

SAVE THE EARTH: IT'S EVERYONE'S HOME!
LESSON 1: Grades 4-6
LET'S CLEAN UP OUR ACT AND THE EARTH!

Show Me Standards:

Academic Goals: 1.6, 1.8, 1.10, 2.1, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7

Knowledge Goals: Comm. Arts 1, 4, 6; Science 3, 4, 8; Social Studies 5 & 7

Objectives:

1. Students will develop an understanding that the Earth is everyone's home and that each one of us must do our part to protect and preserve it.
2. Students will learn that they can begin saving the Earth today by simply picking up the trash on the school grounds.

Materials:

- Portable flip chart or dry erase board
- Marker
- Inflatable or desk top globe
- Watch
- Trash bags (recyclable, biodegradable)
- Paper
- Colored pencils, markers, etc.

Method:

1. Begin this lesson outside, with the earth beneath you! Have the students sit in a circle on the ground. Using a soothing voice, ask them to sit quietly for a moment, listening to the sights and sounds around them. You want them to become aware of the environment around them.
2. After about 3 minutes of quiet contemplation ask students to share what they noticed or became aware of (sights, sounds, smells, feelings, etc.).
3. Surely someone will have noticed birds chirping or flying overhead, an ant hill nearby, a rabbit darting beneath a bush, squirrels scurrying up a tree, beautiful flowers or bright green grass. Point out that sometimes we humans get so wrapped up in our lives and what we are doing that we forget we share this earth with many other creatures, great and small. We are **responsible** for the choices we make that affect them and the earth. Write the word **responsible** in the middle at the top of the flipchart and point out that it means "taking care of people, animals and the things around you and making good choices".
4. Draw a vertical line down the center of the paper and write the word "Home" at the top of the left hand column. Ask the students to list as a group, the many things they are responsible for doing at home (make bed, pick up after yourself, feed pets, do homework, mow lawn, etc.). Discuss why it is necessary to do these things.
5. Write the word "Earth" at the top of the second column and ask them to brainstorm a list of the things we, as humans, are responsible for doing to take proper care of the earth. Remind them that Earth is not just our home, it is home to the many creatures you noticed here today and millions more around the world. Use the globe as a visual aide to spark ideas about how humans should respect the earth everywhere (oceans, deserts, mountains, city parks, etc.). We can't depend on others to be responsible. Each one of us is responsible for respecting the earth and preserving her for generations to come. We don't own the earth, rather we are merely borrowing and maintaining it for future generations of animals, plants and people to thrive on!

6. Explain that they will be given 3 minutes to do something for the environment around them. What can they do in three minutes? Pick up litter on the school grounds or park (wherever you are). Give them three minutes to gather as much trash as they can find in a designated area. (*You may want to ask them to bring your attention to any broken glass so you can carefully pick it up yourself.)
7. When three minutes are up, have them return to the circle and examine all of the trash that was collected. Look at the amount and type of trash. Where did most of the trash come from? Undoubtedly from careless humans. Emphasize the fact that in three minutes, they cleaned up the area and made it safer for all who share this environment!

Call to Action:

Ask each student to select one piece of trash that he/she collected from the grounds and create a poster educating others about why it is important to put this piece of trash where it belongs! Use the paper, colored pencils, markers and any other supplies. For example; you could draw a picture of a glass soda bottle with a raccoon standing near it with an injured paw. The caption could be: “Lend a helping paw to wildlife; Put your trash in the can!” Hang them in high traffic areas in your school.

Web sites: For recommended animal-related web sites visit www.apamo.org and choose “Animal Issues” from the left-side menu, then choose “Links” from the top of the page. Or [click here](#) to launch your browser and link directly to the list.

Teacher's box: Use these 2 puzzles to show students how important it is to dispose of trash properly.

Name _____

Hidden Hazards

Trash hurts! When we look at a pond or beach, we do not always see the trash. Sometimes it is hidden in the sand or grass. Sometimes it is hidden in the water. Hidden in the puzzle are some items that can be hazards. See if you can find them.

Answer Box		
Glass	plastic	balloons
cups	lead	line
holders	tin	hooks

A	M	G	T	R	Z	G	X	Y
T	U	P	L	A	S	T	I	C
L	I	N	E	A	D	K	C	H
E	Z	N	A	H	S	O	U	O
I	X	F	D	J	Q	S	P	O
M	H	O	L	D	E	R	S	K
S	N	O	O	L	L	A	B	S



1. Skunks and other animals can get their heads stuck in plastic _____ and _____ cans.
2. Water birds can be poisoned by _____ shot that they eat along with marsh grasses and other food.
3. Sea turtles sometimes think _____ bags are jellyfish and eat them. They cannot digest the bags.
4. Birds and other animals can get caught in discarded fishing _____. Without hands to free themselves, they cannot get away.
5. Animals and people alike can cut themselves badly on broken _____.
6. Plastic ring _____ from six-packs of soft drinks or beer can get caught around water bird's necks so they cannot eat.
7. Discarded _____ used for fishing can hurt animals and people.
8. Relaxing helium _____ can hurt animals like sea lions. They may eat them when the balloons come down out of the sky.

KIND Teacher/September 1992