

## **EARTH KEEPERS**

### **Lesson I: God is Creator and We are Earth Keepers**

Grades K-3

#### **Purposes:**

1. Enable children to discover (or affirm) that God as creator, began the natural world and continues to create.
2. Learn that everything is connected to everything else. When people destroy (intentionally or not) one part of creation, others are affected.
3. Discover that God calls us to be creators and keepers with God.

#### **Opening activity**

1) Provide a table of items to be sorted into natural living, natural non-living and human-made things with signs for the above categories. As children arrive, have gather them around the table and sort the items and then discuss:

What are the reasons for placing each in its category?

What do all the items have in common?

How are they related?

How are they related to us?

#### **Bible story:**

With a Bible in hand, remind the children that the Bible is a library, with many books. Open it to the first book and tell them that “Genesis” means “beginnings.” These writers tell of what the ancient people of God thought about many wonders of the world.

Pass out pictures of things that God created in Genesis 1. Try to have a picture for each day. Give something to each child. As you read the story (perhaps from a Bible story book for this age), have the children holding the picture attach it to a piece of poster board in that order to form the “days” of creation. You may need more than one poster board, and there may be several pictures which qualify for what God created in a “day.” Be sure and explain that a “day” meant a long, long period of time.

#### **Discussion:**

**What did God think about the world?**

**What do we think about our world?**

**What is good?**

**What is not so good?**

**What do we need to live?** Accept all answers, but look for **air, water, food, shelter, sun, food.** These things we cannot live without.

## Activity

Form a circle (outside, if possible). Give someone a ball of yarn and have them name something that God created. Still holding the end, that person gives the ball to someone across the circle who in turn names something in nature related to whatever was just named and hangs on to his/her piece. Then that person in turn gives the ball to someone else who names something related. The yarn keeps going across the circle until everyone has at least one loop end to hold. **This is the web of life: Everything is related to everything else.**

**Choices:** (If not finished, these can be completed next week.)

1) Poster of natural things – including what God gives living things to survive. Children could draw on the poster, or on drawing paper and attach. Something representing **air, water, food, shelter, sun, food** would be good to cement this learning.

3) Weaving: “Loom” of warp labeled as “air, soil, water, sun, food” and paper strips for woof labeled with whatever living things the children want to weave across the warp. They should label their strips. Looms are made from construction paper about 9” x 9” with the labels around the edge. Strips might be multicolored.

4) Create a worship center of natural items for closing. Use the candle and the globe as starters.

5) Complete and play the Earth Keeper game. (Make up the board ahead of time.)

Earth Keeper game will be a poster board with a route traced and “stops” to land on. Good deeds send players ahead, and polluters send them backwards. Children can add good things about earth keeping (picking up trash) or bad (polluting a lake).

For next week: Before closing – have children fill a pint jar about half full of water and mark the line where it comes to with permanent marker. Put in freezer for next week.

Closing: Gather children and light a candle symbolizing the light that God created and gives to our world and each of us. The symbol of Jesus as the light of the world might be mentioned here. Offer a sentence prayer with each child giving thanks for something in the natural world.

## **Supplies for Lesson I – Grades K-3**

### Opening activity

Things to be sorted – human made and nature

### Bible reading:

Bible story book

Pictures of things God created

Newsprint or poster board or flannel board

Markers

Tape

Ball of yarn

### Choices:

Banner & felt squares - ?

Poster board for days of creation

Weaving looms and strips

Poster board for game – make game journey up ahead of time

Game pieces

Post-it notes

Globe for worship center

## **EARTH KEEPERS**

### **Lesson I: God is Creator and We are Earth Keepers**

Grades 4-7

#### **Purposes:**

1. Enable children to discover (or affirm) that God as creator, began the natural world and continues to create.
2. Learn that everything is connected to everything else. When people destroy (intentionally or not) one part of creation, others are affected.
3. Discover that God calls us to be creators and keepers with God.

#### **Opening activity**

Provide a table of items to be sorted into natural living, natural non-living and human-made things with signs for the above categories. As children arrive, have gather them around the table and sort the items and then discuss:

What are the reasons for placing each in its category?

What do all the items have in common?

How are they related?

How are they related to us?

#### **Reading the Bible:**

Introduce Genesis. Remind them that “Genesis” means “beginnings.”

The first 11 chapters of Genesis are myths: interpretations of how real events happened, particularly events that they couldn’t completely understand. It is NOT scientific history, yet it tells us important things about the world and about God.

Divide the class into three groups. Assign one group Genesis 1:1–28, one group Genesis 1:28–2:4 and one group chapter 2:4b-23.

Give each group a sheet of newsprint and have each list whatever God created in order of the passage. They can use words or symbols (i.e. stars for stars).

#### **Discussion:**

Bring groups together and compare lists quickly. Emphasize the important phrases about taking care of the world: verse 1:28 and verse 2:15. If there are children who like to look up scripture, they might look at Psalm 24:1-2 (“The earth is the Lord’s...”) and Leviticus 25:23 (“...for the land is mine.”)

**To whom does the world belong? What does God say?** (God – we are “sojourners” – God created us to enjoy the world.)

**Why is this important?** (If we said the world belonged to humans, our greed would - and does – tend to destroy some of the world.)

**What do we need for life?** Accept all answers, but look for **air, water, food, shelter, sun, food**. List on a board or newsprint. These things we cannot live without.

## **Activity**

Form a circle (outside, if possible). Give someone a ball of yarn and have them name something that God created. Still holding the end, that person gives the ball to someone across the circle who in turn names something in nature related to whatever was just named and hangs on to his/her piece. Then that person in turn gives the ball to someone else who names something related. The yarn keeps going across the circle until everyone has at least one loop end to hold. **This is the web of life: Everything is related to everything else.**

**Choices** (If not finished, these can be completed next week.)

- 1) Banner of days of creation.
- 2) Earth Banner – showing things God has created and necessities for life.
- 3) Weaving: “Loom” of warp labeled as “air, soil, water, sun, food” and paper strips for woof labeled with whatever living thing want to weave across the warp.
- 4) Create a worship center for closing.
- 5) Work on Earth Keeper game.

Earth Keeper game will be a poster board with a route traced and “stops” to land on. Children make up good things about earth keeping (picking up trash) or bad (polluting a lake), write these on 3x3 post-its and place around the board at stops. Teacher writes in appropriate steps for next week, spacing them logically.

Before closing – have children fill a pint jar with exactly 1 cup of water and put in freezer for next week.

**Closing:** Gather children and light a candle. Talk about what natural properties are involved here. Then mention what a candle symbolizes in our faith. (Jesus as “light of the world” or God’s light in a dark world, etc.) Offer a sentence prayer with each child giving thanks for something in the natural world.

## **Supplies for Lesson I – Grades 4-7**

### Opening activity

Nature things inside

Things to be sorted

### Bible reading:

Bibles

Newsprint

Markers

Ball of yarn

### Choices:

Banners & felt squares

Poster board for game

Game pieces

Post-it notes

Weaving looms and strips

Globe for worship center

# **EARTH KEEPERS**

## **Lesson II: Water is Necessary for all Living Things**

Grades K-3

### **Purposes:**

Remind the children that God has created the world with the basic natural supports of life: air, water, sun, food.

Give children opportunity to explore properties of water.

Hear some stories about the life-saving properties of water and dangers of water.

Enable children to see how they can make a difference in being an “Earth Keeper.”

### **Opening activity**

Post some “water facts” on pieces of paper around the room. Ask children to look them over (help the younger ones) and find some things they didn’t know before. Also post a diagram of the water cycle.

Discuss the ways we use water. How is it necessary? Dangerous?

Look at a globe. How much of the earth is water? How much fresh water? Where do we get fresh water? Where does used water go? Discuss water cycle.

### **Recall Bible story from last week:**

Looking at the poster made for the “days of creation” from last week. Recall the Bible passage from which the poster was made. Remind the children that this is just a story of why God created (God loves the whole world, including us, and wanted it to work well and us to live as comfortably and happily as possible. It does not tell HOW the world was created.) The Bible reminds us that we are creators with God and Keepers of the Earth.

### **Activities**

Experiments with properties of water:

Evaporation – paint sidewalk with water

Condensation – ice cubes in glass/jar (hopefully condensation will accumulate)

Show/talk about 3 states of water: ice, water, steam

Test buoyancy of water (Salt liberally in a glass of water and float an egg)

Show capillary action (Celery stalk in colored water)

Compare pond water and fresh water

Play Earth Keeper game

And/or

Make ponds in a plate: one polluted and one non-polluted scene (either separately or together)

**Closing:**

Be sure a worship center is set up with a bottle of bottled water and the globe. Add a picture with water (stream, ocean, lake, etc.)

Gather around the worship center. Talk about why bottled water takes water away from people who need it (by depleting their springs and aquifers) and takes oil to make the bottles. Show we can take care of this scarce resource by using refillable bottles. Thank God for water.

## **Supplies – Lesson II for grades K-3**

Water fact sheets – post (get from “Wet ‘n Wonderful Water”)

Globe

Bible story book

Church World Service leaflet (for stories)

For experiments:

Wide paint brush (for sidewalk)

Several glasses or jars

Ice cubes

Egg

Salt

Food color

Celery stalk

Pond water

Stiff paper plates or tag board to make a collage of clean water and pollution.

Paper for making scenery and ponds, fish,

Colored paper scraps

Junk for pollution

Bottle of bottled water

Earth Keepers Game and players

## **EARTH KEEPERS**

### **Lesson II: Water is Necessary for all Life**

Grades 4-7

#### **Purposes:**

Have the children recall that God has created the world with the basic natural supports of life: air, water, sun, food.

Give children opportunity to explore properties of water.

Hear some stories about the life-saving properties of water and dangers of water.

Enable children to see how they can make a difference in being an "Earth keeper."

#### **Opening activity:**

Post some "water facts" on pieces of paper around the room. Ask children to look them over and find some things they didn't know before. Also post a diagram of the water cycle.

Have a discussion on the ways we use water. How is it a necessity? A danger?

Look at a globe. How much of the earth is water? How much fresh water? Where do we get fresh water? Where does used water go? Discuss water cycle.

#### **Reviewing a Bible passage:**

Look again at the first story of creation in Genesis. Discuss how the order in which God created natural world is possible or not possible scientifically. Discuss why this passage is important. (Reminds us that God is creator and human beings are keepers.) How does God plan for water?

#### **Discussion:**

Water is necessary for life, but it also can pose dangers. Too little water (scarcity) makes it difficult to live, but too much can be life threatening. Talk about such instances.

#### **Activities**

Experiments with properties of water: (all choose at least one of these and discuss results together)

Evaporation – paint sidewalk

Condensation – ice cubes in glass/jar

Show/talk about 3 states of water: ice, water, steam

Test buoyancy of water

Show capillary action

Show how water molecules move

Compare pond water and fresh water

#### **Choices:**

Finish (if necessary) and play Earth Keeper game

Set up worship center. Include a bottle of bottled water and the globe.

Make ponds in a plate: one polluted and one non-polluted scene (either separately or together)  
and/or

Diorama (contrasting polluted and non-polluted scenes at ends of a shoebox)

**Closing:**

Gather around the worship center. Talk about why bottled water takes water away from people who need it. (By depleting their springs and aquifers; it also takes oil and energy to make the bottles.) Remind the group that we can take care of this scarce resource by using refillable bottles. Thank God for water.

## **Supplies for Lesson II for grades 4-7**

Water fact sheets – post (get from “Wet ‘n Wonderful Water”)

Globe

Bibles

For experiments:

Wide paint brush (for sidewalk)

Several glasses or jars

Ice cubes

Egg

Salt

Food color

Celery stalk

Food dropper

Pond water

Stiff paper plates and/or shoe boxes

Paper for making scenery and ponds, fish

Colored paper scraps

Junk & trash for pollution

Earth Keepers Game with dice and play pieces

Bottle of bottled water

## **EARTH KEEPERS**

### **Lesson III: God Created a Variety of Trees for Us and All the Earth** All Ages

#### **Purposes:**

Discover some of the properties of trees: (for instance some of the following)

Deciduous & evergreens (conifers and others like holly)

Opposite and alternating patterns

Kinds of flowers and seeds on trees

Varieties of leaf shapes and textures

Roots, trunks, branches, leaves/needles, flowers, fruit/nuts, seeds

Trees shed leaves in fall and grow new ones in spring. Shed leaves turn into soil which allows new plants to grow.

Learn why trees are good for the air/atmosphere and hence for humans (and all animals):

They give off oxygen (what we need to breathe)

They soak in carbon dioxide (what pollutes the air, from our breathing out and from cars and factories and causes global warming)

Learn that some trees have hairy leaf surfaces to trap and filter out dust and pollen in the air

Learn that trees give shade so that they cool the air:

When in yards, it helps cool houses

They give off water through their leaves which is cooling

Because the class may have a variety of age groups, teacher will need to choose what is appropriate.

#### **Opening activity:**

Have a variety of leaves (and needles) spread out on a table and some magnifying glasses available. As children arrive they may look over the leaves and talk about their properties. Use the hints under “purposes” as questions to ask and what to look for.

#### **Gathering:**

Sit around another table, designated for “lesson” (rather than activity).

Use picture of trees in center as focus.

#### **Reading the Bible:**

Remind the children of the account of God’s creation in Genesis 1. Read verses 11-13. Then contrast your version with the version called “The Message” which describes God creation of plants in these words:

*God spoke: “Earth, green up! Grow all varieties of seed-bearing plants,  
Every sort of fruit-bearing tree.”*

*And there it was.*

*Earth produced green seed-bearing plants, all varieties,  
And fruit-bearing trees of all sorts.*

*God saw that it was good.*

*It was evening, it was morning – Day Three.*

At the end of the creation stories God tells us to take care of the earth.

**Discussion:**

Take turns naming trees and how they help us or animals. Bring some of the above ideas of why they are good for the earth into the discussion.

**Outside Activity:**

Take a walk and look over the trees on church property. Talk about the leaves, seeds, flowers, parts of trees – anything you think appropriate. Have children gather leaves for leaf rubbings. Ones with distinctive ribs are best.

**Leaf rubbings:**

Use lightweight newsprint paper and green (or other color) crayon pieces on their sides that have their papers removed. Be sure children use vein sides up. Tape ends of papers so they don't slide. They can make patterns of leaves on a single sheet – or however they wish.

**Closing:** (Prayer can be voiced while doing rubbings)

Gather ideas for closing prayer: Have each name one kind of tree that each is thankful for or why they are thankful for trees.

**Supplies for Lesson III:**

Variety of leaves and needles for opening activity

Magnifying glasses

Picture of trees

Green crayons – take papers off

Newsprint

Tape

## **EARTH KEEPERS**

### **Lesson IV: God's Creation Results in Food Chains**

All ages

#### **Purposes:**

Review the two basic divisions of living things: animals & plants (there are others such as spores which we won't go into)

Develop some simple food chains

Remind ourselves that sun, food, water and usually air are necessary to all plants and animals.

#### **Opening activity:**

Root plant cuttings in a bag. Directions:

Each learner takes a plastic closable or Ziploc bag and put a plant cutting inside, leaving a hole big enough for a straw.

Sip water into the straw and let go into the bag. Do this several times until bottom of cutting is in water.

Seal the bag. Explain to the children that these cuttings have water and some air, but will need to be put in the sun. They should sprout roots within two weeks and be ready for planting in dirt (which will give them food).

#### **Reading the Bible:**

Gather the children. Each who can read should have a Bible (others might use Bible Story books and open to the story of creation. Find the verses in the Genesis 1 account of creation that show the order in which God created the world, especially plants and animals. Find those verses.

#### **Discussion:**

What is dependent upon what in God's order? In real life as we know it?

Where did water come in? The sun?

Were animals or plants created first?

#### **Activity for discovering food chains:**

Make a list of what we humans eat. Write each on a strip of colored paper. (have children do what they can)

Record names of animals on more strips. Add their foods on other strips.

Arrange the food strips so that they make food chains. Use glue or tape to make circles and assemble as a real chain.

Lastly, make a big yellow chain strip symbolizing the sun and invite the children to attach their chains to the sun by yellow strips. Display somewhere prominent (after the closing), perhaps with a sign or poster.

#### **Discussion:** (Either afterwards or during above activity)

Why is it better to eat lettuce and carrots than rabbits?

Why is it better to eat corn than chicken?

Why is it better to eat grains than beef/cow?

Eating lower on the food chain means that more people will have food in this world.

Food is in short supply right now in the world.

Much corn is being grown for bio-fuel which is not good for the environment, because corn takes lots of water and energy to grow. Is this good? What should we do about this? (Older children might be told that the price of corn has risen because so much is needed for ethanol. Short supply means higher prices. This is good for farmers, but hurts poor people.)

**Closing:**

Gather around the sun with the food chains. Have a learner read verses 24-28 from Genesis I. (Using “The Message” will give a better interpretation of “have dominion” and “subdue the earth.”)

**Supplies for Lesson IV:**

Small closable plastic bag for each learner

Plant cutting – one for each learner

Straws

Cups of water

Strips of colored paper. Larger yellow one for the sun.

## EARTH KEEPERS

### Lesson V: Discovering Earth's Variety of Grasses and their Purposes

All ages

#### Purposes:

Discover and examine many different grasses (slender stalks with seeds that nourish the world) on the earth and their properties.

Discover what happens to soil without plants when it rains.

Identify where grasses are in the earth's life cycle

#### Opening activity:

Look at an assortment of grasses (gathered beforehand). Identify and answer questions about them:

**Tall and skinny grasses** – *how does their shape help the plants?*

A. More plants can grow together and not compete for light and food

**Leaves with long, narrow shapes** – *What do leaves do for the plants?*

A. Make food from sunlight

*How do narrow leaves help grass?*

A. Survive with little rain. Less evaporation with narrow leaves.

**Thick mat of roots** – *What do roots do for the plants?*

A. Allow the plant to pull food and water from the soil.

Anchor the plant to the soil. In grass the roots grow together for support and new plants grow from them.

**Hollow flexible stems** – *How do flexible stems help the plant?*

A. Allow the plant to move in the wind and rain and not be destroyed.

**Stems have solid joints (nodes)** – Leaves grow from the base of the joints, not leaf tips. – *How does this help the plants?*

A. Animals can graze the plant and new growth can continue.

**Leaves spread out in alternate directions from the stem** – Why do leaves alternate on the plant stem?

A. To keep from shading each other when standing close together.  
Sunlight means food!

**Clusters of flowers or seeds at top of stem** – *What do flowers and seeds do for the plant?*

A. Helps the plant reproduce and make new grass.

**Further discussion:**

Talk about where grasses are in the earth's life cycle? (eaten by what or whom, composted, cut and let lie fallow to feed the earth)

**Erosion activity:**

Have children make two mounds of dirt (preferable in two flat containers).

A. Soil packed tightly in pan

B. Soil with rocks and twigs included in dirt. Put a plant on top.

Children drop tablespoons of water on each mound - what happens?

If done correctly, there will be decreased erosion in mound with twigs & stones.

Discuss where erosion takes place and where prevention might be used. Show pictures if possible.

**Consider what the Bible tells us:**

Re-read Genesis 1:11-12. God brought forth every kind of grass and seed-bearing plant.

Re-read Genesis 1:28-30 From "The Message" Bible

Share Chief Seattle:

"All things are interconnected...

Whatever befalls the earth befalls the people of earth.

Man did not weave the web of life - he is merely a strand in it.

Whatever he does to the web, he does to himself.

Let us give thanks for the web and the circle that connects us."

**Activity**

Send children out into the yard with scissors to gather a few grasses and leaves to make a design on a card. (They can also use the ones used earlier.) Arrange on a card. Make a border, if desired. Place a piece of contact paper over card. On back put Chief Seattle's quote. Or put UNICEF's motto: "For Every Child a Tree. For Every Child a Future."

**Closing Prayer:**

Thank God for parts of God's creation and for the whole of it.

**Supplies for Lesson V:**

Many kinds of grasses (see lesson)

Dirt, sticks and stones, pans, container with water, spoons

Bibles

Copies of Chief Seattles' quote

Cards

Contact paper

## **EARTH KEEPERS**

### **Lesson VI: Everything is Connected to Everything Else** All Ages

#### **Purposes:**

- To review the interconnectedness of all creation.
- To read a Psalm: how Biblical people praised God for the created world.
- To learn about “hunter and hunted” animals (and plants).
- To discover how well learners are doing at “earth keeping.”
- To have fun!

#### **Opening activity:**

Using an assortment of cards on a table with the names of plants and animals, ask learners to form food chains.

#### **Reading the Bible:**

Read Psalm 104:5-24, one verse at a time, taking turns. Have reader identify part of creation being mentioned. Remind learners that this is how Biblical people (or one person) praised God for God’s creation.

#### **Skits:**

Using the ideas from UUI curriculum (see appendix A), offer scenarios to be acted. Can be used as guessing game. Skip if not enough children.

#### **What Kind of an Earth Keeper Am I?**

Using the ideas from Earth Day children’s station (see appendix B), review the “actions” that children can take to be Earth Keepers. Have them assess how they are doing. List others.

#### **Game:**

Have a tug of war with the plastic can holders to see how difficult it is to break them. Talk about how important it is to cut them. See who can cut through all of the circles and leave it in one piece.

#### **Play board games children have created.** (From Lessons I & II)

#### **Closing:**

Reread Psalm 104:5-24 aloud together.

## **EARTH KEEPERS**

### **Lesson VII: Build a Better World with Enough Clear, Pure Water** All Ages

(Based on “Build a Better World: Water” by Church World Service)

#### **Purposes:**

To be reminded that all people need water to live.

To be reminded that God plans water for our lives.

To discover that people in some areas of the world do not have safe drinking water.

To think about ways to conserve water.

#### **Opening Activity:**

On dry erase board or newsprint have children list all the ways they use water.

#### **Reading the Bible:**

Pass out Bibles and read together Exodus 17:1-7 however you wish.

#### **Discussion** – possible points/questions

Do you think this really happened? Or was it an interpretation of finding a spring in the desert?

How did the Israelites feel before Moses found water? What does this say about God and water?

Do you think that the Israelites wavered in their faith in God and that God would provide?

#### **Hear about water in one area of the world - Case study: Kenya**

Find Kenya on a globe or map. If possible, find the Rift Valley in Kenya.

Tell or read the story about Anne and her people: “Not Enough Water!”

Talk about what difference in Anne’s life if there were a well closer to her home.

#### **Activities:**

Fill a bucket with water and have children carry it (or try) a certain distance across the play yard.

Play a relay game (or do it together) with half-gallon milks jug filled with water carrying it on their heads. If it falls off, refill and start again. Remind the children that losing water on their way home from the well would mean less water for their family.

Pictures from CWS website to color. Perhaps while coloring, discuss ways in which we can save water. Use the sheet from Earth Day celebration. There is also a maze on page 8.

Fun Quizzes - can discuss

#### **Closing:**

Gather around one of your containers of water, and thank God for this source of life. Have each child name one way s/he enjoys water, and one thing s/he will try to do to conserve water.

**Supplies for Lesson VII:**

Church World Service pamphlet “Build a Better World: Water.”

Newsprint or dry erase board

Bibles

Jugs for water game

Activities from web related to “Build a Better World: Water.”

## Appendix A

Possible Skits (from UUI curriculum, lesson 3)

### **Fox and Mice**

Mice nibble seeds in tall grass. Fox follows their train with nose. Mice hear Fox coming, stop nibbling and wait. Fox pounced where it thinks a Mouse is, but just misses.

Characters: Mice (2-3), Fox

### **Bobcat and Hare**

Bobcat crouches on ledge and watches Snowshoe Hare nibbling evergreen twigs. Bobcat tenses and prepares to pounce on Hare. Hare senses danger and sits motionless, then runs at the last moment. Bobcat chases for a few feet, then gives up and goes back to ledge.

Characters: Bobcat, Hare

### **Birds of Prey**

Hawk circles in sky, looking down at the ground Squirrel eats nuts, not noticing Hawk until Blue Jays see it and start calling “jay, jay!” Squirrel runs up a tree.

Characters: Hawk, Squirrel, Blue Jays (2)

### **Polar Life**

Seal swims, chases Fish, then comes up to hole in the ice for air. After Seal goes down again, Polar Bear comes along and waits by hole. The next time Seal comes up, Polar Bear takes a big swipe, but just misses Seal, which dives back down into the water.

Characters: Seal, Fish (3-4) Polar Bear

Appendix A - continued

### **Northwoods Encounter**

A group of Moose, two cows and three calves, is browsing on tree branches. Three or four Wolves gather at a distance, watch Moose, then separate and try to sneak up on the Moose. One Moose smells the Wolves. The two cow Moose face the Wolves keeping their calves behind them. Moose drive Wolves off with hooves.

Characters: Wolves (3-4), Moose (2 mothers, 2-3 young)

BURIED TREASURE – and BURIED GARBAGE

All the resources for life are already on Earth. Many come from under the Earth’s surface. Nothing more will come from outer space, as far as we can tell. But numbers of people are growing and are using up resources: making things, putting them in packages, and then throwing them away when they get tired of them or wear them out. We bury **piles** of garbage. What will you promise to do to make our resources last?

I WILL TRY

- 1) DON’T buy bottled water – it is robbing poor people of their good water supplies and using up oil for plastic bottles. \_\_\_\_\_
- 2) Buy used stuff at second-hand shops and e-bay. \_\_\_\_\_
- 3) Share stuff you don’t need with others. \_\_\_\_\_
- 4) Use paper carefully. Use scrap paper when you can. \_\_\_\_\_
- 5) Go on a litter hunt. Recycle and use trash cans. \_\_\_\_\_
- 6) Put a litter bag in your car. \_\_\_\_\_
- 7) Lights out – when not in use.  
A 100-watt bulb on for ½ a day, every day for a year, burns 400 pounds of coal and gives nearly 1,000 pounds of greenhouse gases. \_\_\_\_\_
- 8) Recycle cans, bottles, paper, plastics. \_\_\_\_\_

Recycled stuff is cheaper to make and saves our resources.

WATER POLLUTION SOLUTIONS

Look at the globe. Most blue you see are salty oceans. Our Great Lakes contain MOST of the fresh water on Earth. What can you do?

I WILL TRY:

1) DON'T buy bottled water – it is robbing poor people of their good water supplies and using up oil for plastic bottles. Bottled water is often not as pure as tap water.

\_\_\_\_\_

2) Take short showers (4 minutes or less). Be sure your family has a “shower saver” installed.

\_\_\_\_\_

3) Don't run the water while brushing your teeth. Wet your toothbrush and use a cup of water for rinsing.

\_\_\_\_\_

4) At home, don't flush the toilet every time it is used. Each flush takes 5-7 gallons of water.  
“If it's yellow, let it mellow;  
If it's brown, flush it down.”

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5) Don't dump anything into a lake, stream, or the ocean that fish don't like.

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6) Turn on the cold water to wash your hands. Running water to get it warm takes lots of extra water.

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WATCH OUT FOR GOD’S CRITTERS AND THEIR FOOD

God said, “...**Be responsible for fish in the sea and birds in the air, for every living thing that moves on the face of Earth.**”

Everything is connected to everything else. This includes all living plants and animals (including us).

I WILL TRY

- 1) Protect spiders and their webs. Learn the difference between bugs – the good ones and bad ones. \_\_\_\_\_
- 2) Don’t use harmful bug sprays. Put safe bug repellent directly on yourself. \_\_\_\_\_
- 3) Snip through every ring of 6-pack plastic soda can rings.  
Birds and other animals get their necks caught in them, can’t eat and starve to death. \_\_\_\_\_
- 4) Never release helium balloons into the air.  
Animals may get the popped ones stuck in their throats. \_\_\_\_\_
- 5) Eat less meat.  
It takes so much grass, corn and other greens to feed animals that land is not available to grow food for people. Poor people are hungry. \_\_\_\_\_
- 6) Put a bird feeder or bird house in your back yard. \_\_\_\_\_
- 7) Plant some flowers to encourage bees. \_\_\_\_\_
- 8) Take care of your pet. \_\_\_\_\_
- 9) Use paper wisely. Recycle paper.  
Forests are being cut down for paper. Animals have less shelter. The air is dirtier – trees give off oxygen. \_\_\_\_\_

**Resources used for Earth Keeper Curriculum:**

“Nurturing The Spirit – Nature Connection” – Summer program at the Unitarian Universalist Church of Indianapolis. Lessons 2, 3, and 6.

“Wet and Wonderful Water,” Teachers’ Guide. Church World Service/CROP, Elkhart, Indiana.

“Build a Better World: Water” by Church World Service, Elkhart, Indiana.

Being In Creation: A Curriculum for Children by Elaine Ward. Educational Ministries.

50 Simple Things Kids Can Do To Save the Earth, The Earth Works Group, Andrews & McMeel. Universal Press Syndicate Co., Kansas City & NY, 1990.