

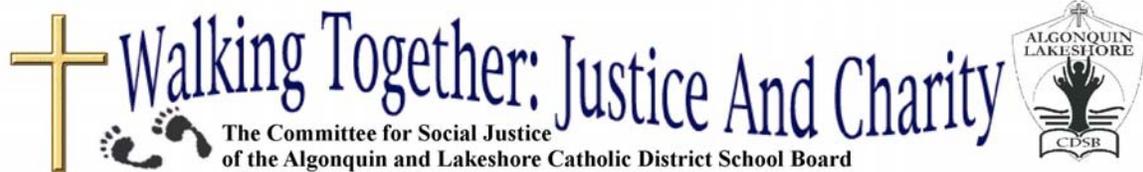


# Celebrate Our Environment:

## Water for Life

A Project of the Committee for Social Justice of the  
Algonquin and Lakeshore Catholic District School Board

April 2005



## Acknowledgements

**The following representatives from the Committee for Social Justice served as writers of this resource:**

- James Arsenaault (Student Representative and Student Trustee)
- Debbie Estabrook (Secondary Teacher Representative)
- Karen Leavitt (Elementary Teacher- Representative and Justice and Peace Commission of the Archdiocese of Kingston Representative)
- Karen Moran (Principal/Vice Principal Association Representative)

Special thanks to those many teachers in the Algonquin and Lakeshore Catholic District School Board who contributed their ideas and resources to this project.

Thank you to Mary Ann Oosterman and Debra Polito for their technical expertise in bringing this resource together in its electronic form.

Thank you to the Executive Director of the EOCCC, Gerald Bibby, and Kerri Wilson for their assistance and permission to incorporate EOCCC material into this resource.

Thank you to Broniek Korczynski, Chair of the Committee for Social Justice of the Algonquin and Lakeshore Catholic District School Board, for serving as editor.

Thank you to the members of the Committee for Social Justice of the Algonquin and Lakeshore Catholic District School Board for their ongoing support of this project.

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## **1.0 Introduction**

This package was created as a compilation of environmental resources to be used in elementary and secondary schools. The predominant theme of this resource is water, in keeping with the current education and action campaign of the Canadian Catholic Organization for Development and Peace (CCODP). While this resource package may be particularly useful for Earth Day activities and assemblies, it can also be helpful for curriculum planning in the areas of Religion, Science, and Geography.

In the production of this resource, every effort has been made to properly attribute sources and respect copyright provisions. In the event that something has been overlooked, please contact the Committee for Social Justice (email <social.justice@alcdsb.on.ca) and we will endeavor to correct any such oversight.

Neither the Committee for Social Justice nor the Algonquin and Lakeshore Catholic District School Board assume any responsibility for the content or availability of web sites referenced in this resource.

## **2.0 Rooted in Our Faith**

### Stewardship for Creation:

God's creation is a sacred gift, entrusted to our care. This value has deep biblical roots in both the Hebrew and Christian scriptures. Those "who practice stewardship recognize God as the origin of life, the giver of freedom and the source of all they have and are and will be. They know themselves to be recipients and caretakers of God's many gifts. They are grateful for what they have received and eager to cultivate their gifts out of love for God and one another." (Stewardship: A Disciple's Response, United States Conference of Catholic Bishops, December 1992), **Curriculum Support for Catholic Schools**, EOCCC, 2002

## **2.1 Ontario Catholic School Graduate Expectations Addressed in This Resource**

### **A Discerning Believer**

- CGE1b Participates in the sacramental life of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c Actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;
- CGE 1d Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
- CGE1e Speaks the language of life...."recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
- CGE1g Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey;

### **An Effective Communicator**

- CGE2e Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

### **A Reflective and Creative Thinker**

- CGE3c Thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d Makes decisions in light of gospel values with an informed moral conscience;
- CGE3e Adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society;

### **A Self-Directed, Responsible, Life-Long Learner**

- CGE 4a Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b Demonstrates flexibility and adaptability;
- CGE4d Responds to, manages and constructively influences change in a discerning manner;
- CGE4e Sets appropriate goals and priorities in school, work and personal life;
- CGE4f Applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h Participates in leisure and fitness activities for a balanced and healthy lifestyle;

### **A Collaborative Contributor**

- CGE5a Works effectively as an interdependent team member;
- CGE5g Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

### **A Caring Family Member**

- CGE 6e Ministers to the family, school, parish, and wider community through service;

### **A Responsible Citizen**

- CGE7a Acts morally and legally as a person formed in Catholic traditions;
- CGE7b Accepts accountability for one's own actions;
- CGE7f Respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7h Exercises the rights and responsibilities of Canadian citizenship;
- CGE7i Respects the environment and uses resources wisely;
- CGE7j Contributes to the common good;

### 3.0 Prayers and Liturgical Celebrations

This section contains a selection of prayers and liturgical celebrations that focus on water and care for the environment.

#### 3.1 Prayer

##### A Child's Prayer for the Earth

Thank you for the sun,  
the sky,  
for all the things that like to fly,  
the shining rain that turns grass green,  
the earth we know -  
the world unseen -  
for stars and night, and once again  
the every-morning sun. Amen.

-Myra Cohn Livingston  
from "On the Farm - Poems Selected by Lee Bennett  
Hopkins", Illustrated by Laurel Molk,  
Little, Brown & Company (Canada) Limited.



## 3.2 Earth Day Celebration (1)

### Preparations:

- celebration table (two level) covered with green and blue coverings in the center of the gym
- a raised globe surrounded by candles on higher table
- four designated places (placemats) for gifts
- large plants
- bible stand, bible and candle near table
- slide projector on rolling table
- overhead on rolling table
- gifts of the earth plant/flower, glass bowl with soil, glass vase with water, rocks or shells, CD player or live musicians
- students sit in circle around celebration table
- lights dimmed and candles lit before students enter

*Reminder: turn off fans in gym to reduce noise level*

### Suggested Opening Song: Rhythm of the Earth

**Introduction:** We are surrounded by the goodness of God through the world in which we live - the beauty of the earth with its light, darkness, land, water, plants, animals and humans, reflect God's care and love. Today we are celebrating God's gifts of creation. We will now carry up four gifts which symbolize our earth.

1. We celebrate the gift of water which provides life for all creation  
Response: We thank you God for this gift.
2. We celebrate the gifts of rocks, shells and minerals.  
Response: We thank you God for this gift.
3. We celebrate the gifts of plants, flowers, and trees which give us air, beauty, medicine and food.  
Response: We thank you God for this gift.
4. We celebrate the gift of soil in which we plant seeds for food and survival.  
Response: We thank you God for this gift.

### Readings

*A slide presentation is presented during the reading. Eight adult readers equipped with small flashlights read from various places around the room or a central place with a microphone. Readers are requested to read slowly.*

**Leader:** We now invite you to listen to the creation story adapted from the Book of Genesis in the Bible First Reading from the Book of Genesis.

**Reader 1:** (6 slides are shown):  
In the beginning, /

God created the heavens and the earth./  
Now the earth was a formless void./  
There was darkness/ over the deep./  
God's spirit hovered over the water,/  
and God saw that it was good./

**Reader 2:** (6 slides):  
God said, "Let there be light and there was light;/  
God saw that light was good./  
God divided light from darkness./  
God called/  
the light 'day'/'  
and the darkness 'Night'."/

**Reader 3:** (6 slides):  
God said, "Let the waters under the heavens come together into a single mass/  
and let dry land appear."/  
And so it was./  
God called the dry land, 'earth'/'  
and the mass of waters, 'seas'/'  
and God saw that it was good./

**Reader 4:** (6 slides):  
God said, "Let the earth produce vegetation;/  
seed-bearing plants/  
and trees bearing fruit/  
with their seeds inside./  
And so it was./  
And God saw that it was good./

**Reader 5:** (6 slides):  
God said, "Let there be lights in the dome of the sky/  
to separate day from night and mark the fixed times./  
God made the two great lights, the greater one to govern the day/  
and the lesser one to govern the night:/  
and he made the stars.../  
God saw how good it was./

**Reader 6:** (6 slides):  
God said,/  
"Let the waters teem with living creatures,/  
and let birds fly above the earth within the vault of heaven./  
And so it was. And God saw that it was good./  
God blessed them saying, "Be fruitful, multiply and fill the waters of the seas./  
Let the birds multiply upon the earth."/'

**Reader 7:** (6 slides):  
Then God said, "Let the earth bring forth all kinds of living creatures;/  
cattle, creeping things and wild animals of all kinds."/'  
And so it happened,/'

God made all of the wild animals,  
all kinds of cattle, and all kinds creeping things of the earth.  
And God saw that it was good./

**Reader 8:** (6 slides):  
God said, "Let us make humans in the image and likeness of ourselves,  
and let them be masters of the fish of the sea,  
the birds of the heaven, the cattle/  
all the wild beasts and all the reptiles that crawl upon the earth.  
And so it was./  
And God saw that it was good./

**Leader:** The Word of the Lord.

**Response:** Thanks be to God.

(Brief pause to reflect on God's Word.)

**Leader:** We invite you to respond to God's word by joining in a reading of the Earth Day Pledge.

(Put on an overhead transparency.)

### **The Earth Day Pledge**

Recognizing that people's actions towards nature and each other are the source of growing damage to the environment and resources needed to meet human needs and to ensure survival and development.



I PLEDGE to act to the best of my ability to help make the Earth a secure and hospitable home for present and future generations.

### **Closing Prayer**

**Leader:** Let us pray ...  
Creator God, you have entrusted us with the care for the Earth. Help us to keep the promises we have just made so that not only we, but our children and our children's children can enjoy the precious gifts of your creation. We make this prayer in Jesus' name. Amen.

### **Closing Song: *Bless the Lord* (Glory and Praise)**

Adapted from a prayer service prepared by Laurie Richardson, ALCDSB.

### 3.3 Earth Day Celebration (2)

#### Introduction

**Leader:** Welcome to our Earth Day Celebration. We come together to think about and thank God for our wondrous earth, and for the beautiful gifts of creation that we enjoy on our planet.

We only need to look around us to see the splendor of creation: the budding trees and sprouting flowers, the green grass and magnificent forests, the busy insects and mighty animals, the lofty mountain tops and gentle valleys, the nesting and singing birds, and the multitude of fish in our lakes and streams.

It is awesome to think that the crowning highlight of God's creation was people. God created us and fashioned us in His image.

We were created and made to be like Him. The earth is great and majestic. God made this beautiful world for us.

He made everything and everyone, that we might live together in harmony. May we be trustworthy and responsible keepers of the world.

Please join in our opening song *All For the Glory of God* (Jack Miffleton).

#### Opening Prayer

**Leader:** Let us begin our prayer ...

**All:** In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

**Leader:** Gracious God, send your Spirit among us this day as we celebrate the precious gift that is the Earth.

May our hearts sing out with joy as we behold the wonder and beauty of your creation.

Help us to be responsible stewards of these your gifts, now and in the future.

We make this prayer in Jesus' name. Amen.

Please be seated as we listen to God's Word proclaimed to us.

**First Reading:** Genesis: 1: 1 - 31

*(Suggestion: Use multiple readers, and adapt and edit for your own purposes.)*

*(Brief pause for silent reflection.)*

**Responsorial Psalm** (148 -paraphrase or adapt as you wish.)

**Response:** We praise You, God, and give you thanks.

*Further Readings: Any student poems or a short story about the beauty of creation might be shared at this time.*

**Slide Presentation:** *(Display the slides and set them to music... Like a Tent (Gr. 3 Revised Program, **Born in the Spirit**) might be suitable for this purpose. The students could sing the refrain of that song while individual narrators could say the three verses.*

**Prayers of Intercession:**

**Leader:** Let us present our prayers to place our petitions before our Creator God in song. Please join in singing ***Song of the Earth***. (Gr. 2 Revised Program, **Born in the Spirit**)  
*(This song is presented in petitionary form, and may include liturgical movements to enhance the song.)*

**Gesture**

*Choose a sign that reflects our commitment to be stewards of the earth.  
(Symbolic actions may include planting trees, planting seeds, or shaking hands to show that together we will work to take care of the earth.)*

**Closing Prayer**

**Leader:** Lord, God, we rejoice that You are our Creator.

We thank You especially today, for the great wonders and gifts of creation.

May we be faithful to our call to be stewards of the earth.

Continue to bless us with Your love and care, as we live our lives in Your created world.

May we be people who bless the world by the healing power of our presence.

This we ask, through Jesus, your Son, who lives and reigns with you and the Holy Spirit, one God, for ever and ever. Amen.

Let us join together in singing our closing song ***All For the Glory***.

**Concluding Song:** ***All For the Glory*** or ***He's Got the Whole World in His Hands***. (Jack Miffleton)



### 3.4 Earth Day Celebration (3)

*Opening Song: Song of the Earth* (Gr. 2 Program, **Born in the Spirit** Series)

#### **Introduction**

**Leader:** Today is really special!

We are here to celebrate the wonderful Earth that God has given us.

New flowers, new plants and new trees are beginning to grow!

The animals are beginning to come out, too!

God made all these beautiful things for us to enjoy.

He makes them new for us every year.

Let's enjoy these wonderful things today that God has made!

Let's pray for the continued beauty of our world.

#### **Opening Prayer**

**Leader:** Let us begin our prayer ...

In the name of the Father, and of the Son and of the Holy Spirit. Amen.

O God, how great and beautiful is all of your creation - from the smallest insect to the largest mammal.

You, God, have created for us a most magnificent world.

We praise you and thank you for our universe.

We promise to take care of your world by making responsible choices that will allow its balance and beauty to continue.

We make this prayer in Jesus' name. Amen.

Please stand and join in singing our opening song, *Like a Tent*. (Gr. 3 Revised Program, **Born in the Spirit**)

#### *Opening Song: Like a Tent*

**Leader:** Please be seated as we listen to a reading.

**Reading:** Based on Genesis 1

**Reader:** God created the heavens and spread them out.

He gave shape to the earth and what comes from it.

He gave breath to its people and life to the creatures that move in it.

## Prayers of Petition

**Response:** Lord, help us to treat your world with kindness.

- So we can show our love to all our brothers and sisters in the world, we pray to the Lord... **R.**
- So we can be kind and good to the animals You have given us to enjoy, we pray to the Lord... **R.**
- So we use the trees, plants and other things in Your world carefully, we pray to the Lord... **R.**

## Earth Day Pledge

**Leader:** Let us recite together our Earth Day Pledge ...

### The Earth Day Pledge

Recognizing that people's actions towards nature and each other are the source of growing damage to the environment and resources needed to meet human needs and to ensure survival and development.

I PLEDGE to act to the best of my ability to help make the Earth a secure and hospitable home for present and future generations.

**Poem**      *The Seed*

**Reader:** In the heart of a seed buried deep so deep  
A dear little plant lay fast asleep.  
“Wake,” said the sun, “and creep to the light.”  
“Wake,” said the voice of the rain drops bright.  
The little plant woke and rose to see  
What a wonderful world outside might be.  
It lifted its face up to the sky  
And said, “What a happy little plant am I!”

## Hand Ceremony

**Leader:** Turn to the person next to you.

Make a cross in the palms of this person's hands.

Say: “I bless your hands in God's name.  
May you use your hands to care for our world with love.  
Amen.”

## **Concluding Prayer**

**Leader:** Let us pray...

God, our Creator, we ask you in a special way today to teach us how to love and preserve our Mother Earth.

This is one of your greatest gifts to us.

May we offer the earth only love and peace.

We ask this through Jesus Christ, your Son, and our Lord. Amen.

**Leader:** Let us stand and join together and sing our closing song.

**Song:** **He's Got the Whole World** (Jack Miffleton)



### **3.5 We Are God's Special Creation**

#### **Welcome**

**Presider:** We are created in the image of God;

God shares his life with us; God loves us.

We are able to love, to think, to feel, to choose, to act, to learn, to play, to pray and much more because we are made in God's image.

#### **Opening Prayer**

**Presider:** Together, let us begin our prayer ...

**All:** In the name of the Father, and the Son, and of the Holy Spirit. Amen.

**Presider:** Let us pray...

God of goodness and beauty, you made this beautiful world, filled it with life, and you leave it to us to care for it.

Help us to work with you to build a beautiful world, so that your kingdom will come and your will be done on this earth.

We ask this through Christ, our Lord.

**All:** Amen.

**Proclamation of the Word:** A reading from the book of Genesis (1 and 2)

**Reader:** God is the beginning of all things. God made the heavens and the earth. The earth was empty and dark, with water everywhere. Then God said, "Let there be light." And there was! There was evening and morning. This was the first day. Next God put a wide space above the water. God called the space sky. This was the second day. On the third day, God gathered the water into its own places. Now there were seas and dry ground. "Let plants grow in the ground," God said. And they did! Then God said, "Let there be lights in the sky for the day and for night." God made the sun, the moon, and the stars. This was the fourth day. On the fifth day, God made fish for the seas. He made birds for the sky. On the sixth day, God made living things for the land. Then God said, "Let us make human beings. Let them rule over the fish of the sea, the birds of the air, and the living things on land." God made the first human being from the dust. The first man was called Adam. God breathed into Adam the breath of life. God looked at all he had made. It was very good! On the seventh day, God rested. He made that day a holy day. The Word of the Lord.

**All:** Thanks be to God.

**Response to God's Word: A Shared Reflection**

**Reader:** Oh God, our God  
How wonderful you are.  
We look at the sky  
Where the stars are laid  
And the moon so bright  
Which your hands have made

**All:** We thank You!

**Reader:** There are mothers and fathers  
And little kids too  
You care for us all  
And have made us like you



**All:** We thank You!

**Reader:** You gave us this world  
To handle with care,  
With the fish of the sea  
And the birds of the air

**All:** We thank You!

**Reader:** There are horses and cows  
They neigh and they moo;  
We think they are joining  
Our thank you to You!

**All:** We thank You!

**Ritual Action:** *Something special God has created is ...*

**Presider:** Let us go around our circle/class and give each one of you a chance to the sentence and tell us about something that God has made. Let us begin with (name) ...

*(Each child will say the sentence and tell us something God has made.)*

### **Closing Prayer**

**Presider:** God of all life, we give you thanks for the signs  
of your love that surround us:  
for sun and warmth  
and all that comes to life within creation;  
for all that sleeps within the earth  
awaiting birth.  
Reach out to us,  
with compassion and forgiveness,  
that knowing ourselves to be loved and graced,  
we might work to bring about your Reign.  
Amen.

Let us sing together our closing song.

**Closing Song:** *God's World* (from Grade 1 religion program)  
Adapted from a prayer service written by Kim Coulter, ALCDSB

## Prayer on a Spring Day

Father,  
thank you for making  
the whole world  
come alive again  
after the long winter.

Thank you for the joy  
I felt today  
when I saw flowers  
about to open.  
Each blue and white and yellow  
and red flower  
is a gift from you.

Thank you for showing  
your love  
through the beautiful things  
you have made.  
Amen.



### **3.7 Peace with Nature: Meditations for the Young**

By: Sophie Jakowski

We were not here when the Lord made the universe out of nothing and when He made the Planet Earth.

He made the light, the air, the water and the land, with minerals and other hidden treasures.

He made the plants and the animals, all sorts of living things, all beautiful and interesting.

When there were no people on this earth the air, the waters, the soil, were clean and healthy for all the living beings to share.

All the living creatures and all forms of matter the Lord made gave glory to the Lord just by being what they were.

God created human beings in His image to be witnesses of His love. He wanted us to be happy and He wanted us to be free: to use of free will participating in His Divine Plan, lovingly caring for His creation, common inheritance for all people of all times.

People came into a world of clean air, waters and soil, full of different forms of plants and animals to live among them and with them as a very special form of life.

The Lord gave us intelligence and skills and ways to know right from wrong. God gave us the task to care for the Earth and to make it more useful and helpful to each person and to society through science and technology, so that we could all live in peace.

When there were no people on the Earth there were no wars. Plants and animals followed the laws of the Lord serving one another in their life and in their death.

But people did not recognize that they were placed on the Earth to care for the heritage of God who made everything out of nothing.

People made wars on nature and they made wars among themselves. And now we have an environmental crisis: air and water pollution, massive deforestation, fertile lands turned into deserts, important plants and animals in danger of disappearing forever, disasters caused by human errors.

The living beings that occupied the Earth before we came did not cause all this damage. Many of them did not survive and others are in serious danger of extinction because people are constantly at war with nature and what we need is to be at peace.

War with nature is a war we cannot survive. We must do everything we can to stop it. Science and technology must not destroy nature. Knowledge must be used to save nature and to restore it. Forests, soils, waters, the fauna all are necessary. They must be used wisely to permit their renewal. We cannot use them without considering the future. Future generations, after us, will depend on what is left.

We have duties towards God and towards each other. We also have serious obligations towards nature. Our life depends on it and we owe nature a great debt.

Let us contemplate nature undisturbed and at peace: the skies and the mountains, the sea and the rivers, the fields and the forests.

He also gave us His grace to do this with joy: to restore the Earth so that we may live in peace with Mother Nature.



### 3.8 Prayer for our Planet Earth

Unfortunately everything is not right on our planet: every day, on television, we hear about pollution, famine, war, unemployment and crime. There are millions of refugees who have no country, no homes, no bread and no hope. There are people who are too rich and don't share. There are people who are too poor and have nothing. When we see all that is wrong in our world, we should ask God to help us change our hearts and change our world.

God our Father,  
You have entrusted the earth  
to our care,  
and bid us share its riches.  
Give us the courage to make the efforts and necessary sacrifices  
to accomplish Your will.  
We ask this  
through Christ our Lord. Amen.

Holy Spirit,  
it is You who changes our Hearts and enables us to love.  
Please change the hearts  
of all those who want war,  
who want to take away from others their freedom or their bread. Strengthen those who suffer in  
their fight against oppression. Rekindle in the hearts of all people the longing for peace and  
justice, and the courage to build them. Amen.



## 3.9 In Praise of Spring

### In Praise of Spring

God of all seasons,  
with artistic splendor  
you have given us an overture  
to the resurrection of your Son  
in the resurrection of spring  
from the cold tomb of winter.

With joy, we greet  
the coming of flowers  
and the return of birds,  
as we enthusiastically celebrate  
the feast of the resurrection of Christ.

Make us one  
with all creation  
that sings the song of springtime.

With gratitude, we accept  
the graces of this day:  
for relationships begun and renewed;  
for moments of encouragement and affirmation;  
for issues raised and challenges posed;  
for journeys begun and continued.

In hope, we go forth from this place,  
strengthened in our commitment to Catholic education  
and certain of the inspiration of your Spirit.

May the Lord bless us and keep us;  
The Lord make his face to shine upon us,  
and be gracious to us;  
The Lord lift up his countenance upon us,  
and give us peace.

Amen.

### 3.10 An Earth Day Celebration During Lent



#### Opening Prayer

**Leader:** Let us begin our prayer together ...

**All:** In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

**Leader:** We gather to celebrate the gift of the earth in spring.

Rivers flow, fruit trees flower, seeds sprout green.

Make us aware, Lord, of the grandeur of all creation and give us feet to walk humbly and hands to touch gently this garden earth.

The gifts of God's garden earth be with each of you.

**All:** And also with you.

**Reader 1:** The Lord planted a garden in Eden, in the east, and there put the man God had formed. God made all kinds of beautiful trees.

In the middle of the garden stood the tree that gives life. A stream flowed in Eden and watered the garden; and beyond Eden divided into four rivers.

Then the Lord God placed the man in the garden to cultivate and guard it.

Then the Lord God said, "It is not good for you to live alone. I will make you a suitable companion to help you." (Genesis 2:8-19)

The Word of the Lord.

**All:** Thanks be to God.

**Leader:** We know of God's presence as creator in our garden earth. Before our creation banner, we light this candle.

May its flame warm the earth and each of our hearts.

May this burning candle be a sign of God's presence with us always.

As the earth is a gift, so we, created in the image and likeness of God, we, too, are a gift.

We are gardeners of the earth, caretakers of the land. We cultivate and preserve; we guard and protect.

## Rite of Water

**Leader:** Water is a sign of new life. A stream of life waters our garden and then flows into four rivers carrying God's life to the earth: north, south, east, and west. It is this same stream that gives drink to the city of God.

**Reader 2:** The river of the water of life, sparkling like crystal, flows down the middle of the city's street. On either side of the river is the tree of life, which bears fruit twelve times a year, once each month and its leaves are for the healing of the nations." (Revelations 22:1-2)

**Reader 3:** We are like trees that grow beside a stream and bear fruit at the right time and whose leaves do not dry up.

**Reader 4:** A healthy tree does not bear bad fruit, nor does a poor tree bear good fruit. Every tree is known by the fruit it bears; you do not pick figs from thorn bushes or gather grapes from bramble bushes. A good person brings good out of the treasure of good things in her heart." (Luke 5: 43-45)

**Leader:** We come to our water to bless ourselves for the good fruit we will bear to others through all the months of the year.

*Each participant dips a finger into the water and  
blesses themselves, making a sign of the cross.*

## Closing Prayer

**Reader 5:** Lord God,, you are the light of our spring, the life of our garden earth, the living water that nourishes.  
Soon we will celebrate your Son's Paschal mystery of living, dying, and rising.  
At Easter, inspire gardeners of the earth to join voices and hearts as we proclaim,  
"Jesus is our risen Lord! Alleluia!"  
Bless this garden earth to receive the risen Lord.  
In joy and gladness, we say yes to the season of spring as we celebrate this festival of our garden earth.  
We make this prayer in the name of Jesus, our brother and risen Lord. Amen.



### **3.11 A General Outline for an Earth Day Prayer Service in Praise of Creation During the Easter Season**

**Introduction** *(The presider offers a brief explanation of the theme of Earth Day)*

#### **Gathering Song**

*(This may be accompanied by a procession using signs from nature, posters, plants etc. - see "Procession of Symbols" see 3.15 p. 27 — this could also be used at another point in the liturgy e.g. as a response to the first reading, following the prayers of intercession)*

#### **Opening Prayer**

**Presider:** Let us begin by saying together...

**All:** In the name of the Father, and of the Son and of the Holy Spirit. Amen.

**Presider:** Let us pray with special joy during this season of Easter...

God, our creator and creator of the entire universe, we have gathered here today (on this Earth Day) as a grateful and humble people; grateful for the gift of creation and humbled by the sheer grandeur of the cosmos.

Send us your Spirit that, with hearts stilled, we might become more inspired by the beauty and mysteries that surround us every day and become more accepting of your call for us to be your faithful caretakers of the earth.

We make our prayer in the name of Jesus, our brother, who delighted in wandering the beautiful hills of Galilee.

**All:** Amen.

**Presider:** Let us listen to God's Word proclaimed to us.

#### **Reading**

**Reader:** A reading from the book of Genesis (1-2:5)

The Word of the Lord.

**All:** Thanks be to God.

#### **Response to God's Word:**

*There are many Psalms that praise creation (e.g. Psalms 104, 136, 148). They can be reworked to include a suitable responsorial refrain.*

*OR*

*Use one of the prayers included in this resource in a choral fashion or involve several readers — A Prayer of Gratitude, A Prayer of Healing, Litany of the Earth.*

#### **Prayers of Intercession**

**Presider:** Let us offer in faith these prayers of intercession to our God, for the good of the Church, of all people and for all of creation.  
The response to each prayer will be, “Lord, hear our prayer.”

*OR*

*The students can compose their own responses.*

*Prayers of intercession begin with a prayer for the Church, then world leaders, etc. moving from the general to the particular.*

### **Symbolic Gesture**

*Again, lots of options here — you could plant seeds, or you could recite the Environmentalists Creed together.*

### **Closing Prayer**

**Presider:** Let us pray...

*You could select one from the attached (e.g. Native American Prayer, etc.)  
or write your own.*

### **Final Blessing**

**Presider:** Let us pray for God's blessing...

May God, our creator, bless us + (all make sign of the cross together), continue to give life to the earth and inspire us to reverence all of creation as a sacred gift to be passed on to our own children and grandchildren.

We make this prayer in the name of Jesus, who lives and reigns with you and the Holy Spirit, one God, for ever and ever. Amen.

Let us go from here with an increased commitment to the earth.

**All:** Thanks be to God!



### 3.12 A Prayer of Gratitude

**We rejoice in all life!**

We live in all things  
All things live in us.

**We rejoice in all life!**

We live by the sun  
We move with the stars.

**We rejoice in all life!**

We eat from the earth  
We drink from the rain  
We breathe from the air



**We rejoice in all life!**

We share with the creatures  
We have strength through their gifts.

**We rejoice in all life!**

We depend on the forests  
We have knowledge through their secrets.

**We rejoice in all life!**

We have the privilege of seeing and understanding  
We have the responsibility of caring  
We have the joy of celebrating.

**We rejoice in all life!**

We are full of the grace of creation  
We are graceful  
We are grateful  
We rejoice in all life.

**We rejoice in all life!**

Adapted from a prayer from Hildegard of Bingen

### 3.13 A Prayer of Healing

**We join with the earth and with each other.**

To bring new life to the land  
To restore the waters  
To refresh the air.

**We join with the earth and with each other.**

To renew the forests  
To care for the plants  
To protect the creatures.

**We join with the earth and with each other.**

To celebrate the seas  
To rejoice in the sunlight  
To sing the song of the stars.

**We join with the earth and with each other.**

To recall our destiny  
To renew our spirits  
To reinvigorate our bodies.

**We join with the earth and with each other.**

To create the human community  
To promote justice and peace  
To remember our children.

**We join together as many and diverse expressions of one loving mystery:  
for the healing of the earth and the renewal of all life.**



### **3.14 Litany of the Earth**

Together, let us acknowledge how we have failed God, each other and, indeed, the earth.

**Lord, teach me to be a more faithful steward.**

Creator God, you breathed into us the breath of life and sustain us in our fragile atmosphere; for our failure to keep our air pure and our atmosphere intact, we ask your forgiveness and pray...

**Lord, teach me to be a more faithful steward.**

Creator God, you formed us out of the soil and you sustain us with food that the earth continues to bring forth; for our failure to treat our soil with respect and free from harmful substances, we ask your forgiveness and pray...

**Lord, teach me to be a more faithful steward.**

Creator God, you cleanse and refresh us with life-giving waters, waters that sustain countless plant and animal species; for our failure to respect the oceans, lakes, rivers and streams, we ask your forgiveness and pray...

**Lord, teach me to be a more faithful steward.**

Creator God, you filled the seas, the skies and the dry land with a myriad of living creatures, from the smallest of microbes to the awesome display pods of whales, flocks of birds and herds of animals; for our failure to protect all forms of life, we ask your forgiveness and pray...

**Lord, teach me to be a more faithful steward.**

Creator God, our planet has brought forth countless varieties of vegetation and plants of all colours, shapes and sizes, many of which, through our neglect and selfishness, have disappeared from the face of the earth, for our failure to realize our proper place in your complex scheme of life, we ask your forgiveness and pray...

**Lord, teach me to be a more faithful steward.**

Creator God, through your gift of reason, our ingenuity has brought forth technologies that have allowed us to explore from the depths of the oceans to the vastness of outer space; for the times that we have used our machines to assault, rather than care for, our planet, we ask your forgiveness and pray...

**Lord, teach me to be a more faithful steward.**

Providential God, you have placed humanity in a very special place in your web of life. May we come to realize in our hearts as well as in our heads that we also stand with creation and never outside of it. May we acquire the wisdom to acknowledge our failures and the courage to make the necessary changes to our lifestyles to preserve your gift of creation for our children, our grandchildren and for all future generations. We ask these mercies from you, good and compassionate God, in the name of Jesus, your Son.

Amen.

### 3.15 A Procession of Symbols

Creator God, Lord of all that has ever existed, exists and will come into being, from the pain of our suffering mother earth, we unite our voices that, together, we might all come to share your divine love for the universe.

#### 1. Seeds

In these seeds lies the mystery of new life.

In our care for them may we come to reflect more clearly you who are the source of all life, we pray to you, Lord.

**Lord, hear our prayer.**

#### 2. Water

In this water lies the basic ingredient and sustainer of all that is living;

In our care for our planet's waters, may we come to acknowledge more deeply your presence which is the guarantor of all that exists, we pray to you, Lord.

**Response: Lord, hear our prayer.**

#### 3. Earth

From this soil we derive the building blocks of our civilizations, the source of food and precious minerals from which we rely for energy and building materials.

In our care for the soil, may we come to realize that all of our activities, if apart from you, are futile and without ultimate meaning, we pray to you, Lord.

**Response: Lord, hear our prayer.**

#### 4. Air (represented by moving streamers, pinwheels)

From this air that surrounds us we draw our lives,

Yet in its abundance it is so easy to take for granted.

In our care for the air, may we come to recognize your loving arms that embrace every moment of our lives, we pray to you, Lord.

**Response: Lord, hear our prayer.**

#### 5. Plants and Animals (represented by posters, costumed students)

In the variety of living creatures we learn of the complexity of the web of life on our planet.

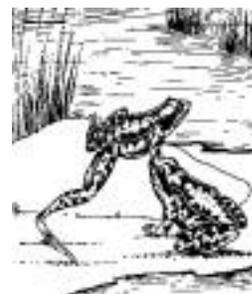
In our care for all species of plant and animal life we see your miraculous power of love that keeps everything in existence.

May we come to root our relationships with all of creation in that love, we pray to you, Lord.

**Response: Lord, hear our prayer.**

Hear our prayer, loving God, that we might all become better stewards of your creation and our home. We make this prayer in the name of Jesus, your Son whose parables often spoke of the earth, who lives and reigns with you and the Holy Spirit, who hovered over the waters at the moment of creation, one God, forever and ever.

Amen.



### 3.16 Native American Prayer

O Great Spirit,  
Whose breadth gives life to the world  
and whose voice is heard in the soft breeze:  
We need your strength and wisdom.

May we walk in beauty. May our eyes  
ever behold the red and purple sunset.

Make us wise so that we may understand  
what you have taught us.

Help us learn the lessons you have hidden  
In every leaf and rock.

Make us always ready to come to you  
with clean hands and straight eyes  
So when life fades, as the fading sunset  
our spirits may come to you without shame.





### 3.17 An Environmentalist's Creed

I believe in God, the Creator of the universe and all that it contains.

I believe that God is love and that that love is evident in all created things.

I believe that everything exists for a purpose.

I believe that we can learn of this purpose only after we acknowledge the cosmic harmony of the universe.

I believe that in God's son, Jesus, is revealed the ultimate purpose of humanity's existence - to experience God's love to the fullest and to share that love with all of Creation.

I believe that all of my efforts to love are tied mystically to all of Creation;

That when any created thing is reduced from being all that it can be in the larger scheme of things, it reduces my capacity to become all that I might become.

I believe that I have been called in a special way to care for my planet.

I believe that God's Spirit can be experienced in all of Creation.

I believe that the Church is called to be a steward not just of souls but of every created thing.

I believe that Jesus' resurrection points to the transformation of Creation itself.

I believe that, with God's love, the effects of sin can be overcome in my life and in the life of the world.

I look forward to the renewal of every created thing at the end of time.

Amen.



### 3.18 Earth Week Celebration

**Greeting:** God made a wonderful world for us to use and to enjoy.  
We must take care of this world. Today we will celebrate  
God's goodness and say thanks to God for all of Creation.

**Opening Prayer:** Thank you God for bringing us all together to praise you.

**Reading:** Adaptation for young children of the Creation story

Once there was no world, and everywhere there was darkness. God said, "Let there be light."  
God made the sun to shine during the day, and the moon and stars to shine at night. (First child  
places a cut-out sun on the flannel board)

Then God made the land and the water (Second child places a cut-out pond on the board.)

God looked at the light, the land, and the water and said, "This is good."

Next, God made plants to grow on the land. (Third child places a cut-out tree on the board;  
fourth child a cut-out flower.)

And God put clouds in the sky to hold the rain. (Fifth child places a cut-out cloud on board.)

Then God said, "Let there be birds to fly in the sky." (Sixth child places a cut-out bird on the  
board.) "And let there be many kinds of fish to swim in the water." (Seventh child placed a cut-  
out fish on the pond.)

God said, "There should also be many kinds of animals to live in my beautiful world." (Eighth  
and ninth children place cut-put animals on the boards.)

Then God said, "Now I will make some very special friends. I will make people."  
(Tenth child places boy and girl cut-outs on the board.)

God told the people to take care of all the beautiful things – the flowers, the trees, the fish, the  
birds, the animals, and especially each other. God liked everything.

(Based on Genesis 1:1-31)

#### **Reflection**

**Response:** Your world is wonderful, wonderful God.

Reader: God has made light to shine in the sky. (R)

Reader: God made the land and the water. (R)

Reader: God made plants that grow on the land. (R)

Reader: God made fish that swim in the water. (R)

Reader: God made many kinds of animals. (R)

Reader: God made you and God made me. (R)

Reader: Please join in making an Earth Day promise (display on a transparency)

The Earth is my home

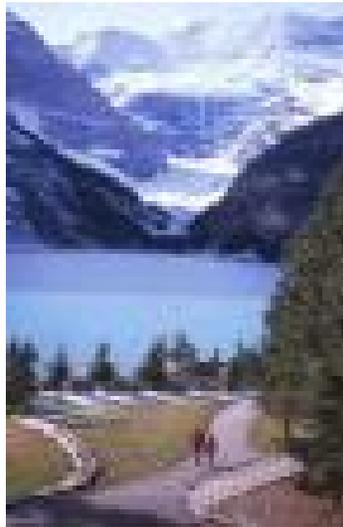
I promise to keep it healthy and beautiful.

I will love the land, the air, the water and all living creatures.

I will be a defender of my planet.

United with friends, I will save the Earth.

Amen.



### 3.19 Earth Day Prayer Celebration

## Earth Day Prayer Celebration

### Décor

- Appropriate symbols of the earth and its inhabitants hung on the walls.
- A table with the elements of the earth displayed.
- Children can add symbols of creation (sky, earth, water, animals, plants etc.) to a mural as the creation story is being read.

### Introduction

**Presider:** Each year during the month of April, we celebrate Earth Day.

God calls us to take care of the Earth. We must respect and care for our environment.

Through population pressures and over-consumption, we are destroying the earth's life-systems.

We ask God to help us overcome our greed and indifference so that we can make and protect a healthy eco-system where all living creatures can flourish.

We have gathered today to praise and bless God for creation.

Earth, the planet on which we live is God's gift to us.

The heavens the region surrounding Earth, including the clouds, the sky, the sun, moon, and stars are also great gifts.

### Opening Prayer

**Presider:** Let us pray.....

Creator of all that is,

**Reader 1:** We join with the Earth and with each other; empower us:  
To bring new life to the land  
To restore the waters  
To refresh the air

**Reader 2:** We join with the Earth and with each other; strengthen us:  
To renew the forests  
To care for the plants  
To protect the creatures

**Reader 3:** We join with the Earth and with each other; encourage us:  
To celebrate the seas  
To rejoice in the sunlight  
To sing the song of the stars



**Reader 4:** We join with the Earth and with each other; help us:  
To recreate the human community  
To promote justice and peace  
To remember our children

**Presider:** We join together as many and diverse expressions of one loving mystery: for the healing of the Earth and the renewal of all life. We make this prayer in Jesus' name.

**All:** Amen.

*—adapted from U.N. Environmental Sabbath Program  
quoted in Prayers for Healing edited by Maggie Oman*

### **A Reading adapted from Genesis**

**Reader:** In the beginning, God created the universe. God said: "Let there be Light" and light appeared. Then he separated the light from the darkness and he named the light "Day" and the darkness "Night." God then commanded: "Let there be a dome to separate the water from the air. He named the dome "Sky." God then created land. He called this Earth. He said: "Let the earth produce all kinds of plants and trees that will bear grain and fruit. God then created the sun, moon and stars to light the day and night. He filled the oceans with many kinds of living things and the air with birds. God then said: "Let the Earth produce all kinds of animal life. Finally, God said, "Now I will make human beings. They will be in my image and they will have power over the birds, fish, animals and plants. God said, "I am putting you in charge of the Earth. God was pleased with His creation.  
The word of the Lord...

**All:** Thanks be to God.

### **Reflection**

*(Play a selection of music while students read the poem.)*

### **The Earth is My Mother**

**Reader 1:** The earth is my mother, my sister and my brother  
The earth grows the food that I love  
I've got to protect it, remember to respect it  
Together with the sun above

*(pause)*

**Reader 2:** Let's put a smile on the earth  
A hug for all it's worth  
Let's clean up the water and air  
Pick up in the school year  
You know it can't be too hard  
to tell her that we really care.  
*(pause)*

**Reader 3:** Let's plant a tree  
It's fun for you and me  
We're growing a future you know  
Please recycle paper  
share it with your neighbour  
and show the earth we love her so.

### **Responsorial Psalm (Based on Psalm 104)**

*(Have students hold up a banner with the response.)*

**Reader 1:** You have made the earth, and it can never be moved.

**All:** Help us to respect all life.

**Reader 2:** You send rain from the sky, and the whole earth is filled with your blessings.

**All:** Help us to respect all life.

**Reader 1:** You make grass grow for cattle and plants for people to eat.

**All:** Help us to respect all life.

**Reader 2:** The trees of God get plenty of rain. There the birds can build their nests.

**All:** Help us to respect all life.

**Reader 1:** You made the moon to mark the months. The sun knows what time to rise and set.

**All:** Help us to respect all life.

**Reader 2:** You made the light and the darkness.

**All:** Help us to respect all life.

**Reader 1:** All of the creatures depend on you to give them food when they need it.

**All:** Help us to respect all life.

**Reader 2:** O God, you have made so many things! How wisely you made them all! The earth is filled with your creatures.

**All:** Help us to respect all life.

## **Closing Prayer**

**Presider:** I invite you to join me in making a pledge to the Earth.

**All:** The Earth is my home.  
I promise to keep it  
healthy and beautiful.  
I will love the land, the air,  
the water and all living creatures.  
I will be a defender of my planet.  
United with friends and God,  
I will save the Earth.

## **Kids for saving Earth promise**

*(Pause.)*

**Presider:** Let us pray our closing prayer together ...

**All:** Heavenly Father, loving creator,  
We thank you for all your gifts.  
Thank you for the sky and clouds,  
for waterways and deserts,  
For mountains and valleys,  
For the moon and the stars.  
Thank you for the gift of Earth.

We make this prayer in the name of the Father, and of the Son, and of the Holy Spirit. Amen.

A prayer service prepared by Nynke Hoedeman (ALCDSB).



## 4.0 Taking Action

Here you will find a list of activities and projects that can be undertaken by individuals, classes, or schools. These simple activities are intended to raise environmental awareness, and promote stewardship for creation. Included in this package are hard copies of educational materials (posters, fact sheets, pledge sheets) from WaterCan aimed at recognizing the need for safe water and sanitation in the developing world.

### 4.1 Ten Ways to Promote Water Conservation Awareness

1. Make signs to remind everyone to conserve water. Post your reminders near taps and anywhere water is used.
2. Design and make World Water Day posters with your friends. Include Water Facts from the WaterCan website ([www.watercan.com](http://www.watercan.com)).
3. Take a trip to the Water Filtration Facility in your town or city to find out how we are able to have clean water in Canada.
4. Keep a log of the amount of water that you use in one day (go to the WaterCan web-site to print a blank log). Are there ways in which you can reduce this amount? The average Canadian uses 326 litres of water daily. Many people in rural Africa have only 10-20 litres of water a day to use, including the amount used to drink and to keep clean!
5. Organize a fundraiser to help bring water to those most in need. For ideas, visit the WaterCan website.
6. Do a research project on the need for clean water and sanitation in developing countries such as Uganda, Ethiopia, Tanzania, and Kenya. Share your findings with parents, teachers and friends.
7. Wear earth colours, green and brown to promote respect for the earth.
8. Write a poem or song about water and share it with others. (Why not send it to [info@watercan.com](mailto:info@watercan.com)?).
9. Make your own water filter (visit [www.watercan.com/h2oh/2-2.shtml](http://www.watercan.com/h2oh/2-2.shtml) for instructions).
10. Pledge to conserve water and to help bring safe, clean water to people all over the world. Ask others to make this pledge with you.

*It only takes one drop of water to make a ripple in the ocean. Be that drop! [www.watercan.com](http://www.watercan.com)*

## 4.2 101 Ways to Live More Ecologically

1. Avoid disposable items in favor of reusable ones.
2. Avoid drying rags in the clothes dryer.
3. Avoid power appliances when hand power will do.
4. Avoid highly processed foods.
5. Avoid using styrofoam – it can't be recycled
6. Avoid watering driveways and sidewalks
7. Be responsible and creative with leftover foods.
8. Buy bulk foods to reduce waste packaging.
9. Buy energy efficient electrical appliances
10. Buy foods without additives
11. Buy foods without preservatives
12. Buy foods and goods only from sources you trust
13. Buy larger quantities to reduce shopping trips
14. Buy living Christmas trees
15. Buy locally grown food and produce
16. Buy organic pesticide-free foods
17. Compost your food scraps
18. Discover and protect watersheds in your area
19. Don't burn trash or other smoky materials
20. Drain grease onto paper bags and not paper towels
21. Drive a fuel efficient car
22. Drive less; walk, cycle, car pool and bus
23. Eat foods low on the food chain
24. Eat more natural, nutritious foods
25. Educate elected representatives on ecological issues
26. Exercise regularly
27. Explore and learn about your bioregion
28. Grow your own food, even a small amount
29. Hang-dry some or all of your clothes
30. Heat your home less and wear warmer clothes
31. Heat your home more with renewable energy
32. Hold a potluck dinner to discuss local ecology
33. If you must use a dishwasher, turn off the dry cycle
34. Install a water saving device in your toilets
35. Install a water saving showerhead
36. Insulate your home to maximum energy efficiency
37. Invest for social responsibility as well as profit
38. Invest in solar power where practical
39. Invest in well made and long lived clothing
40. Keep hazardous chemical in safe containers
41. Keep appliance motors well adjusted for efficiency
42. Mend and repair rather than discard and replace
43. Oppose meddling in ecological balance
44. Oppose private development of special areas
45. Oppose roadside use of defoliants
46. Organize or join a neighborhood toy exchange
47. Pick up litter among streets and highways

48. Plant native trees and shrubs around your home
49. Plant trees throughout your community
50. Plant your living Christmas tree
51. Practice preventative healthcare
52. Practice responsible family planning
53. Prepare only as much food as will be eaten
54. Protect your favorite distinctive natural areas
55. Purchase goods in reusable or recyclable containers
56. Put a catalytic converter on your wood stove
57. Put toxic substances out of reach of children
58. Recycle aluminum
59. Recycle glass
60. Recycle newspaper
61. Recycle old clothes
62. Recycle plastic
63. Recycle used motor oil
64. Recycle your unneeded items
65. Reuse your paper bags
66. Reuse your plastic bags for storage and waste
67. Save up for full loads in the clothes washer
68. Save up for full loads in the dishwasher
69. Shop by phone and then go and pick up your purchases
70. Speak out about your values in community groups
71. Support efficient energy sources in your bioregion
72. Support elected representatives on ecological issues
73. Support energy conservation in your bioregion
74. Support global ecological empowerment efforts
75. Support local credit unions
76. Support local merchants before large chains
77. Support neighborhood food co-operatives
78. Support proper waste water and sewage treatment
79. Support the cultural diversity in your bioregion
80. Support the plants and animals in your community
81. Take shorter showers
82. Teach your children ecological wisdom
83. Turn down thermostats on your water heater
84. Turn off lights when not needed
85. Turn off the water while you brush your teeth
86. Use biodegradable soaps and detergents
87. Use cloth diapers
88. Use cloth instead of paper for table napkins
89. Use less tap water whenever possible
90. Use non-toxic pest control
91. Use only medications you trust and understand
92. Use rags and cloth towels instead of paper towels
93. Use rechargeable batteries
94. Use the second side of paper for scrap paper
95. Use water from cooking vegetables to make soup
96. Volunteer for work in a community garden
97. Volunteer to maintain local parks and wilderness

98. Wash clothes in cold water
99. Wash dishes in still, not running water
100. Weather-seal your home
101. Work to unlearn poor ecological habits

*-The Green Radio Collective, North Hollywood*

### **4.3 Earth Day Party**

Celebrate Earth Day (April 22) with a party! Prepare five or six small-group activities that promote caring for the environment like designing Earth Day posters, making paper, planting flower seeds, and designing stationery from scrap paper. Enlist a parent volunteer to supervise each resulting station. To begin the party, send a small group of students to each station. Then, under your direction, have the groups rotate through the stations along an established route. When each group has completed all the activities, serve refreshments. If desired invite students to dress in blue and green for the celebration. Now that's an earth-friendly party!

Candy Whelan – Gr. 3  
Garlough Elementary  
West St. Paul, MN

### **4.4 Lending a Hand**

Spotlight your students' suggestions for improving the environment with a bulletin board display. Mount a large earth cutout and a banner that reads "Lend the Earth a Helping Hand"

Have each child trace one hand on colorful construction paper, cut along the outline, and then write an earth-saving tip on the resulting shape. After each student reads her tip for the class, tape her cutout to the display. Encourage students to prepare additional cutouts for the display as they learn more ways to lend the earth a hand.

Pam Church – Gr.1  
Weston Elementary  
Schofield, WI

## 4.5 Earth-Friendly Vocabulary

Generate pages of environmental wisdom with daily doses of earth-friendly vocabulary! For each child, staple three or more pages of blank paper between two covers cut from discarded newspaper. Have each child write “(Student’s name)’s Book of Environmental Wisdom on page 1 and add desired decorations. Each day introduce a different word that relates to the earth or its environment (see “Word Bank” for suggestions). Then have each child write and illustrate in his book an earth-friendly tip that includes that featured word. Each day invite students to share the tips they have written. When the project is complete, arrange for each child to read his book of wisdom to a child in a younger class before he takes it home to share with his family.

### Word Bank

air	animals	clean	preserve
energy	fuel	recycle	oceans
people	soil	reuse	care
plants	water	litter	world

*-Njeri Jones Legrand, Mailbox Magazine*

## 4.6 Museum of Recyclables

Reinforce the importance of responsible recycling at a student-made museum of recyclables. Obtain a list of recycling guidelines from your community. As a class, review the types of items accepted for recycling and the specifications for each, like bundling catalogs, rinsing containers and removing their lids, bagging newspapers, and so on. Then assign a different small group of students to prepare an exhibit of properly prepared materials for each type of recyclable (aluminum, newspaper, office paper, etc.) Have the groups showcase their exhibits in a designated area of the classroom. Invite each child to take one or more students from neighboring classes (or other friends and family members) on a tour through this one-of-a-kind museum!

*-Njeri Jones Legrand, Mailbox Magazine*

## 4.7 Reuse it!

Here’s a trash-related challenge that encourages creative thinking and earth-friendly behavior! In advance ask each student to bring to school a clean piece of trash that is nonperishable and odor-free. Remind students that reusing items is an effective way to reduce trash. Then challenge each youngster to determine how her item can be reused! In conclusion, have each child show the class her discarded item, explain its original use, and describe how it can be reused. Now that’s a show-and-tell session with an important environmental message!

*-Njeri Jones Legrand, Mailbox Magazine*

## 4.7 Caring for Water

Wrap up your study of the water cycle by reminding students of the preciousness of water. Ask youngsters to describe how water affects their daily lives. Remind them that all life on the earth depends on water. Then ask students to ponder the effect that pollution has on the earth's water. If possible, read aloud the picture book *A River Ran Wild* by Lynne Cherry, a true story that conveys a powerful message about water pollution. Then have each child trim a sheet of light blue construction paper into a raindrop shape, and write and illustrate a message on the cutout that encourages others to look after the earth's water. Display the resulting posters around the school.

*-Mailbox Magazine*

## 4.8 Water Cycle Reading

Make a splash with these informative and engaging books about the water cycle.

### **Water Dance**

Written & Illustrated by Thomas Locker  
Harcort Brace & Company, 1997

### **A Drop Around the World**

Written by Barbara Shaw McKinney  
Illustrated by Michael S. Maydak  
Dawn Publications, 1998

### **Down Comes the Rain**

Written by Frankly M. Branley  
Illustrated by James Graham Hale  
Harper Trophy, 1997

### **The Magic School Bus: Wet All Over**

**A Book About the Water Cycle**  
TV script adaptation by Pat Relf  
Illustrated by Carolyn Bracken  
Scholastic Inc., 1996

### **The Magic School Bus: At the Waterworks**

Written by Joanna Cole  
Illustrated by Bruce Degen  
Scholastic Inc., 1988

#### **4.9 Step-by-Step Bracelets**

Not only are these beaded bracelets fashionable, they make remembering the steps of the water cycle a cinch! Give each child an eight-inch length of beading cord elastic and four plastic beads – one yellow, one clear, one white, and one blue. To make his bracelet, a student threads his beads onto his elastic in the following order, working from right to left: yellow for the sun, because it is heat from the sun that begins the cycle; clear for evaporation, because water vapor is an invisible gas; white for condensation, because condensed water vapor forms clouds; and blue for precipitation, because blue represents water. Once the beads are in place, help each child securely tie the ends of his elastic cord and snip off any excess. The bracelets are ready to wear!

*-Mailbox Magazine*

#### **4.10 Healthy Habitats**

Nursing the earth's habitats back to health is an important environmental issue to address with students. Visually divide the chalkboard into thirds and label the resulting sections "Air," "Land," and "Water." Ask students to name specific ways these environments become polluted. Write their suggestions under the appropriate headings. Next ask students to name wildlife that lives in each environment. List these suggestions in the appropriate columns, too. Then lead students to the conclusion that pollution impacts the welfare of wildlife. For a fun follow-up, give each child a 6" x 18" strip of light blue construction paper to fold in half two times. Then have him unfold his paper to reveal four boxes. Instruct him to round the corners of the top box, label the four boxes as "Habitats, Sweet Habitats," "Air," "Land," and "Water," and then illustrate three healthy and thriving habitats. To complete his project, he flips it over and on the back of each pictured habitat writes one or more tips for keeping it healthy.

*-Mailbox Magazine*

#### **5.0 Environmental Resources**

- In this section, you will find a selection of books, videos, and kits available from the Teacher Resource Centre, Faculty of Education, Queen's University. All are related to environmental topics for all grade levels.
- Teacher Resource Centre Contact Information:

Duncan McArthur Hall, Queen's University  
Kingston, Ontario K7L 3N6  
613-533-6901

<http://stauffer.queensu.ca/webtrc/>

## 5.1 Available from the Teacher Resource Centre, Faculty of Education Queen's University.

Junior	Water by Barbara Taylor	574.19 T39
I/S	Water: A Precious Resource	video VL4338
I/S	Water and the Human Spirit	video VL3430
	Dying Oceans by Paula Hogan	363.73 HOG
I/S	The Great Lakes in Crisis	video VL4347
J	Pollution by Alan Colinson	363.73 COL
J	Pollution by John & Sue Becklake	363.73 BEC
J/I	La pollution de l'eau	video VL4392
J/I	La pollution des mers	FR363.73 H27
P/J	Pollution et vie sauvage	FR574.5222 BRI
J/I	Pollution kit	363.P65
J/I	Pollution Solutions	video VL6160
J/I	Pollution	video VL1567
	Pollution – Water	363.73 T76
I/S	Pollution: World at Risk	video VL1251
	Conservation by Joy Palmer	333.7 PAL
	Conservation by R. Ingpen & M. Dunkle	333.72 I54
J	Conservation of Energy	333.7 L39
	Cataraqui Region Conservation Authority	363.68 CAT
J/I	Earth Day Every Day – global warming	363.73 G47
J/I	Earth Day Every Day – acid rain	363.73 S24
	Earth Day Kit	333.7 E3
P/J	Earth Day	video VL4065
J/I	Down the Drain	video VL4101

P	Dudley's Tea Party	video VL3637
P/J	A Kid's Eye View of Ecology	video VL6357
I/S	Latin America: The Thirsty Cities	video VL3254
J/I	Shoreline Living	video VL4352
I/S	The Water Dilemma	video VL0045
	Water for Life by Phillip Parker	333.91 PAR
I	Water: More Precious than Oil	video VL0979
J/I	Watersheds: A Practical Handbook...	333.73 D62
P/J	The Kid's Green Plan	363.G73
I/S	Great Lakes, Bitter Legacy	video VL2513
I/S	Hazardous Waste Edu. Resource Kit	363.7287 H39
J	The Magic Schoolbus:: at the waterworks	628.I C6555
J	The Magic Schoolbus: on the ocean floor	591.92 C6555

## 6.0 Eastern Ontario Catholic Curriculum Cooperative (EOCCC)

### Goal of the EOCCC

*“To provide Eastern Ontario Catholic schools with well developed Catholic curriculum documents and support materials which meet Ministry of Education requirements, while reflecting the beliefs and values of the Catholic faith community”*

### Curriculum Resources

- ***Making a Global Difference Today*** (Unit available, included on this CD)
- ***Fair Trade Project*** (Junior). Available September of 2005
- ***Curriculum Support for Catholic Schools (revised 2005)***

### 7.0 Links to Curriculum

- In this section you will find specific curriculum expectations related to water and the environment from these Ministry of Education documents:
- Science and Technology, Grades 1-8
- Science and Technology, Grades 9-10

## 7.1 Water in the Ontario Curriculum, Grades 1 – 8, Science and Technology

### Life Systems

#### Grade 1

- students will demonstrate an understanding of the basic needs of animals and plants (e.g., the need for food, air and water) (p. 15)
- compare the basic needs of humans with the needs of other living things (e.g., the need for food, air, water and light) (p. 16)

#### Grade 2

- describe features of the environment that support the growth of familiar animals (e.g., water and insects in a frog's environment) (p. 18)

#### Grade 3

- describe ways in which humans can protect natural areas to maintain native plant species (e.g., establishing conservation areas, wildlife reserves, wetland sanctuaries)
- compare the requirements of some plants and animals, and identify the requirements that are common to all living things (e.g., the need for water and minerals) (p. 20)

#### Grade 4

- identify, through observation, various factors that affect plants and animals in a specific habitat (e.g., availability of water, food sources, light; ground features; weather conditions) (p. 21)
- show the effects on plants and animals of the loss of their natural habitat (e.g., nesting sites of ducks may be destroyed when a dam is built) (p. 22)

#### Grade 5

- identify a balanced diet as one containing carbohydrates, proteins, fats, minerals, vitamins, fibre, and water and design a diet that contains all of these (p. 24)

#### Grade 6

- describe specific characteristics or adaptations that enable each group of vertebrates to live in its particular habitat (e.g. fish in the water), and explain the importance of maintaining that habitat for the survival of the species (p. 26)

#### Grade 7

- investigate the impact of the use of technology on the environment (e.g., the “greenhouse effect; redirection of water flow for human needs; use of pesticides) (p. 28)

### Matter and Materials

#### Grade 2

- describe, using their observations, the characteristics of the three states of water, and identify the conditions that cause changes from one state to another (e.g., water turns to ice when placed in a freezer)

- identify reversible changes in materials (e.g., the changing of ice to water) (p. 35)
- compare the properties of water with the properties of at least one other liquid (e.g., detergent, oil, molasses) (p. 36)

#### Grade 5

- identify and describe some changes to materials that are reversible and some that are not (e.g., freezing and melting are reversible; burning is not)
- describe changes they observe in the properties of materials when the materials interact with each other (e.g., when paints are mixed; when water is combined with gelatin) (p. 41)

#### Grade 7

- demonstrate different methods of separating the components of mixtures (e.g., evaporation, sifting, filtration, distillation, magnetism) and describe some industrial applications of these methods (e.g., use of evaporation in the production of maple syrup; ... use of filtration in water purification...)
- demonstrate the use of water as a solvent and as a chemical reactant (p. 47)
- evaluate and compare the quality of water from different sources by performing simple tests (e.g., for pH, salinity, hardness, temperature, turbidity), and assess whether human use of the environment affected the quality of water
- identify different types of waste present in the community (e.g., water, sewage, trash, toxic materials) and the environmental considerations related to their disposal (p. 48)

#### Grade 8

- compare various liquids in terms of their viscosity (e.g., water, syrup, oil, detergent, ketchup) (p. 49)
- describe some effects of technological innovations related to hydraulics and pneumatics (e.g., getting water from a tap rather than a well results in reduced need for manual labour...) (p. 51)

### **Energy and Control**

#### Grade 2

- demonstrate an understanding of the movement of air and of water as sources of energy
- identify wind and moving water as renewable sources of energy and determine the advantages and disadvantages of using them
- recognize that it is the movement of air and water that produces energy and that air and water are not by themselves sources of energy
- identify various ways in which moving water is used as a form of energy (e.g., hydroelectricity, tidal energy)
- design and construct a system that controls the flow of water and/or air using a variety of mechanisms (e.g., a musical instrument, a fountain, valves, a dam)
- ask questions about and identify needs and problems related to the use of wind and moving water as energy sources, and explore possible answers and solutions... (p. 55)
- identify devices that use moving air and moving water as energy sources and describe what happens to these devices when the air or water is still

- list activities that are affected by moving water and wind
- recognize that moving air and moving water can be sources of energy for electrical power (p. 56)

#### Grade 5

- list various sources of energy and identify them as renewable (e.g., sun, wind, tides, wood) or non-renewable
- describe the advantages and disadvantages of using renewable energy resources as opposed to non-renewable sources (p. 63)

#### Grade 6

- formulate questions about and identify needs and problems related to the properties or uses of electrical energy, and explore possible answers and solutions (e.g., come some sources of electrical energy used in the past, such as coal, with sources used today, such as uranium and moving water and evaluate the advantages and disadvantages of each) (p. 64)
- identify the different ways electricity is produced (e.g., by batteries using chemical energy; by dams using water power...) and evaluate the effect of different production methods on natural resources and living things in the environment (p. 65)

#### Grade 7

- describe the water cycle as a process of energy transfer involving convection and radiation (p. 67)

### **Earth and Space Systems**

#### Grade 2

- demonstrate an awareness of the forms in which water and air are present in the environment, and describe ways in which living things are affected by water and air
- investigate the visible effects of air and water in the environment
- describe ways in which clean air and water are vital for meeting the needs of humans and other living things (p. 91)
- describe the different uses of water and identify some that are essential for maintaining our health
- identify sources of drinking water
- recognize that clean water is an increasingly scarce resource in many parts of the world and that the water we use is part of our environment and should be used wisely
- demonstrate an awareness of the ways in which the disposal of waste water can affect our health and the health of other living things (p. 92)

#### Grade 3

- investigate the components of various soils, and describe the effects of moving water on these soils (p. 94)

#### Grade 4

- describe the effects of wind, water, and ice on the landscape (e.g., ice breaking rocks into soil), and identify natural phenomena that cause rapid and significant changes in the landscape (e.g., floods, tornadoes, heavy rainstorms) (p. 95)

#### Grade 7

- identify the factors that must be considered in making informed decisions about land use (e.g., environmental impact, jobs, present and future values of natural resources) (p. 102)

#### Grade 8

- investigate the major features of the earth's water resources and the effects of large bodies of water on global climate and ecosystems
- examine how humans use resources from the earth's different water system and identify the factors involved in managing these resources for sustainability (p. 103)
- evaluate human use of water and the economic and environmental effects of that use
- explain the different stages involved in processing water for use by humans
- evaluate the positive and negative effects on the earth's water supply of the development of natural resources (p. 104)
- identify ways in which humans have tried to contain damage caused by water (p. 105)

### **7.2 Water in the Ontario Curriculum, Grades 9 and 10, Science and Technology**

#### Grade 10 Academic - Biology: The Sustainability of Ecosystems

- design and conduct an investigation to examine the effects of one factor on soil composition and fertility and on water quality in an ecosystem...
- assess the impact of technological change and natural change on an ecosystem (e.g., the effect of polluted water or air on plants and animals...)
- identify and evaluate Canadian initiatives in protecting Canada's ecosystems (p. 26)

#### Grade 10 Academic - Chemistry: Chemical Processes

- explain how environmental challenges can be addressed through an understanding of chemical substances (e.g. challenges such as the renewal of the Great Lakes ...) (p. 28)

#### Grade 10 Applied - Biology: Ecosystems and Human Activity

- identify a current local concern or issue involving an ecosystem (e.g., the conversion of a grass lot into a parking lot; the impact of fishing on a lake, the building of a pulp and paper mill on a river; the construction of a hydroelectric dam) (p. 34)
- assess the impact of technological change on an ecosystem (e.g., the introduction of fertilizer and pesticides to soil; ... the effect of polluted water or air on plants and animals)
- identify and evaluate Canadian initiatives in protecting Canada's ecosystems (p. 35)

## 8.0 Links to Related Websites

<http://www.earthday.wilderness.org/>

This site is a great resource for Earth Day information. Be sure to check out “Kids Stuff” and “Teacher’s Lounge”

<http://www.kidsdomain.com/holiday/earthday/>

Designed especially with kids in mind, this site includes games, songs, activities, colouring pages, word searches, and more. A brief explanation of Earth Day is also included.

<http://www.earthday.net/foorprint/index.asp>

Find your ecological footprint! Answer questions related to your lifestyle to determine what sort of an impact (footprint) you make on the earth.

<http://www.davidsuzuki.org/>

Information on many hot: ecological issues, including: climate change and clean energy, forests and wild lands, oceans and sustainable fishing, and sustainability. Included are real ways for students to get involved.

<http://www.climatechange.gc.ca/onetonne/english/>

Rick Mercer has appeared in TV ads requesting that Canadians take on the “One Tonne Challenge”. On average, Canadians produce about 5 tonnes of greenhouse gas (GHG) emissions per year. The challenge is to reduce this by 1 tonne.

<http://aggie-horticulture.tamu.edu/extension.compostfacility/les.htm>

Some lesson plans are included here (primarily elementary).

[http://www.greenpeace.org/international\\_en/](http://www.greenpeace.org/international_en/)

Greenpeace’s website includes sections on news (including “breaking news”), featured campaigns, green living tips, and hot to help out.

<http://eelink.net/classroomresources-directories.html>

This website (Eelink), published by the North American Society for Environmental Education, contains a wealth of information including classroom activities for K-12 students. From the main page, scroll down and click on “Classroom Resources”. This will take you to a database through which you may browse.

<http://whale.wheelock.wdu/Welcome.html>

Follow seals and whales on their migrations through this database.

<http://www2.kpr.edu.on.ca/cdciw/biomes/>

This website is published by the World Wide biome Project. It includes lots of information on discovering the ecosystem in your local biome.

<http://www.accessexcellence.org/AE/AEPC/WWC/1991/dump.html>

“Ecology of the Dump”-through this activity, students will learn about what is biodegradable and what is not.

<http://www.earthsite.org/>

The official site of Earth Day (March 20<sup>th</sup>, 2005)

<http://www.earthday.net/>

Resources and ways to take action. Includes lesson plans.

<http://school.discovery.com/lessonplans/>

The discovery school at discover.com has a lesson plan directory. From this page, use the drop down menus under the “Browse Lesson Plans by grade and subject”. You can choose from grades -12 , and a multitude of subjects.

<http://www.wildeducation.org>

Canadian Wildlife federation. This website includes information about programs such as Project WILD, Fish Ways, WILD Schools, Focus on Forests, Ocean Education and Space for Species.

<http://www.evergreen.ca>

“Evergreen motivates people to create and sustain healthy, natural outdoor spaces and gives them practical tools to be successful through its three core programs:

- Learning Grounds-transforming school grounds
- Common Grounds-conserving publicly accessible land
- Home Grounds-for the home landscape”

Many easy to use lesson plans can be found on this site.

<http://www.ecokidsonline.com>

Play games an learn about wildlife, science and nature, energy, environmental issues, and more.

<http://www.ecomentors.ca>

“Hands-on, real world experience, working with elementary school students.”

[www.unesco.org/water](http://www.unesco.org/water)

The United Nations “Decade of Water”. Lots of information on how to get involved.

Check for updated web sites on the Social Justice Page of the ALCDSB web site.

[www.alcdsb.on.ca/social\\_justice/](http://www.alcdsb.on.ca/social_justice/)

## **9.0 Contact Us**

If you have any questions or comments about this earth day package, please contact the Committee for Social Justice of the Algonquin and Lakeshore Catholic District School Board at [social.justice@alcdsb.on.ca](mailto:social.justice@alcdsb.on.ca)