

ONE WORLD

One of the ways all people are connected is that we share the same home: Earth. Here are songs and activities to inspire children to care for their world and all its inhabitants and to create a more harmonious and peaceful planet.

“It Could Be a Wonderful World” *CD track 13*

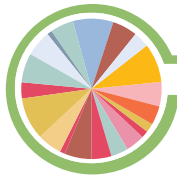
“Boker Tov” (Hebrew: “Good Morning”) *CD track 18*

“We Are All Children of Earth” *CD track 21*

“Paz y Libertad” (Spanish: “Peace and Liberty”) *CD track 22*

“Dream of Harmony” *CD track 23*

“What a Wonderful World” *CD track 26*



I WILL BE YOUR FRIEND

Planet Poems

To emphasize the deep connection all human beings have with our planet, ask students to write persona poems in which they take on the identity and voice of the Earth. If possible, allow students to spend time in a park or other outdoor setting where they can closely study the natural world with all their senses, recording their observations in notebooks. Back in class, tell students to imagine that they are the Earth and everything it contains — every blade of grass, every cloud in the sky, every ocean wave that crashes on the shore. Begin a brainstorming session, asking students to come up with images in nature that are part of the Earth. Express these images in an active way, e.g., sun rising, rain falling, wind blowing. Next, show students how to introduce each of these images with the phrase “I am,” then string the images

together to make a simple list poem, for example:

I am sun rising

I am rain falling

I am wind blowing

I am grass growing

I am waves crashing

Encourage students to include images related to varied natural environments, such as oceans, deserts, forests, prairies and so on, as well as weather and seasonal changes.

In the next stage of the process, help children elaborate on some of the natural images and introduce simile and metaphor. Ask questions to spark their thinking and guide them in making comparisons: For example,

I am sun rising

(What does the sun rising look like? What does it remind you of?)

I am rain falling

(Where is it falling? On whom or what? What can you compare the sound of the rain to?)

Students can choose the strongest images from their preliminary work to compose their final poems, revising and refining each line as necessary to please their eye and ear. Suggest that they conclude their poems with the line “I am Earth.” This structure provides support for children who may feel intimidated by writing poetry. Encourage students to deviate from the form as their instincts and imaginations dictate.

Invite volunteers to read their poems to the rest of the class. As an accompaniment to their readings, play recordings of nature sounds.