIGINAL ART?**

Aboriginal art is centered on story telling. It is used to share knowledge about the land, animals, and the events of the Aboriginal people. See

<https://www.aboriginal-art-australia.com/aboriginal-art-library/the-story-of-aboriginal-art/>

Have students look at this month's artwork and describe what they see? What are the animals that are depicted? What's the relationship between the fire and the animals?

## **MIDDLE AND SECONDARY**

### **WHO ARE THE ABORIGINAL PEOPLE OF AUSTRALIA AND WHAT'S THEIR HISTORY?**

Aboriginal people were subject to mass killings, incarceration and forced removal from their land. Their treatment in Australia parallels many of the ways in which indigenous people were treated in the United States. Explore the struggles of Aboriginal people in Australia and create a graphic that compares what has happened to them to what has happened to Native American communities.

### **DISCUSS ISSUES OF RESTORATIVE JUSTICE AND REPARATIONS.**

<https://www.theguardian.com/australia-news/2019/mar/04/the-killing-times-the-massacres-of-aboriginal-people-australia-must-confront>

<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/australian-aborigine>

### **INDIGENOUS ELDERS CREATE AUTHENTIC ABORIGINAL ART**

<https://www.youtube.com/watch?v=OT2GQdhtikU>

Artist Banduk Marika explains the complex process that is part of creating authentic Aboriginal artwork and her distress about the fake art trade. What does it mean to appropriate the arts and designs of another culture? What is the difference between cultural appreciation and culture appropriation?

For more information, see <https://japingkaaboriginalart.com/articles/aboriginal-art-symbols/>

### **HOW CAN ART BE A WRITTEN LANGUAGE?**

Colin Jones who is of Kaladon and Nunuckle descent explains how his traditional multi-layered dot paintings tell the stories of his ancestral lands.

<https://www.youtube.com/watch?v=mQi1NMh9CvA>

<https://www.aboriginalartgalleries.com.au/artist/453-colin-jones/cv?ppage=120>

### **WHAT IS INDIGENOUS FIRE MANAGEMENT?**

Because Australia has always had bushfires, its indigenous people learned to manage and minimize fire risk through specific knowledge of local ecosystems and carefully controlled burnings. This is critical knowledge that can save forests, animals and humans, yet much of it has been lost or ignored by those who manage fires. Why do certain kinds of knowledge become policy and other forms get disregarded? Discuss how racism and colonialism affect our respect for indigenous people and their knowledge.

<https://time.com/5764521/australia-bushfires-indigenous-fire-practices/>

<https://www.resilience.org/stories/2020-09-24/our-land-was-taken-but-we-still-hold-the-knowledge-of-how-to-stop-mega-fires/>

<https://www.theguardian.com/commentisfree/2020/jan/11/how-first-australians-ancient-knowledge-can-help-us-survive-the-bushfires-of-the-future>

### **BRAIDING SWEET GRASS**

Robin Kimmerer, an enrolled member of the Citizen Potawatomi Nation, is the author of *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*

Go to this site and choose one of the quotes to discuss or illustrate. Create a classroom gallery of quotations and illustrations. <https://www.goodreads.com/work/quotes/24362458-braiding-sweetgrass-indigenous-wisdom-scientific-knowledge-and-the-tea>

We assemble from the wisdom of the past a vision for the future,  
a worldview shaped by mutual flourishing.

– Robin Kimmerer, *Braiding Sweetgrass*

# DECEMBER

## QUIET QUESTIONS

Kaleidoscope, mandala, exploding life-giving star, vision dream.... this piece invites us to wonder... to go to the place of quiet questions. What is my place in the cycle of life? How do the polar bears in Alaska connect to the butterflies in China? How does the wisdom of the Haudenasaunee thrive in the clamor of global capitalism? What does it mean to be my sister's/ brother's keeper?

We must believe, and even more we must know, that the human condition is the planet's condition and to be ever grateful for the beauty of Earth's diversity and the power of our connectedness.

**Kit Tossmann** ([kittossmann.wordpress.com](http://kittossmann.wordpress.com)) is a fiber artist living in Louisville, KY. Seeking to inspire, Kit creates liturgical and spiritual art quilts, banners, stoles, and vestments. Inspired by stained glass windows, Kit enjoys using vibrant, colorful fabrics with a piecing technique that allows her designs to flow with curves and movement.



## In The Beginning

*Kit Tossmann, fiber art © 2016*

## DAYS OF IMPORTANCE

WEDNESDAY, DECEMBER 1ST IS WORLD AIDS DAY (DAY WITHOUT ART). On this day, we notice the incredible losses to the arts community because of the deaths of people from AIDS. Have students imagine what their lives would be like without any art. Cover images in the classroom and notice the effects on the overall environment. Talk about the ways in which any death diminishes us all.

TUESDAY, DECEMBER 21ST IS THE WINTER SOLSTICE, the day of the year with the least daylight in the Northern hemisphere. Have students learn about traditions associated with this day. What rituals celebrate the shortening night and lengthening days that follow the Winter Solstice? Plan a Solstice celebration for your classroom or school.

SATURDAY, DECEMBER 25TH IS CHRISTMAS, celebrating the birth of Jesus Christ. Although school is not typically in session, honor this holiday for those who celebrate it and encourage students to think about non-commercial, non-gift-oriented ways of thinking about the holiday and celebration. Relate this to November's activity on *Buy Nothing Day*.

DECEMBER 26TH IS THE FIRST DAY OF KWANZAA, a seven-day festival of principles for a strong African American nation. Each day of Kwanzaa has a value/principle connected to it:

- Umoja** (unity);
- Kujichagulia** (self-determination);
- Ujima** (collective work and responsibility);
- Ujamaa** (cooperative economics);
- Nia** (purpose);
- Kuumba** (creativity);
- Imani** (faith).

Although school may not be in session during Kwanzaa, teachers should take the time to explore each of these principles and its implications for community building and social change.

## ELEMENTARY

### WHAT'S A MANDALA?

Have students look at the calendar illustration and describe what they see. Have them name as many things as they can: the colors, shapes, flowers, animals, etc. Explain that this is a mandala. A mandala is a Sanskrit word that loosely translates to mean "circle" or "center."

We often associate the word mandala with circular designs that have repeating colors, shapes, and patterns radiating from the center. For more information, see <https://100mandalas.com/what-is-a-mandala/>

Teachers can download a blank mandala from the web (or reproduce a page from one of the many Mandala coloring books) and have each student create their own. With older students, you might ask them to draw something they love in each section and then share with their classmates.

### WHEEL OF QUESTIONS

Have students make a list of all the questions they have or things they wonder about. This can be done publicly or anonymously, by having students write their questions on slips of paper and putting them in a central box. Have students take turns coming up and drawing a question and reading it aloud. Other students can volunteer their answers. Students need not identify something as their question. Encourage creativity, kindness, deep thinking and respect. Teachers should feel

free to include their own questions as well, and these could be playful or deep: "Are there really pots of gold at the end of the rainbow?" "Did dragons really exist?" "Will we ever have a world without wars?" "Why do some people think that it's okay to eat animals and others don't?"

### **MAKING CHOICES**

Have students read the quote at the bottom of the calendar by Frances Moore Lappe: "*Every choice we make can be a celebration of the world we want.*"

Have each student make a list of all the choices they can make that will create a better world. These might be as simple as "I will stop buying plastic toys" or "I will smile at the first graders in the building and learn their names." Have them share these with their peers --- perhaps in a class book or bulletin board.

## **MIDDLE AND SECONDARY**

### **MORE SOPHISTICATED MANDALA DRAWING**

Have students explore mandalas and their meaning and the ways they are used.

[https://static1.squarespace.com/static/5c46eda4f8370a2062fd2774/t/5c6d4a73085229dcf73ec92c/1550666356012/Mandala-Gird-Template\\_KimWhite\\_CreativeHappyLife.pdf](https://static1.squarespace.com/static/5c46eda4f8370a2062fd2774/t/5c6d4a73085229dcf73ec92c/1550666356012/Mandala-Gird-Template_KimWhite_CreativeHappyLife.pdf)

<https://www.youtube.com/watch?v=TmO6tuF4xs4>

Watch this video about the Sand Mandalas made by the Tibetan Buddhist monks.

<https://www.youtube.com/watch?v=WBrYUIOYK0U>

[https://www.youtube.com/watch?v=VRGS\\_sRCpbo](https://www.youtube.com/watch?v=VRGS_sRCpbo)

Why would someone spend so much time making something

beautiful and then destroy it? What can be learned by understanding the concept of impermanence?

### **KALEIDOSCOPE**

Kaleidoscopes take everyday objects and combine them in ever-changing and beautiful ways. Have students make their own kaleidoscopes. Have them gift their creations to those who are unable to get out or travel, along with a note about the beauty in the world.

[https://youtu.be/Z2TDK\\_OQWU0](https://youtu.be/Z2TDK_OQWU0)

### **MAKING MORE CHOICES**

Engage students in a more sophisticated version of the MAKING CHOICES activity under ELEMENTARY above. Encourage students to identify choices they can make related to the following: their physical environment, the community, their own classroom, their relationships with others, the food they eat, the clothing and other items they buy, etc. Create a Readers' Theater in which individual students name the choice they will make and the "And because of this choice ...." (and share the result).

### **WHO IS FRANCES MOORE LAPPÉ?**

Frances Moore Lappé wrote a very famous book called *Diet for a Small Planet* that examined the relationship between what we eat and the health of the world. Have students explore who she was and discuss how food justice connects to social justice and peace.

<https://www.smallplanet.org/frances-moore-lappe>

<https://apps.bostonglobe.com/ideas/graphics/2020/07/the-future-of-food/articles/to-fix-food-system-fix-our-democracy/>

# Every choice we make can be a celebration of the world we want.

– Frances Moore Lappé

# PRODUCTS TO COMPLEMENT THE 2021 PEACE CALENDAR

SyracuseCulturalWorkers.com 800.949.5139

Buttons and large stickers are \$2.50 each, 3/\$6.50. Small stickers \$2 each.

## JANUARY

### Green New Deal

- Button: **1992** / Sticker: **2591**

### Fight Climate Change

- Poster: **P775CW** 24x18...\$12 \$6
- Postcard: **T200CW...12/\$11.95**
- Magnet: **M037...\$5**

## FEBRUARY

### Young People Are The Solution Not The Problem

- Magnet: **M005...\$5**
  - Button: **1012** / Sticker: **2221**
- ### I Am Changing The World
- Eric Drooker
- Poster: **P806CW** 24x18...\$14
  - Fitted T-shirt: **5485FC**
- S-XL...\$23 2XL, 3XL...\$25**

## MARCH

### The Oceans Are Rising

 • Button: **1362**  
**Wake Up** (burning earth) • Button: **1361**

## APRIL

### Greetings & Thanks

- Accordion Poster: **P611CW** 4x53...\$14  
(also available in Spanish and a mini version in English)

## MAY

### Less Meat = Less Heat

- Button: **1364** / Sticker: **2519**
- ### Go Vegan
- Button:
- 1924**
- / Sticker:
- 2604**

## JUNE

### Keep Loving Keep Fighting

 Dalia Shevin

- Unisex T-shirts: Yellow **5240** Black **5469**
- **S-XL...\$23 2XL, 3XL...\$25**
- Magnet: **M038...\$5** • Button: **1957**
- Postcard: **T182CW...12/\$11.95**

### Long Live Our Mother

 Jess X. Snow

- Poster: **P767CW** 12x36...\$10 \$7
- Postcard: **T187CW...12/\$11.95**

## JULY

### Rachel Carson - Turn Again To The Earth

- Erica Fielder
- Poster: **P655CW** 24x18...~~\$15~~ \$9.75
  - Notecard: **C039CW...6/\$12.95**

## AUGUST

### For Cod's Sake

 • Unisex T-shirt **5497**

- S-XL...\$23 2XL, 3XL...\$25**
- ### Renewable Energy Poster Set: Solar, Wind, Geothermal, Water
- Alan Kettler
- Four Posters: **P668CW** 24x34...\$72 4/\$46.80

## SEPTEMBER

### Climate Justice Yes, Capitalism No

- Carol Simpson Productions
- Postcard: **T244CW...12/\$11.95**
- ### How To Build Global Community
- Melinda Levine
- Poster: **P538CW** 12x36...\$15
  - Postcard: **T868CW...12/\$11.95**
  - Bookmark: **3125...6/\$4.95**

## OCTOBER

### Endurance

 Janet Essley

- Holiday Card: **H098CW...12/\$13.95**
- ### Monarch
- Erica Fielder
- Framed Small Print: **F779CW** 7x5...\$35
- ### Honor The Earth Notecard Collection
- Three each of 4 designs including
- Monarch*
- **C058CW...12/\$19.95**

## NOVEMBER

### How To be An Ally To Indigenous Peoples

- Artwork: Josephine M. Cook,  
Onondaga
- Poster: **P713CW** 12x36...\$15
  - Postcard: **T116CW...12/\$11.95**
  - Bookmark: **3189...6/\$4.95**

### Braiding Sweetgrass

- Robin Wall Kimmerer
- Book: **K840ME...\$18**

## DECEMBER

### In The Beginning

 Kit Tossmann

- Holiday Card: **H097...12/\$13.95**
- ### One Earth – One Future
- Unisex T-shirt:
- 5495**
- **S-XL...\$23**
  - **2XL, 3XL...\$25**
  - Fitted T-shirt: **5499FC**
- ### S-XL...\$23
- ### 2XL, 3XL...\$25
- Button: **1168**

## 2021 PEACE CALENDAR

To order more copies

**14x11 • Wall**

**L21CW...\$15.95**

**3-5 ... \$14.95**

**6-19 ... \$13.95**

**20+ ... \$12.95**

To order more copies of the **2021 PEACE CALENDAR** visit our website

### CALENDAR COMMITTEE

Andy Mager, Dik Cool, Donna Tarbania,  
Karen Kerney, Mieke Palazzo, and Rae Kramer.  
**Peoples' History Dates:**  
Andy Mager, Dik Cool, and Maxx Hill

### DESIGN AND PRODUCTION

Andy Mager, Dik Cool, Donna Tarbania,  
Janet Flores-Rodriguez, Karen Kerney,  
Maxx Hill, and Mieke Palazzo.

### PRINTING & PRE-PRESS

Finger Lakes Press, Auburn, NY –  
Painters & Allied Trades International Union,  
District 4, Local 31, Syracuse, NY

### THANK YOU

Amelia Lefevre, Awhenjiosta Myers, Bec  
Young, Jeanne Shenandoah, Kim McCoy,  
Manini Bansal at *Current Conservation*,  
Mark Spadafore, Maysam Seraji, Mo Brown,  
and Sarah Young.

### WANT TO REPRINT?

All artwork, poetry and quotes in the Peace  
Calendar are copyrighted by SCW or the individual  
contributors. Written permission to reprint images  
in any context is required. Contact Mieke: [mieko@  
syracuseculturalworkers.com](mailto:mieko@syracuseculturalworkers.com) 800.949.5139

### ART SUBMISSIONS

Submit work by February 15, 2021 for the  
2022 Peace Calendar. **For guidelines go to:**  
[syracuseculturalworkers.com/art/call-for-art](http://syracuseculturalworkers.com/art/call-for-art)  
Send to: [submissions@syracuseculturalworkers.com](mailto:submissions@syracuseculturalworkers.com)

### POST-CONSUMER WASTE (PCW) PAPER!

Unfortunately, the calendar is printed on 30% PCW paper rather than 100% which has been SCW's standard for many years. We have been unable to source 100% PCW paper which is affected more and more by insufficient demand. PCW paper saves huge amounts of greenhouse gas emissions, energy, water and solid waste disposal. Not to mention trees! **The FSC logo, commonly used by companies to tout their eco-awareness, does not guarantee any PCW content.**

**LOOK FOR, ASK FOR AND BUY PCW PAPER!** – Dik Cool

We choose not to shrink wrap our products, an additional eco-benefit.

SyracuseCulturalWorkers.com 800.949.5139 Box 6367 • Syracuse, NY • 13217 • USA

**THIS TEACHER'S GUIDE AVAILABLE AS A DIGITAL DOWNLOAD ON SCW WEBSITE**

**Z100CW...Free** Find with title or SKU.