This guide seeks to provide public and school librarians with a variety of practical resources and activities for contributing to the public's understanding of major global trends and relationships that affect local communities. The guide contains four sections geared towards children, young adults, adults, and school settings. The children's section is based on the United Nations' Convention on the Rights of the Child. Resources and activities are organized into broad areas of survival (food, health care, a home), personal development (education and recreation), protection (family and parental guidance), and participation (freedoms and civil rights). Young adult activities focus on the world music of social change. This section includes electronic and print resources for world music of social change, world music sources, and suggested recordings. Adult activities are structured around commemorative days throughout the year that have been designated primarily by the United Nations. This section presents tips for locating and maximizing community resources, program ideas, and selected Web sites. The section for school librarians contains program ideas to enhance awareness of global issues and ways for teachers to introduce sustainable development into the curriculum. This section includes lists of Internet sites, magazines, and resources for ideas for taking personal action. (PVD)
LOCAL LIBRARIES: GLOBAL AWARENESS

A Librarian's Guide to Global Programming for a Sustainable Future

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INTRODUCTION

Librarians have always been gatekeepers to the world for their communities, whether in the library’s collections, research or programming, and they now bear a responsibility to widen the partially opened door for people of all ages toward a fuller awareness of our global home.

As the 21st Century dawns, there are not only movements toward expanding democratization and the accelerating integration of a global economy, but also conditions of persistent poverty, widening disparity and inequity, depleting resources, a degrading environment, and all-too-frequent recourse to violence. In light of these challenges and opportunities, the concept of sustainable development provides a global vision for forging a more just, humane and ecologically benign future.

First defined in Our Common Future, a 1987 report to the General Assembly of the United Nations, sustainable development is “development that meets the needs of the present without compromising the ability of future generations to meet their needs.” This definition stresses the interrelationship of the three concepts of environmental protection, economic/political development, and social equity and has permeated not only the UN system, but national and local governments and major corporations as well.

The Earth Summit in Rio de Janeiro in 1992 and special UN sessions in June 1997 provided assessments of the status of sustainability around the world. In this country the President’s Council on Sustainable Development released its major report, Sustainable America, in 1996 and is planning a National Summit on Sustainable Development in Detroit, MI for early 1999. Local cities and towns have joined nonprofit groups in promoting sustainable communities across the nation.

This Guide seeks to provide public and school librarians with a variety of practical resources for contributing to the public’s understanding of major global trends and relationships that affect our local communities as well. The concern for a future that is sustainable is shared by people around the world.

The Guide has four sections geared to children, young adults, adults, and school settings. The children’s section is based on the United Nations’ Convention on the Rights of the Child. The young adult portion utilizes world music of social change as its core. The adult activities are structured around commemorative days throughout the year that have been designated primarily by the United Nations. The section for school librarians includes program ideas to enhance awareness of global issues and ways for teachers to introduce sustainable development into the curriculum.

The space limitations of this Guide prevented the ALA Global Awareness Team from including all of the resources they created or identified for this project. Supplementary materials for those who would like additional resources and suggestions for programming are available on-line from ALA at http://www.ala.org/work/international/ or from Global Learning, Inc. at http://viconet.com/~schnarr/global.htm; they are also available in hard copy from the ALA International Relations Office at 50 East Huron Street, Chicago, IL 60611 USA.

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CHILDREN IN A SUSTAINABLE WORLD

At this writing, only two countries in the world have not ratified the Convention on the Rights of the Child since it was unanimously adopted by the United Nations General Assembly on November 20, 1989. Despite the fact that the United States joins Somalia in this minority position, the Global Awareness Team decided to organize the activities and resources for children in this Guide around these globally accepted Rights of the Child. The Convention’s uniqueness stems from the fact that it is the first legally binding international instrument to incorporate the full range of human rights — children’s civil and political rights as well as their economic, social and cultural rights — thus giving all rights equal emphasis.

(UNICEF • http://www.unicef.org/crc/conven.htm)

UNICEF has summarized these Rights of the Child using four broad categories:


A sustainable world is one which provides these rights for every child.

Sustainable development and the rights of children are very big ideas for children to grasp, but there are ways to break these ideas down into familiar concepts. Sustainable development for children means living in a world that nurtures, protects, teaches and loves them. It means having a roof over their heads, food in their bellies, a family to love them and time to learn and play, regardless of where they happen to have been born. Through books, videos, music, and web sites, librarians, teachers, and parents can begin to examine the lives of children around the world. This exploration can lead to discussions surrounding the use of natural resources, political and personal freedom, and questions of equality — the very issues upon which sustainable development is based. These are not easy issues to address, to be sure, but important ones for each generation to contemplate.

Materials to use to begin looking and learning about the peoples of the world, how they live, and how they use their environments:

For younger readers:

Diakite, Baba Wague. (1997). Hunterman and the crocodile. New York: Scholastic Press. This folktale speaks to the necessity of humankind’s taking its place next to, rather than above, other living things.

Gray, Nigel. (1988). A country far away. New York: Orchard Books. This is a side-by-side look at the lives of two boys, one from Africa and the other from North America or Europe.

Keller, Holly. (1994). Grandfather’s dream. New York: Greenwillow Books. Nam’s grandfather hopes that once the wetlands are restored the cranes, thought to bring good-luck, will return. This is a story that at its core speaks to sustainable development and stewardship.


### September

- **3rd Tuesday** - International Day of Peace (opening of UN General Assembly)
- 8 International Literacy Day
- 16 International Day for the Preservation of the Ozone Layer
- **10th Wednesday** - International Day for the Reduction of Natural Disasters

### October

- 1 International Day of Older Persons
- 1st Monday - World Habitat Day
- 3 World Teacher's Day
- 9 World Post Day
- 13 International Day for the Eradication of Poverty
- 22 One United Nations Day
- 24-30 Disarmament Week
- 31 UNICEF Day

### November

- Week of 11th - International Week of Science and Peace
- 20 Africa Industrialization Day
- 21 World Television Day
- 26 International Day to End Violence Against Women

### December

- 1 World AIDS Day
- 3 International Day of Disabled Persons
- 5 International Volunteer Day for Economic and Social Development
- 6 International Day for the Abolition of Slavery
- 10* Human Rights Day
- 29 International Day for Biological Diversity

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**Web sites:**

- AFRO americ@ Kids Zone — http://www.afroam.org/children/children.html
- Myths and fables from around the world
- Chickadees World Kids Voyage — http://www.worldkidsvoyage.org
- Kids travel around the world with young sailor
- International Kids’ Space — http://www.kids-space.org
- Pen pal opportunities
- Pangea — http://www.pangea.org
- Street and working children’s organizations
- UNICEF’s Voices of Youth project — http://www.unicef.org/voy/

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**1) Survival * children have the right to enough food, health care, a home**

**Home**

**Materials for younger readers:**

A look at houses from around the world using both photographs and drawings.


**Sample Activity**

Gather together a collection of raw materials from your area. This could include dirt to make mud houses, grass, twigs, etc. Also, provide craft material like sticks, etc. Put out pre-fab materials too, like legos® and duplo® blocks. Invite the children to make a house built with what they can find in their “environment.”

**Discussion Questions:**

1. What are the advantages of using materials from the environment? Disadvantages?
2. How easy or difficult was it to build using found materials?
3. Which houses make better use of the environment? Why do you think so?
4. Which kind of house is made of materials that are not friendly to the environment? Why do you think so?

**Materials for older readers:**


**Sample Activities:**

Have children design their “dream” home that is environmentally sound and incorporates elements of the outdoors.

Look at the book *Material World*. Make a list of what your family has and would show as its most prized possessions.
2] PERSONAL DEVELOPMENT * children have the right to an education and to recreation

Baer, Edith. (1990). This is the way we go to school. New York: Scholastic.

Sample Activity
Children will make their own toys. Collect a variety of clean, empty containers, wires, rubber bands, etc. Include natural materials such as pine cones or whatever is available locally. Have the children make toys; provide time for discussion: display toys.


3] PROTECTION * children have the right to live in a family environment with parental guidance


Music:

Suggested Activities
Families: Ask the children what makes a family? Write a list of their answers and then have them draw what their family is like.

Using Hairs/pelitos, write what the kids' families smell like, sound like, or feel like.

Make a collage of images from magazines that describes the children's families. Note the images do not have to look like anyone — just evoke what the family is like.

4] PARTICIPATION * children have civil rights and freedoms


All ages: Demonstrate to children that they can have a range of opinions and that not all ideas are simply right or wrong.

Define a space large enough for the group, designating one end as "Totally Agree" and the other as "Totally Disagree." Connect the two opposite sides with a line made from masking tape. Pick a scenario that has a variety of points of view and one that is familiar to the children. For young children a simple, "Pepperoni pizza is better than cheese," could work, while older students could use a more sophisticated situation such as, "It is better for the planet for everyone to become a vegetarian." Everyone must pick a spot on the continuum of opinion. While no one will have to defend his or her position, it will become apparent that many opinions are possible.

1970
First Earth Day held as a national teach-in on the environment in the USA. <http://www.envirolink.org/orgs/GNelson.html>

1971
Founex Report notes that while concern about the environment sprang from the production and consumption patterns of the industrialized world, many environmental problems are a result of underdevelopment and poverty.

1972
Rene Dubos and Barbara Ward write Only One Earth. The book sounds an urgent alarm about the impact of human activity on the biosphere but also expresses optimism that a shared concern for the future of the planet could lead humankind to create a common future.

1972
United Nations Conference on Human Environment held in Stockholm under the leadership of Maurice Strong. The conference is rooted in the regional pollution and acid rain problems of northern Europe. This eco-agenda is opposed by the Group of 77 and the Eastern bloc. The conference leads to the establishment of numerous national environmental protection agencies and the United Nations Environment Programme (UNEP).

1972
Club of Rome publishes Limits to Growth. The report is extremely controversial because it predicts dire consequences if growth is not slowed. Northern countries criticize the report for not including technological solutions while Southern countries are incensed because it seems to advocate abandonment of economic development.

1973

**MUSIC OF REVOLT AND SOCIAL CHANGE**

Many young adults' only exposure to the basic tenets of sustainable development is through class work on environmental issues. Engaging young adults' interests on themes of international development and equity is an important, though daunting task. Music of social change — that artistic expression of human longing for an appropriately developed and equitable society — is a means of reaching those youth who are moved by rhythm and song. By capitalizing on young adults' interest in music we can help them connect to these larger issues.

**Suggested activity: Breaking the Sound Barrier**

Throughout history music has educated, challenged, and inspired people to struggle for social justice.

From cities in the United States to the streets of Soweto and the mountains of Chile, music and revolution have blended together to get people involved in political movements even as they shatter the barriers of language and oppression.

Play the song tracks from the discography listed below. Use the following questions as a basis for a follow-up discussion.

- What are the root causes of the struggle as defined by the music?
- What are the commonalities and differences among the various pieces?
- What do you hear, what do you see, when listening to it?
- Have you witnessed oppression in your life? In your community? If so and you could play music about it, how would it sound?

**Suggested Recordings for the activity:**

Chile: Quilapayun. El Pueblo Unido

Jamaica: Bob Marley. Live

South Africa: Johnny Clegg & Savuka. Cruel Crazy Beautiful World

Asia: Shai No Shai. Human Condition

United States: Sweet Honey In The Rock. All for Freedom

**Electronic and Print Resources for World Music of Social Change:**

**Suggested Web sites:**

Eyeneer Music Archives — http://eyeneer.com

Jammin Reggae Archives — http://niceup.com

Jamtown — http://www.jamtown.com/eqtn.htm equity in production of instruments

Mbira Home Page — http://www.tiac.net/users/smuru/hr/home.html

Music Boulevard — http://www.musicblvd.com/cgi-bin/twit/1148_20_wld

new world music reviews each day

OYE! World Music Resources — http://world-music.sbc.edu

RootsWorld: The online magazine of world roots and folk — http://www.rootsworld.com/rw/

The Smithsonian Magazine —

http://www.smithsonianmag.si.edu

Unofficial Homepage of Baaba Maal —

http://www.isis-intl.com/mike/baaba.htm

Unofficial Homepage of Youssou N’Dour —

http://www.isis-intl.com/mike/youssou.htm

Web of Culture-World Music Store —

http://worldculture.com/cdnow.htm


**Magazines:**

Beat Magazine

Bongo Productions

P.O. Box 65856

Los Angeles, CA 90065

email: getthebeat@aol.com

Reggae & Global Music Report

email: Reggae.Rprt@aol.com
Books & Books with Audio:


World Music Sources:

Africassette
P.O. Box 24941
Detroit, MI 48224
(313) 881-4108
FAX (313) 881-0260
http://www.africassette.com/~rsteiger/

Stern's African Classics
598 Broadway
New York, NY 10012
(212) 925-1648
FAX (212) 925-1689

World Music Institute
49 W. 27th Street
New York, NY 10001
(212) 545-7536
FAX (212) 889-2771

Additional Suggested Recordings:

Barrister. New Fuji Garbage. (Nigeria)


Dibango-Giant. Manu. Wakafrica. (This album could be called Africa's Greatest Hits)

Diop. Aby Ngana. Liiatal. (Senegal)

Dube. Lucky. Victims. “Different colours/One people.” (South Africa)

Hathaway, Donny. Someday we'll all be free.


Mael, Baaba & Mansour Seck. Djam Leeli. (Senegal)

Mayfield. Curtis. A Choice of Color. "We People who are Darker Than Blue.”

Rochereau. Tabu Ley Seigneur. Muzina. (Zaire musical giant)

N'Dour, Youssou. Set. (One of Africa's greatest singers)

Payne, Freda. Bring the Boys Home. (Vietnam War)

Pulse. Steel. Tribute to the Martyrs.

Additional Artists:

Boukman Eksperyans
(Haiti)

Bunny Wailer
Fela
Garrett Silk (Jamaica)
Gil Scott Heron
Hugh Masakela
James Brown
Linton Kwesi Johnson
Miriam Makeba
Mutabaruka
Nikki Giovanni
Oum Sangai
Peter Tosh
Ruben Blades
Thomas Mapfumo
U Roy

1973
Chipko Movement born in India in response to deforestation and environmental degradation, influencing forestry practices and women's participation in environmental issues. <http://www.shmoze.net/es/hydepark/chipko.htm>

1974
Rowland and Malino release seminal work on CFCs in Nature magazine. They calculated that if human use of CFC gases was to continue at an unaltered rate the ozone layer would be significantly depleted. <http://chemoc.chem.brown.edu/ baird/EnvironChem/OzoneNobelPrize/ NobelPrizeChemistry95.html>

1974
Barréloche Foundation publishes Limits To Poverty. It is the South's response to Limits To Growth and calls for growth and equity for the Third World.

1975

Late 1970s
Environmental catastrophes capture public attention. Eg. Amoco Cadiz oil spill and Three Mile Island nuclear reactor leak.

1980
World Conservation Strategy released by IUCN. The section Towards Sustainable Development identifies the main agents of habitat destruction as poverty, population pressure, social inequality and the terms of trade. It calls for achieving a more dynamic and stable world economy, stimulating economic growth and countering the worst impacts of poverty. <http://ww3.iprolink.ch/iucnlib/index.html>

1980
Independent Commission on International Development Issues publishes North: South - A Programme for Survival (Brandt Report). It asks for a re-assessment of the notion of development and
calls for a new economic relationship between North and South.

1980
US President Jimmy Carter authorizes study which leads to Global 2000 report. This report recognizes biodiversity for the first time as a critical factor in the proper functioning of the planetary ecosystem.

1982
The UN Convention on the Law of the Sea is adopted.

Mid 1980s
More environmental crises in the South shock an increasingly “tuned in” Northern public eg. Bhopal, India, famine in Africa’s Sahel region, rain forest decimation, international debt crisis.

1984
Worldwatch Institute publishes its first State of the World Report monitoring changes in the global resource base and their effect on the economy. It concludes “we are living beyond our means, largely by borrowing against the future.”

1985
Antarctic ozone hole discovered by British and American scientists.

1985

1986
Accident at nuclear station in Chernobyl generates a massive radioactive explosion.

SPECIAL GLOBAL DAYS: Opportunities for Local Library Programming

As global awareness, and in particular, sustainable development, continues to grow in importance, the public library can position itself to play a central role in a community’s effort to promote sustainable development initiatives. Information is critical to linking together the concepts underlying sustainable development: environmental protection, economic/political development, and social equity. The public library can stimulate interest and discussion in the topic through creative programming and it can marshal critical information resources needed by individuals, local organizations, and government agencies. Librarians knowledgeable about global issues can also become key players for sustainable development in their communities and, at the same time, reach out to help preserve our world.

The following adult services programs have been designed with flexibility in mind. You should be able to adapt them to the needs of your library community and incorporate locally available resources. The Global Awareness Team encourages you to sponsor several such activities over the course of a program year by focusing on a number of the United Nations’ Global Days. Background on the days can be obtained from United Nations Conferences and Observances: http://www.un.org/Overview/unconfs.html.

Tips for locating and maximizing community resources:

- **Speakers and Program Facilitators:** Contact colleges and universities, museums, professional associations, specialized community groups, government agencies, your local Chamber of Commerce, and the Study Circles Resource Center, PO Box 203, Pomfret, CT 06258, (860) 928-2616, to identify subject experts or discussion facilitators who can serve as presenters at library programs.

- **Program Materials:** Augment the library’s collections by working with local groups to highlight their resources. A community environmental group, for example, may have brochures and articles that would provide a local perspective for an Earth Day program sponsored by the library.

- **Partnerships:** Initiate partnerships with community organizations and groups to encourage broad participation in programs and to maximize resource support. Groups with an interest in sustainable development issues provide excellent opportunities for collaborative programming (see web sites below for sustainable communities listings). Also consider establishing partnerships with local businesses to stimulate interest in global issues and the idea of sustainable development. A hospital, for example, may leap at the opportunity to sponsor a library program in conjunction with World Health Day.

- **Promotion:** Expand your regular channels of communication for promoting library programs and services by asking community groups and organizations with a special interest in sustainable development and global awareness to advertise programs.

**PROGRAM IDEAS**

**Book Discussion Series:** Initiate a series of book discussions during the month in conjunction with one of the Global Days listed in this Guide.

**Exhibits:** Establish a partnership with a museum to sponsor an exhibit about sustainable development. During March, for example, the historical society may be interested in mounting an exhibit about local women’s history that corresponds with library programs related to International Women’s Day (March 8).
Panel Presentations: To promote better understanding of sustainable development issues, convene a panel of local subject specialists to discuss the interrelationship of your community's environment, economic development, and social equity initiatives.

Resource Packets: Develop resource packets about sustainable development issues that highlight your library's materials and make the packets available to interested community groups and organizations.

Discussion Groups: Sponsor a discussion series at the library that brings together people with a wide range of perspectives on sustainable development issues. Articles for a four part discussion series are available on-line from the Local Libraries: Global Awareness page on ALA's International Relations Office web site at http://www.ala.org/work/international/, or can be requested from the American Library Association's International Relations Office at 50 E. Huron St., Chicago, IL 60611-2795.

The discussion guide is organized around these four topics:
• The Search for Balance: A Sustainable Future
• Business and Sustainable Development
• US Government and Sustainable Development Around the World
• Thinking Globally, Acting Locally: Individual Action and Private Voluntary Organizations.

Intergenerational Programs: Partner with local schools and senior centers to promote intergenerational book groups and poetry writing programs related to environmental and social equity issues on the Global Days. These programs also become excellent opportunities for increased cultural awareness if participants represent a variety of cultures and countries.

Music Programs: Highlight your library's collection of music from various cultures by sponsoring a World Music program and producing library resource guides. See the Young Adult section of this Guide for resource suggestions.

Perspectives Forum: Encourage awareness of the diverse perspectives surrounding such international issues as US participation in UN initiatives and US aid to other countries by holding a forum with local experts representing the various issues. Provide library materials to support the topics discussed.

Internet Resources: Create a global awareness section on your library's web site to highlight the Internet resources listed in this guide, or incorporate some of these international links into your existing Internet resource lists. Bookmark the Local Libraries: Global Awareness page on ALA's International Relations Office web site at http://www.ala.org/work/international/.

Sister Communities Program: Initiate a cooperative resource sharing program with a city in another country to explore sustainable development issues. Your city may already be a participant and you can link up with the sister community's library. (Check the directories of Sister Cities International at: http://www.sister-cities.org, and the Partners of the Americas at: http://www.partners.net).

Video Series: Organize a video or film series around sustainable development topics or the Global Days using resources listed in this Guide. Encourage the facilitator to provide a local perspective on the issues explored. In conjunction with a video or discussion series, contact your local cable television station to have them include the series in their local programming if the videos may be broadcast.

Selected Web Sites
Earth Times — http://www.earthtimes.org
GEO Link Library — http://www.geonetwork.org/links/
over 500 sustainable topic links

1987

1987
Montreal Protocol on Substances that Deplete the Ozone Layer is adopted.
<http://www.unep.org/unep/secretar/ozone/mont_prt.htm>

1988
Inter-governmental Panel on Climate Change established to assess the most up-to-date scientific, technical and socioeconomic research on climate change. <http://www.unep.ch/ipcc/ipcc-0.html>

1991
Hundreds of oil fires burn out of control in Kuwait for ten months following the Persian Gulf War.

1992

1992
United Nations Conference on Environment and Development (UNCED) held in Rio de Janeiro. The Earth Summit results in the publication of Agenda 21, the Convention on Biological Diversity, the Framework Convention on Climate Change, the Rio Declaration, and a statement of non-binding Forest Principles. The parallel NGO Forum signs a full set of alternative treaties. <http://www.econcil.or.cr/rio/earthsummit.htm>

1993
The U.S. President's Council for Sustainable Development (PCSD) is established. <http://www.whitehouse.gov/PCSD/>
1993

1993
World Conference on Human Rights is held. Governments reaffirmed their international commitments to all human rights and passed resolutions leading to the appointment of the first UN High Commissioner for Human Rights. <http://www.ohchr.org/>

1994

1994
International Conference on Population and Development is held in Cairo, Egypt. <http://www.iisd.ca/linksage/cairo.html>

1994

1994
US Agency for International Development redefines its foreign assistance program in terms of sustainable development. <http://www.state.gov/)

1995
The Uruguay Round of the Global Agreement on Tariffs and Trade (GATT) negotiations is completed and the World Trade Organization (WTO) is created. <http://www.wto.org/>

1995
World Summit for Social Development is held in Copenhagen, Denmark. For the first time the international community expresses a clear commitment to eradicate

InterAction — http://www.interaction.org/ia/index.html
a coalition of 150 + non-profit organizations
International Institute for Sustainable Development — http://iisd.iisd.ca/default.htm
Peace Corps: http://www.peacecorps.gov
President's Council on Sustainable Development — http://www2.whitehouse.gov/PCSD/
Sustainable Communities Network — http://www.sustainable.org
UNICEF — http://www.unicef.org
US Department of State — http://www.state.gov
US Environmental Protection Agency — http://www.epa.gov/
World Cultures — http://www.worldculture.com

The American Library Association Global Learning sites provide "hot links" to the Guide's web sites—and more.

PROGRAMMING WITH THE SPECIAL GLOBAL DAYS

Librarians are encouraged to plan programs in conjunction with the UN Global Days. Several examples follow based on two of these days, Earth Day in the spring and World Food Day in the fall.

Sample Programs Based on Earth Day (April 22)
Following are three programs that might be used for Earth Day. The format could be duplicated for other special days during the year. A library may choose to offer one or more, depending on their community, facility size, and available resources.

I. Book and Film Discussion

One model program to be used for Earth Day that would not require a great deal of preparation and might be done with library staff would be based on Rachel Carson's Silent Spring. If your library has a regular discussion group, it would be a perfect venue.

Facilitator:
A librarian could serve as facilitator after reading the book, viewing the video, and becoming acquainted with sustainable development. S/he might prefer to use a resource person from the community who might be an environmentalist, science teacher, naturalist, etc. The facilitator would give a brief, five minute lead-in to the video discussing how Earth Day evolved, sustainable development, and the impact of Rachel Carson on the environmentalist movement.

Activity:
Show the video, Rachel Carson's Silent Spring, from the PBS series, "The American Experience." (60 minutes long)

If the audience is small in number, as is the typical book discussion, the facilitator should then begin the discussion of the video and the book (which the audience should have read before the program).

If the audience is too large for an open discussion, the facilitator could use the video as a segue to discuss the Sustainable Development Timeline (see sidebar) which starts in 1962 with the publication of Silent Spring. Whether the group is large or small, IISD's Sustainable Development Timeline would be a good handout and worth discussion.
II. Panel Presentation

The second program might be titled, “Celebrating Earth Day in Your Own Backyard.”

Facilitator:
Again this may be a librarian or an outside resource person, depending on the comfort level and knowledge of the librarian (you may be surprised to find expert gardeners on the staff). The facilitator should set the stage with a five minute introduction to tie the theme to Earth Day and sustainability issues. Talk about the importance of the individual becoming informed and taking action locally to improve not only the environment, but also the community’s economic base and social equity for all as the foundations for a sustainable community.

Presenters:
Contact two to three community resource people, for example, someone from a local nursery, agricultural extension service, a naturalist, a representative from the local Audubon Society, or an expert from your local garden club.

Activity:
Using a panel presentation followed by Q & A at the end, have the experts discuss the following topics:

A. Organic gardening: learn composting, lawn care without pesticides, proper watering methods for conservation, building a worm box, mowing and mulching to use clippings instead of bagging them. How do such local activities contribute to sustainability for the watershed or larger bioregion of which you are a part?

B. Building a backyard wildlife refuge: learn what flowers and shrubs will attract birds, chipmunks, squirrels, rabbits and other wildlife to your yard. Learn what birdseed and other food will bring birds to your neighborhood. How do migrating species connect your local community to communities in other countries?

C. How to plant trees: learn what types of trees will flourish in your particular soil and how to plant and care for a young tree; learn the value of trees to the environment in your locale and elsewhere in our global village.

Have handouts available: bibliographies of local library materials; tip sheets provided by local nurseries and extension services; a list of local community groups and associations to join and/or turn to for advice, e.g. the local garden clubs. If possible, give free saplings to take home (you might also tie this program to Arbor Day).

Resources:
Natural Wildlife Federation Backyard Wildlife Habitat Program, 1412 16th St., NW, Washington, DC 20036-2266
assistance and trade-related measures, or whether to begin negotiations on a global forest convention.

1997
The Earth Council convenes NGOs at the Rio+5 Forum in Rio de Janeiro, Brazil. They note many organizations and individuals working for sustainability in their own communities and sectors continue to work largely in isolation from each other. <http://www.ecouncil.ac.cr/riom/> 1997

Global Knowledge '97: Knowledge for Development in the Information Age is held in Toronto, Canada initiating a global dialogue on how to harness knowledge and information as tools for sustainable and equitable development. <http://www.globalknowledge.org/> 1997

United Nations General Assembly Special Session (UNGASS) acts as a sober reminder that little progress has been made in implementing key components of Agenda 21. It ends without significant new commitments. <http://vOnet.org/esa/earthsummit/> 1997

Intentional land-clearing fires in Southeast Asia are intensified by the El Nino induced drought. The resulting haze blankets the region causing over $1.4 billion (USD) in short-term health costs and at least that amount in direct fire-related damage.

1997
Delegates to the UN Framework Convention on Climate Change 3rd Convention of the Parties (COP-3) sign the Kyoto Protocol. This document commits developed nations to reducing overall emissions of several greenhouse gases and mechanisms to encourage North-South cooperation on emissions reduction. <http://www.co3.de/> From its base in Canada, IISD promotes SD in decision-making internationally. Connect to our knowledge networks at http://iisdcat/.

III. Stations

The third Earth Day program is based on the second one (II. Patel Presentation) using the same presenters and resources. The difference is in the format of the program. If the library facility is large enough, the three experts could be at stations around the room and use more of a workshop approach. The attendees could visit any or all of the stations depending on their interests and needs. The presenters could then give a brief talk and spend most of the time answering questions and working with individuals.

If the program is offered in the workshop format, it should be advertised as such and attendees encouraged to bring questions, lawn care problems, a sketch of their yards, etc. Another possibility in this format is to have a video playing in one part of the room that relates to the program, on gardening, wildlife, etc.

The following resources provide many more suggestions for planning Earth Day programs:


Below are recommended web sites that you might use for Earth Day:

E/The Environment Magazine http://emagazine.com
The Earth Times http://earthtimes.org
Ecomall http://www.ecomall.com
Environmental News Network http://www.enn.com
Natural Resources Defense Council http://www.nrdc.org
Rainforest Action Network http://www.ran.org

The American Oceans Campaign http://www.americanoceans.org
Earth Island Institute http://www.eartthisland.org
The Ecology Channel http://www.ecology.com
Envirolink http://envirolink.org
International Fund for Animal Welfare http://www.ifaw.org
Planet Ark http://www.planetark.org
US Environmental Protection Agency http://www.epa.gov

Sample Program(s) For World Food Day (October 16)

Book and Video Discussion


To tie the program to a book discussion, any of the following fiction titles would work:

Buck, Pearl, (1931). The good earth. Franklin Center, PA: Franklin Library. (Hunger, poverty)

From its base in Canada, IISD promotes SD in decision-making internationally. Connect to our knowledge networks at http://iisdcat/.
Recommended World Food Day Web Sites:
OXFAM & World Food Day — http://www.oxfam.ca/fooday

SCHOOL LIBRARY MEDIA SPECIALISTS

GLOBAL REACH-LOCAL TOUCH

SEVEN STEPS FOR SCHOOL LIBRARY MEDIA SPECIALISTS K-12

1 Promote global awareness in your school through displays, an interactive workstation, a hot topics button on the school web site, and celebration of calendar events, heroes, and heroines. Get ideas from the following Curriculum Guide and Pathfinder on sustainable development.

2 Encourage faculty interest in global issues and related library media center resources through informal discussions and support for resource-based learning projects.

3 Offer or distribute a copy of the following sustainable development Curriculum Guide to interested teachers and other library media specialists.

4 Provide students, teachers, clubs, parents, other library media specialists, and organizations with a copy of the following Sustainable Development Pathfinder.

5 Support global issues in and across the curriculum with a solid collection in your library media center. Consult the resource lists in the following Pathfinder and in the materials available from ALA’s International Relations Office: http://www.ala.org/work/international/.

6 Encourage personal action on global issues through individual effort and participation in local clubs and community service organizations. See the following Sustainable Development Curriculum Guide and the Pathfinder.

7 Create partnerships between school and public libraries on programming and collection in global issues.

Stimulate students and teachers with your personal service and the global resources available through your library media center!

VIDEOS

Several excellent videos have been previewed for this Guide. The abbreviations for environment, development and equity indicate which of these three crucial elements of sustainable development the videos address. The citations are annotated with suggested Global Days. There is a distributors’ list at the end of this section where videos can be purchased or rented. Please note the special Guide-related discounts available to libraries.

Changing the Focus of Foreign Aid (VP and CDI) 28 mins. (1997) Produced by CDI. Focuses on post-Cold War changes since only 1% of the Federal budget is spent on foreign affairs in general and only half of that goes toward promoting sustainable development. Env/Dev International Day of Peace


GREENBUCKS: The Challenge of Sustainable Development (VP) 55 mins (1992) Produced by Gabrielle Kelly & Nick Hart-Williams. Chief executives from major corporations, government officials, conservationists, public utilities and futurists look at the environmental crisis and come up with some ideas “to change their ways.” EnvDev World Environment Day

Green Plans (VP) 56 mins (1995) Produced by John De Graaf & Jack Hamann. Profiling the Netherlands and New Zealand to show how government, business and environmentalists work together to devise a national environmental policy, this video illustrates sustainable development in action. Env/Dev/Eq Earth Day
SUSTAINABLE DEVELOPMENT ACROSS THE CURRICULUM:

A Curriculum Guide for Teachers

What? Sustainable development is the idea, supported by action, that the present can meet its needs without compromising the ability of future generations to meet their own needs.

Why? Student knowledge of sustainable development supports school missions by:
- enabling students to be thoughtful citizens and responsible decision makers
- preparing students to be local and global leaders
- taking action now while planning for the future

Sustainable development enhances student learning objectives; students will be able to:
- define and use key concepts of sustainable development
- analyze global development and issues
- formulate questions and investigate global problems
- recognize ethnocentrism and adopt a wider perspective

Who? Middle, junior, and high school students

How? Teachers can add concepts, themes, and perspectives to existing curriculum in two easy steps:
- define sustainable development in one introductory lesson*
- connect sustainable development to existing lessons after students understand the concept by:
  1. including sustainable development as a topic for term papers, reports, debates, field trips**
  2. including books on sustainable development in supplementary reading lists**
  3. utilizing a variety of library media center resources (books, periodicals, videos, Internet sites)**

Where? Relate existing curriculum to sustainable development by posing linking questions in class or assignments
- Integrate additional sustainable development lesson plans into existing courses such as:
  World History/Cultures:
  - Views of the world’s great religions on environment*
  - Africa, Industrial development and the slave trade*
  European History:
  - Capitalist and Marxist models of development*
  US History:
  - The views of Jefferson and Hamilton on development*
  - A model Senate debate on environment*
  Economics:
  - Business and the environment*
  Biology:
  - Save the earth*
  English:
  - Position papers on such global issues as political, economic, social, and environmental justice

Additional secondary lesson plans are available on web sites.**
- Encourage students to participate in community service learning projects which support sustainable communities and sustainable development.

When? Connect current events to sustainable development issues and concerns.
Celebrate heroes, heroines, and global days related to sustainable development.**


** Relevant lists and bibliographies are available on the ALA home page (http://www.ala.org/work/international/); print copies are available upon request from ALA/IRE, 50 East Huron Street, Chicago, IL 60611 USA.
Phone: +1-312-280-3201, Fax: +1-312-280-3256, E-mail: intl@ala.org.
SUSTAINABLE DEVELOPMENT PATHFINDER FOR PUBLIC AND SCHOOL LIBRARIES

Indexes to information and resources:


Internet sites:

American Library Association — http://www.ala.org/work/international/
Communications for a Sustainable Future — http://csf.colorado.edu
The Electronic Embassy — http://www.embassy.org
Envirolink Library — http://www.envirolink.org/education.html
Institute for Global Communications: Education & Youth — http://www.igc.org/igc/issues/educat/or.html
Menominee Sustainable Development Institute — http://www.menominee.com/sdi/educat.htm
Nobel Prize Internet Archive — http://www.almaz.com/nobel/literature/literature.html
Oxfam — http://www.oneworld.org/oxfam/
President's Council Sustainable Development — http://www2.whitehouse.gov/PCSD/
UNICEF — http://www.unicef.org
US Environmental Protection Agency — http://www.epa.gov/epahome/students.htm

Magazines and periodicals reprints:

Amicus Journal
Audubon
Bioscience
Civilization
Congressional Digest
CQ Researcher
Current History
Different Drummer
E: The Environment Mag.
Earthwatch
Economist
Environment
Environmental Action
EPA Journal
Futurist
Humanist
International Wildlife
National Geographic
National Parks
National Wildlife
Nature & Resources
Nature Conservancy
New Perspectives
Quarterly
New Scientist
Northern Lights
Orion: People and Nature
Our Planet
Presidents & Prime Ministers
Science
Science News
Sierra
Smithsonian
SIRS
Society
Teen Voices
21st Century
UN Chronicle
UNSCO Courier
Utne Reader
Vital Speeches
Wilderness
World Affairs
World Health
World Press Review
World Watch

DISCUSS AND TAKE ACTION

Get information and ideas from these books:

50 Simple Things Kids Can Do to Recycle
50 Simple Things Kids Can Do to Save the Earth
50 Things You Can Do to Save the Earth
Celebrating Earth Day
Directory of Non-governmental Organizations Active in Sustainable Development
Gale Environmental Sourcebook
Guidelines for Creating Effective Study Circle Material
How to Make the World a Better Place
Kids Ending Hunger: What Can We Do?
The Kids Guide to Social Action
The Study Circle Handbook
Voices for the Earth: Vital Ideas from America's Best Environmental Books

Watch an informative video*

Get involved in school or college activities:

debate clubs and teams • environmental action clubs
• Model UN • political awareness clubs • stock clubs

Celebrate special Global Days*

Volunteer for community service in local organizations such as:

Amnesty International • Audubon Society • Big Brother, Big Sister Clubs • 4-H Club • Habitat for Humanity • Izaak Walton League • League of Women Voters • Sierra Club • Your school or public library

Recognize heroes and heroines*

* See the Local Libraries: Global Awareness page
http://www.ala.org/work/international/ for listings.
An annotated list for the following videos can be found at ALA's Local Libraries: Global Awareness web site: http://www.ala.org/work/international/.


Fat of the Land (VP) 56 mins. (1996) Env/Dev/Eq World Environment Day


No Dam Good (BF) 26 mins. (1987) Env/Dev/Eq World Habitat Day

No Spare Parts (BF) 22 mins. (1990) Env/Dev/Eq Africa Industrialization Day

Stopping War Before It Stalls (VP and CDI) 28 mins. (1997) Env/Dev/Eq International Day of Peace


Distributors:
BF = Bullfrog Films, Box 149, Oley, PA 19547, 800-543-FROG, email: bullfrog@igc.apc.org. REQUEST THE SPECIAL LIBRARY SALE PRICE OF $89 PER VIDEO.

CDI = Center for Defense Information, 1500 Massachusetts Ave., NW, Washington, DC 20005, 202-862-0700, email: admininfo@cdi.org.

VP = The Video Project, 200 Estates Dr., Ben Lomond, CA 95005, (800-4-PLANET) email: videoproject@videoproject.org. REQUEST SPECIAL DISCOUNT OF 10% FOR 1 OR 2 AND 15% FOR 3 OR MORE.

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