



# GROWING<sup>★</sup> THE TOMORROW

NOVO ENCANTO'S SOCIO-JUNIOR PROGRAM

NOVO ENCANTO



The Novo Encanto (NE) Socio-Junior Program – Growing the Tomorrow aims to awaken love for nature, making children and teenagers understand it is a manifestation of God and, by that, sensitize them to have sustainable attitudes and grow up recognizing the importance of caring for the environment as a natural part of their daily lives. According to **Novo Encanto's Booklet of Principles**, it is vital to recognize the Sacred in Nature and thus awaken in children and teenagers the awareness of the need to care for nature as if they were growing a tomorrow more sustainable and harmonious for all of us. To this end, this booklet presents the Socio-Junior Program, and some of Novo Encanto's principles and proposes environmental education activities to work with children and teenagers, in a partnership between the Novo Encanto's Monitoring with the Spiritual Orientation (OE) and other Departments.



# THE OE AND THE NOVO ENCANTO HANDS GIVEN



ORIENTAÇÃO  
ESPIRITUAL

A notable movement in the current moment of União do Vegetal is the increasing recognition of the importance of Spiritual Orientation (OE), in support of the “caianinha” families and the work of Representative Mestre in our Núcleos in the function of guiding and maintaining the health of the flock. The natural affinity between OE and Novo Encanto, for example, has allowed us to carry out constant work to strengthen our children’s connection with nature, a source of joy, emotional balance, and motivation for every human being. Being the “environmental arm” of the Centro, Novo Encanto has simply everything to do with OE.

Thus, Novo Encanto’s Socio-Junior launch campaign is another initiative that aims to sensitize, raise awareness and integrate human beings with nature. And OE’s thousands of volunteers will be able to support this new Novo Encanto campaign, strengthening the convergence of ideas and carrying out actions led by its Socio-Juniors. The most important thing is that, in each Núcleo, local conditions and priorities are respected, and that those responsible for the OE take the opportunity to provide our children with the certainty that they are welcome in the União do Vegetal, feeling part of our religious and social activities. We do not set goals, and we do not impose the implementation of any project, but we are happy with the possibilities that are available to the OE so that our Beautiful Garden flourishes more and more.

**Almir Nahas**

Responsible for Spiritual Orientation with Children and Teenagers




# WHY BE A SOCIO-JUNIOR OF THE NOVO ENCANTO?



According to **Novo Encanto's Booklet of Principles**, we need to “[...] act so that the spiritual comprehension of nature and our place within it grows”. Therefore, it is important to reach the hearts of our children and teenagers, awaken them to the beauty of nature and, subsequently, work on concepts so that they understand and value the **Law of Nature**, the “caboclo” knowledge, natural resources, fauna, flora, and contribute to the environment, developing a better relationship between human beings and nature.

Another reason is that the membership of the UDV is reserved for people over 18 years old, so the possibility of becoming a Socio-Junior of Novo Encanto is an opportunity to generate a sense of belonging in children and teens within our community.



This work can also awaken in our children and teenagers the sense of order and organization that exists in nature, so that, from an early age, they learn to work collaboratively with each other and within the activities of the Núcleo.

It also aims to teach children and teens that there is knowledge and wisdom in nature that can be learned through experiences with more experienced people. Thus, we are valuing the knowledge of the “caboclo”, of the ancients, teaching to respect the elders and the wise; and also teaching that there is a mystery in nature to be unraveled.





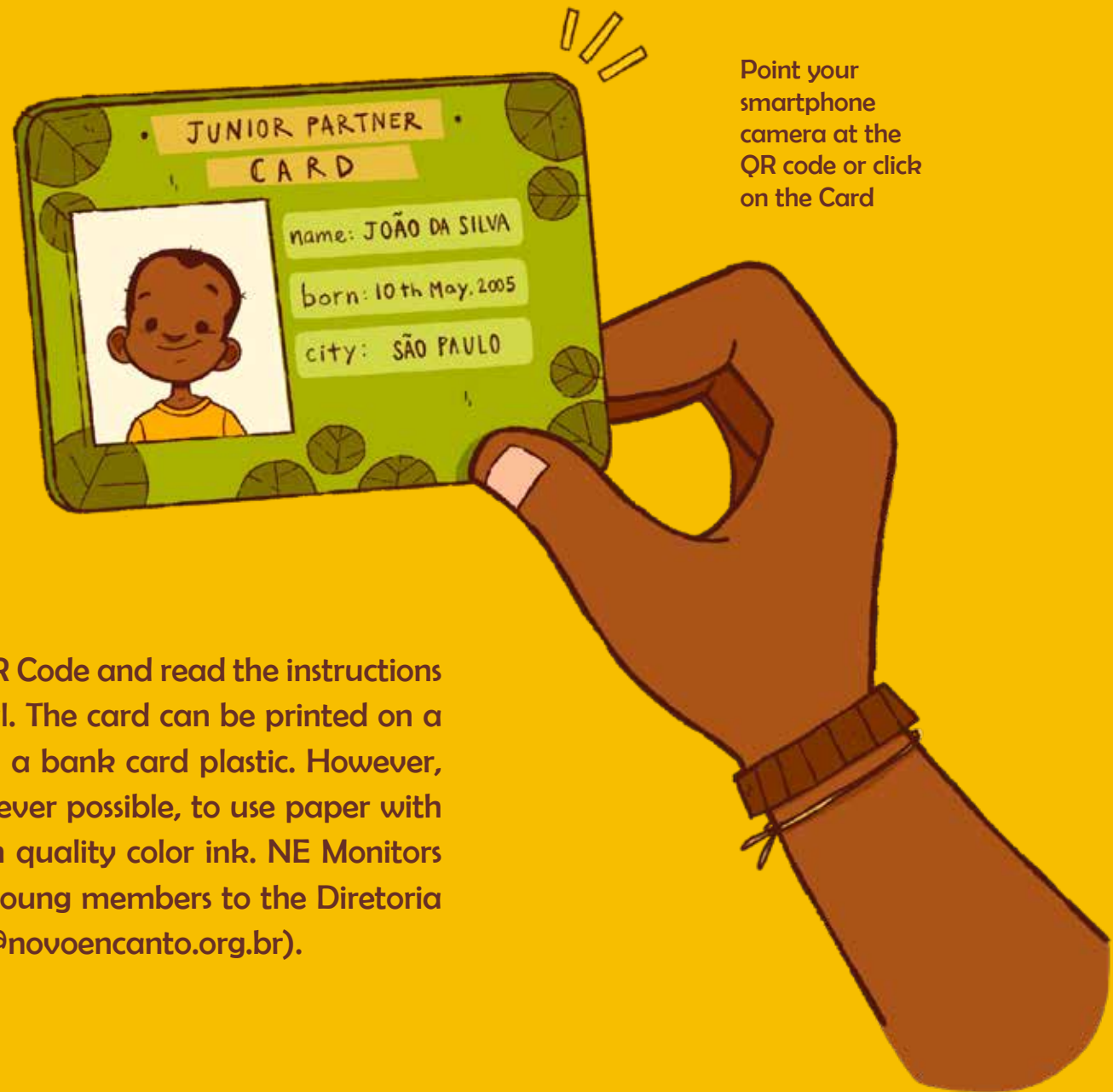
# HOW TO BECOME A SOCIO-JUNIOR?



To be a Novo Encanto Socio-Junior, it is not necessary to pay fees but rather to be part of the ecological activities carried out at the Centro in partnership with the Spiritual Orientation (OE), Plantation and Environmental Department (DPMA), Beneficence, Scientific and Medical Department (Demec) and other Monitorships that develop related work.

Children and teenagers who decide to take part in the project must be issued a Socio-Junior card. We recommend that they have already completed some tasks and demonstrated their commitment to conservation (for example participation in the garbage collection schedule during a term). The handing over of the cards can be a solemn moment in which Representative Mestre makes the handing over and speaks a few words of encouragement to the children and teens, valuing their work and creating in them a sense of responsibility and duty fulfilled.

T-shirts or vests with the name of the program can be made, certificates can be made or pins can be given for activities completed, to put on caps and bags, and colorful stickers can be made.



Point your smartphone camera at the QR code or click on the Card

To issue the cards, scan or click on the QR Code and read the instructions on how the app works in the Issuing Manual. The card can be printed on a regular printer and laminated or placed on a bank card plastic. However, for better quality, it is recommended, whenever possible, to use paper with a higher weight and print on a printer with quality color ink. NE Monitors should forward the names of children and young members to the Diretoria de Formação Ambiental ([diretoria.adjunta@novoencanto.org.br](mailto:diretoria.adjunta@novoencanto.org.br)).



# WHAT RESULTS CAN BE ACHIEVED WITH THE PROGRAM?

1. Children and teens with attitudes of respect, good habits, preservation, and appreciation of the environment so that they become more conscious adults;
2. Children and teens integrated into the activities of the Núcleo;
3. Children and teens understand that nature is part of God and nurture a sense of love for nature;
4. Children and teens trained in observing nature and trying to perceive its beauties and enchantments;
5. Children and teens recognizing the value of their elders and the importance of the traditional knowledge of “mateiros”, “seringueiros” and “ribeirinhos”;
6. Actions that contribute to the preservation of natural resources;
7. Internalization of the importance of the **5 Rs - refuse, reduce, reuse, recycle, and repurpose.**







# HOW THE MONITOR WILL BE ABLE TO WORK?






The Monitor should work in line with the President and Representative Mestre. In this specific case, the Monitor must also establish a direct partnership with the Responsible for Spiritual Orientation, who will also receive information about the project from the OE-DG. The idea is to captivate the Direction of the Núcleo and the parents so that they realize the importance of this work in the formation of children and teens.

The activities should work in a way that reconciles with the commitments of the Núcleos. These should be carried out on scheduled working days and integrated with other Departments.


The work should not be carried out alone, but rather look for people in the Irmandade who can collaborate with the activities. For example, you could organize activities to value the elders and popular knowledge, by inviting “mateiros”, prayers, and people with experience in the forest to walk with the children and show them the medicinal plants and their benefits. You can also invite a sportsman to organize a bike ride, a doctor or a fireman to talk about first aid, and other professionals among the Irmandade who can collaborate.

Monitors can encourage children to take part in discussions and games that will arouse their interest in the experiences proposed in each activity. This booklet provides examples of activities and themes that can collaborate in this sense with each Núcleos or Authorized Distribution of Vegetal (DAV), respecting the characteristics, way of being, and identity of each one.





# WHICH PRINCIPLES OF SPIRITUAL ECOLOGY TO WORK ON WITH CHILDREN AND TEENS?



Parents and monitors are introduced to concepts studied in school today in a way that is aligned with UDV teachings and accessible to children and teens. Thus, these concepts are proposed so that the team follows a line in the elaboration of activities and knows how to deal with such issues. It should be noted, however, that when dealing with these principles with children and young people of school age, one should, whenever necessary, seek to guide them on the importance of respecting what is taught in schools, even if it is different from our spiritual vision, and to have discernment regarding the appropriate place for each type of knowledge, thus aiming not to harm the school performance of children and, especially, teenagers.





## **1 - God is the creator of everything:**

The UDV brings a spiritual view of ecology, rather than a materialistic one. There is a Creator in charge who designed and generated everything. Everything is within God's plan. God is on command.

## **2 - God created the planet Earth:**

The planet Earth was created by God for the purpose of human beings coming to incarnate, dwell and evolve. Its origin didn't happen by chance, or a random sequence of events that gave rise to Earth, but by Divine order within its plans. The Earth is the mother of our body because it nourishes and sustains us, but our spirit comes from God, from a higher place.



### **3 - God created nature:**

The nature that exists on this planet is a divine creation, it is the manifestation of God, and it is a reflection of the Divine Nature. It is superior to human beings and provides us with the conditions necessary for our survival, as well as life on the planet. A distorted view of this generosity has led man to see nature as a means to be dominated at any cost or that its resources can be wasted. Our job is to recognize that nature is a Divine Creation and that we need to be grateful to it and learn to use what it gives us.



### **4 - God created human beings:**

The human being is also a divine creation that was within God's plans from the beginning, not the result of a random and purposeless evolutionary process. It should be emphasized that the scientific academy works with theories that are still being studied and that the maturation of human understanding has always brought clearer views about life.

## **5 - Evolution exists, and it is toward God:**

The process of evolution exists, but it is spiritual, on the path that the spirit takes to purify itself and reach God. In this process, it is necessary to develop recognition and gratitude for God and for the Divine Nature that serves us. And thus learn in practice the best way to exist without abusing, without wasting, but instead learning to care, to share, and to multiply.



## **6 - Our ecology is one of preservation and conservation:**

The UDV teaches that we must preserve the most natural and original possible, like taking care of a Chacrona Reign, and also brings examples of how the proper use of natural resources is necessary, as in the agroforestry where it is necessary to carry out management, the cutting of some trees, within a broader development of sustainability. Thus, our ecology must be a process of constant improvement of the environment we live in, working to take care of the Sacred and generate prosperity and abundance.

## **7 - Environmental practice:**

Novo Encanto's work is aligned with the teachings of the UDV and thus our environmentalism is in the transformation of our practice, our daily life, and the routine of the Núcleo, without fantasy, focused on what I can do for a better world and not criticizing what others still do. With good examples, we can inspire others to transform their practice. If we want to change the world, we can reach places of authority, such as academics, government officials, and business people, for example, and can improve existing social, environmental, and business policies.



# HOW AND WHAT ECOLOGICAL ACTIVITIES CAN WE WORK?

The idea of the Socio-Junior Program is to work in three ways: 1. by integrating into the activities of the Núcleo; 2. by carrying out recreational activities; 3. by taking trips. The activities can take place, for example, by participating in some work schedule of the Núcleo playfully or fulfilling a work schedule for an entire period of Assistance to be entitled to a weekend camp. On a trip, the group can learn new skills through games. Here are some examples of activities:



## **1 - Integration of activities in the Núcleo:**

Pick up work schedules that have a link to environmental conservation, such as collection of garbage, separation of waste, maintenance of the composter, and disposal of cooking oil. Participate in work in the Plantation, the community garden, and the medicinal garden.





## 2 - Playful activities:

Making toys with recyclable material, producing soap with reused cooking oil, and making ointments.

Playing games, storytelling, art, and music festivals with an environmental theme.

Enable learning about bees and meliponiculture, identification of birds, and insects, and collection of minerals and rocks.

Instruct and develop skills in first aid, lighting and putting out campfires, setting up camp, survival in the woods, how to find water, identifying footprints, and tracking animals

## 3 - Tours:

Walks in the Núcleo itself with “mateiros” to identify and learn the characteristics and behaviors of plant and animal species (insects, birds, etc.).

Walks and camping in the Núcleo and in other natural places (parks, reserves, forests, sites, waterfalls, beaches).

Tour to Seringal Novo Encanto, Seringal Sunta, Central de Plantadores etc.

Reflective moments on the importance of nature, the laws we can learn by observing nature, our place in nature, life in the rubber plantations (seringais) and its difficulties, what we can do in our daily lives to be more conscious people and apply the **5 Rs - refuse, reduce, reuse, recycle and repurpose.**



# WHAT ARE THE 5 RS AND THE ISSUES TO BE ADDRESSED



## REFUSE

Examine the need and the acquisition of certain products, and what damage they can cause to the environment. Acquiring recyclable products.



## REDUCE

Indicates the need to reduce the amount of shopping we do, avoid waste, say no to consumerism, and buy only what we need.



## REUSE

Give new destinations to materials that we no longer use, such as cardboard boxes, glassware, and plastic, among others.



## RECYCLING

Making the selective waste collection. This saves natural resources and reduces pollution.



## REPURPOSE

Transforming things old into new. Customization of clothes, old furniture, scraps, packaging, toys, etc. Repair when it's possible rather than discard and buy a new one.





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# PROPOSED ACTIVITIES

The activities can be started by gathering for talking about the children and teens' previous knowledge. Talk about the need to preserve the environment, the meaning of the 5 Rs, and the ecological dates. You can use short videos about waste disposal, go out to visit places degraded by human action, listen to songs, and read books.

For example, we propose a series of activities to work with the 5 Rs described below. But feel free to create the most appropriate activities for your group.

This booklet aims to be a collaborative work. **Click here**, create a folder with the name of your Center and Region (e.g.: N. Rei Davi - 3rd Region), and add new activities that you have developed and that you want to share with everyone (texts, photos, etc.). You can also browse the projects of other Monitoring.

5RS ACTIVITIES

# REFUSE:



1. Gathering to talk.
2. Survey children and teens' prior knowledge of the issues: How can I improve my practice concerning the environment? Do I need to buy this toy or this product? How was it made? Where did the material used in this product come from?
3. **Activity - "Exchange day for toys, games, clothes, and books":** instead of buying new toys, games, clothes, or books, let's have an exchange day. Children and young people can set up an exchange day where they can bring products, toys, and other items to be exchanged.
4. Children and teenagers should make an assessment with their parents of which products they can bring to exchange with their friends.

## 5RS ACTIVITIES

# REDUCE:

1. Gathering to talk.
2. Survey children and teens' prior knowledge about the subjects: consumerism and waste.
3. Present materials that illustrate the 5 Rs, such as posters, reports, etc.
4. Raise questions about new objects we want, such as toys, cell phones, clothes, etc., and whether we need all these things. What could we not buy?
5. **Activity - Playing “Keeping an eye on waste”:** in groups, children and teens should walk around the spaces of the Núcleo/DAV and check if there are water leaks in the taps, in the bathrooms, and if the lamps are on unnecessarily. Follow the lunchtime at the “mutirão”, and check the amount of food that has been thrown away. Record the waste they have found through photographs and writing.





- 6.** In this activity, the Monitor can be the children's scribe about their observations and the teenagers will make the photographic records.
- 7.** Conclude the activity with a discussion about what they have observed: how they can avoid such waste, where the food thrown away will go, how to avoid wasting water and electricity, and what these wastes can cause to the environment.
- 8.** The children can draw pictures, paintings, and collages about the activity and the teens can print some photos to make a poster with explanatory phrases, produce a video with the help of the NE Monitor and the DMC to present to the Núcleo's Irmandade.

5RS ACTIVITIES

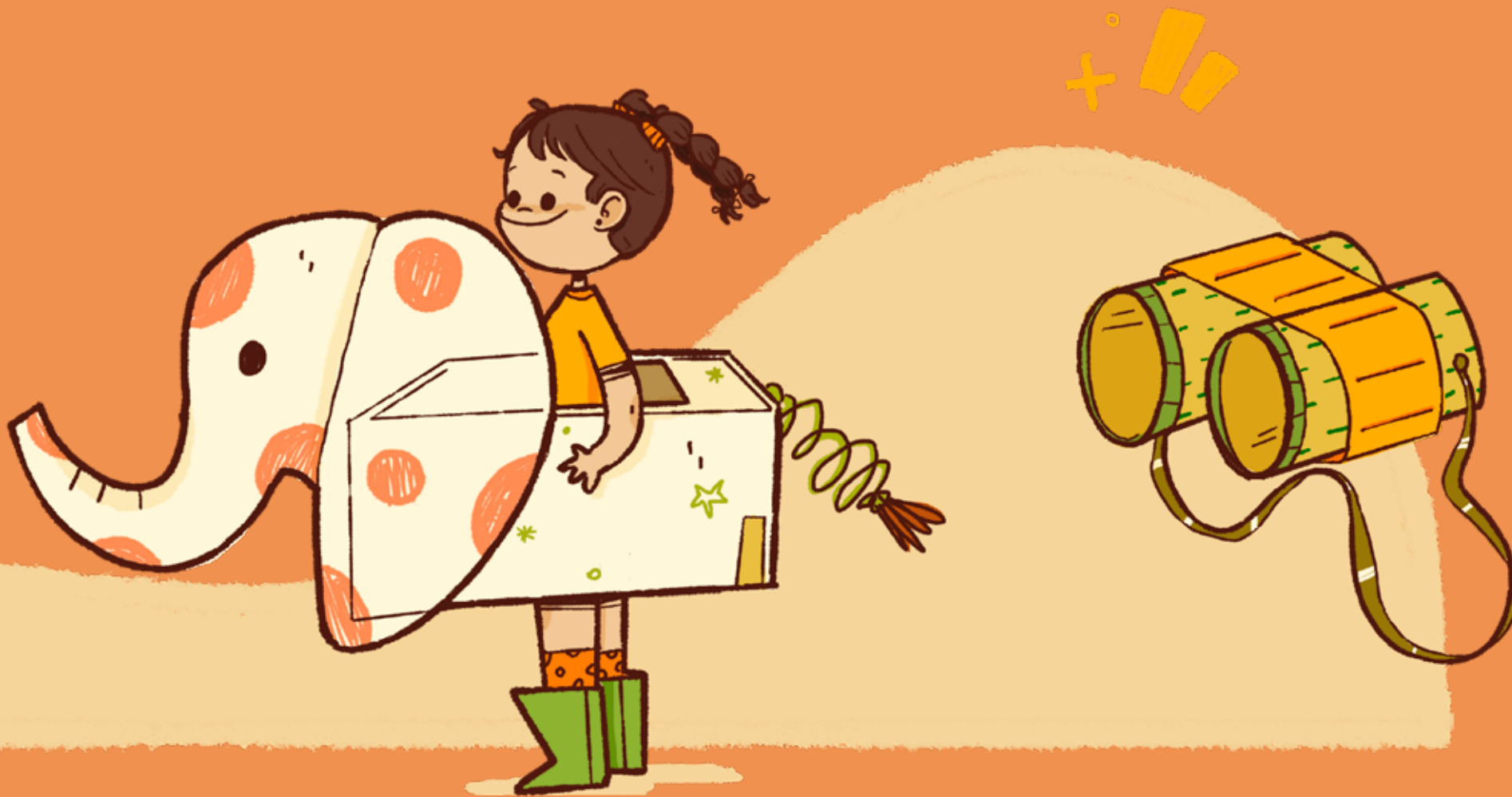
# REUSE:



1. Gathering to talk.
2. Survey children and teens' prior knowledge on the following topics: Why is it important to reuse a discarded material? How does reusing material help the environment? What paths do recycled materials take? What products can be made from recyclable waste?
3. **Activity - Toy and general art workshop:** ask children and teens to bring recyclable materials to make toys, vases, watering cans, and decorative pots. In this activity, children and teens can unleash their imagination using painting, collages, etc. with different tones and colors.








4. Exhibition of toys and handicrafts made, with the possible sale to raise funds for the Beneficence, NE, OE, etc. in agreement with the President.

5RS ACTIVITIES

# RECYCLING:



1. Gathering to talk.
2. Survey children and teens' prior knowledge on the topics: what are natural resources? Can they run out? Why is pollution bad for our health? How can we contribute to a healthier planet? Why recycle?



**3. Activity - Waste disposal game:** provide appropriate containers for separating waste (colors and symbols). Collect supermarket leaflets, cut out pictures of food, plastic products, cans, glass, etc. Paint empty milk cartons according to the colors of selective collection and paste the recycling symbols. Divide the children into groups. Each group should throw a dice and, according to the number drawn on the dice, take the corresponding number of figures from the table and place them in the containers they consider correct. When all the figures have been placed in the containers, check that they have been disposed of correctly. The group that gets the most correct wins the game.

**4. Activity with teenagers:** provide boxes in the colors of the selective collection with their respective symbols. Form two lines with the same number of people. Place recyclable materials on the floor. The first person in line should pick up the “discarded object” on the floor with their knees and walk to the corresponding disposal box, placing the material without dropping it. Return to the end of the line. The next in line does the same. The line that finishes first and has the most correct answers wins the game.

**5. Activity - Selective collection:** produce explanatory posters on the correct disposal of each type of recyclable material to be displayed in the corresponding garbage cans. If there are no recycling garbage cans at the Núcleo yet, children and teens can make them using cut-outs, collages, paintings, etc.

**6.** At the end of the activities, discuss solutions for disposing of materials correctly at home and at the Núcleo.



5RS ACTIVITIES

# REPURPOSE

1. Gathering to talk.
2. Survey children and teens' prior knowledge on the topics: What products or objects does each one have in its house purposeless? Which one of them could we transform into another thing or recover? How could we restore the environment?



**3. Activity – Customization:** Carry out a workshop to customize old, stained, small clothes, etc. with the help of seamstresses or artisans. For example: transform jeans into a bag or tie-dye an old T-shirt.

**4. Activity - Restoring the forest:** establish a partnership with DPMA to develop SAF management activities, adapted for children and teens, or reforestation activities in the Núcleo or in nearby regions.

**5. Activity - Recovering rivers and seas:** establish a partnership with OE to promote river and sea clean-up activities.



ECO-CALENDAR

ACTIVITIES

# 22/03 – WATER DAY:

1. Conversation about the importance of water as a natural resource and the need to preserve it. Without forgetting to save it, water can also be present in games.

2. **Activity - Water harvesting:** think about solutions for rainwater harvesting and reuse together with children and teens.

3. Fun games that can be done without waste:

- Playing “water-catch”: each participant must have a bladder with water in their hands, run after their friends, and hit them with the bladder so that it bursts and wets their opponents. Whoever finishes the game without getting wet wins. In this game, hardly anyone is left without getting wet.
- Slip ‘N Slide: lay out a long tarpaulin on the grass, use a hose pipe to cover it with water and a little soap, and slide down it as many times as you like.





# 19/04 – INDIGENOUS PEOPLES' DAY

(04/19 – DIA DOS POVOS ORIGINÁRIOS IN BRAZIL):

- 1. Gathering to talk:** listen to each person's previous knowledge, talk about indigenous culture, habits, customs, children's games, and respect for indigenous peoples to build citizenship.
- 2. Making shuttlecocks of indigenous origin and playing games:**
  - **Shuttlecock:** the shuttlecock can be made with various materials such as newspaper, sand, small stones, colored fabrics, and string.
  - **Tug-of-war:** for this game, you will need a long rope and a stick or chalk to mark the ground. Divide the number of people equally into two groups. A line is made on the ground and each group holds the rope on one side. At the signal given by the Monitor, each group pulls the rope to its side. The group that makes their opponents cross the line wins the game.









## 05/06 – WORLD ENVIRONMENT DAY:



1. Gathering to talk regarding previous knowledge of what the environment is, its preservation, and conservation.
2. Provide visits to natural environments (inside the Núcleo, in parks, butterfly gardens, botanical gardens, etc.) to build links with nature.

### **Activity:**

- Detective game: ask anyone who has one to bring magnifying glasses and binoculars. The game is to observe with magnifying glasses and binoculars, or even without these objects, different species of insects, plants, and small animals such as birds, their colors, and shapes.
- Collect materials from nature, such as dry leaves, pebbles, and sticks, and make glues, for example, of a mandala.





# 05/09 – AMAZON RAINFOREST DAY:

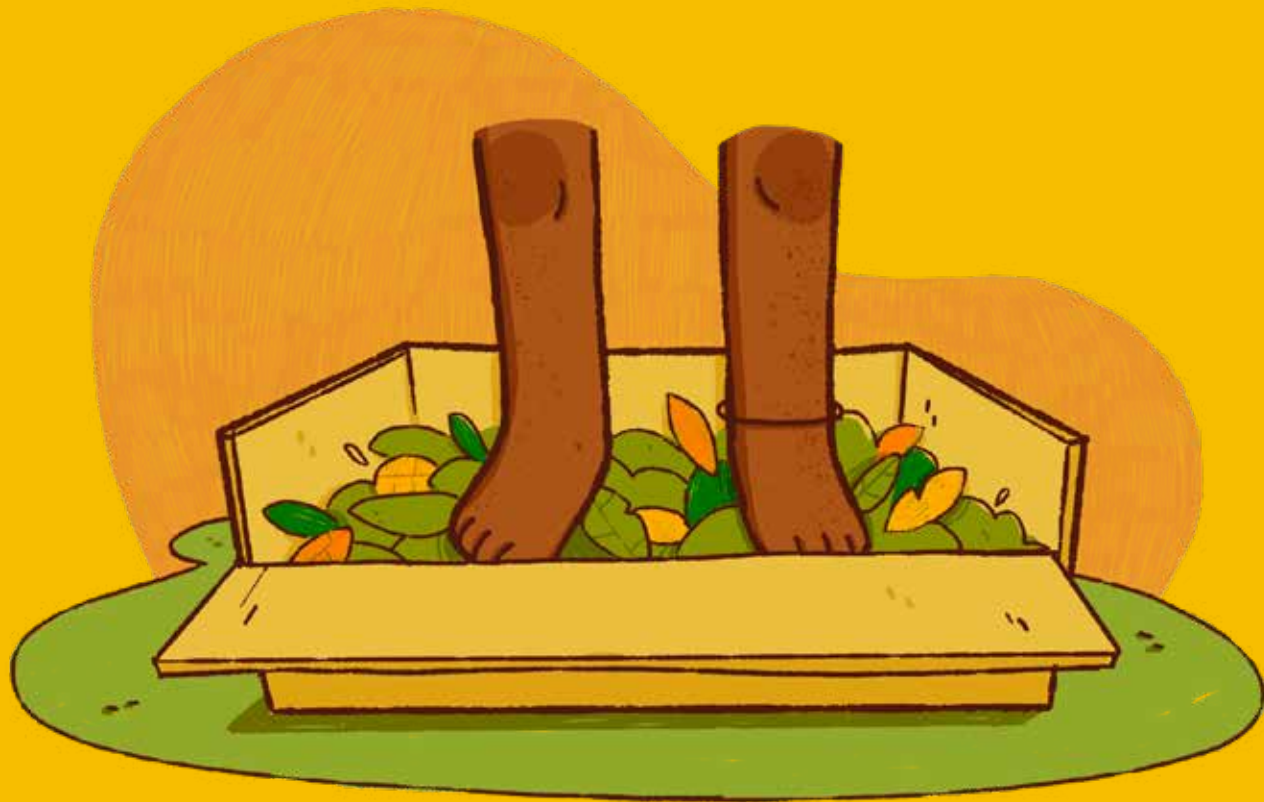


1. Discussion about the diversity of plant and animal species, the risk of deforestation, and how we can preserve the Amazon. If you wish, also address the importance of the predominant biome in your region, such as aquatic, grassland, forest, desert, tundra, etc.
2. Listen to each person's prior knowledge about what the Amazon rainforest is like.

## **Activity:**

- Sensory trail: you will need boxes (can be cardboard, wooden or plastic), sand, stones, dry leaves, plants, and cotton.
- Put each material in a box and place them next to each other. With their eyes blindfolded and the help of an adult, the child should walk barefoot, passing through all the boxes. When stepping on each material, ask the child to try to identify which material they are stepping on. To simulate that it is a forest environment, the game is more interesting if it has some sounds like birds, wind, and rivers. The child can walk on the trail blindfolded or not. After everyone has gone through the sensory trail, ask them to share what they felt.





## REFERENCES:

### **Carta de Princípios da Novo Encanto.**

Associação Novo Encanto de Desenvolvimento Ecológico. Available at: <https://novoencanto.org.br/novo-encanto/>. Accessed on: 26 sep. 2022.



## FIND OUT:

### **Intelligent Design**

<https://intelligentdesign.org>

### **Flow Learning**

<https://www.sharingnature.com>

### **Learning with the Natureza**

### **Interview with Joseph Cornell**

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



## VIDEOS AND READING SUGGESTIONS:

Sharing Nature with Children

Paperback – July 7, 2018

By Joseph Cornell (Author)

“A Gota Borracheira”. Production: Maurício Squarisi. São Paulo: SABESP/Núcleo de Cinema de animação de Campinas; 2002.

<https://youtu.be/6OVHgjWRaWg>

Machado, Marcia, prof. Youtube. 1 video (4:09 min). Available at:

<https://youtu.be/eUtcz979MgA>

“Coleção: O Mundinho” – Ingrid Biesemeyer Bellinghausen

<https://www.omundinhoedicoes.com.br>

# GROWING★ THE TOMORROW

NOVO ENCANTO'S SOCIO-JUNIOR PROGRAM

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ORIENTAÇÃO  
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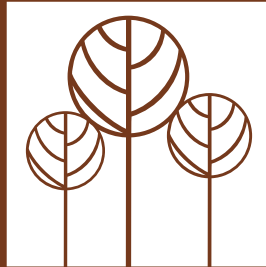
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