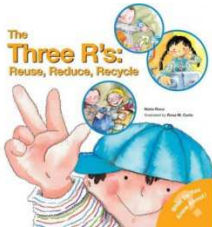


**Respect Creation Lesson for Children
Universe Story for Children Packet**

**Materials Needed
(to be prepared ahead of time)**

I Am the Earth; music and lyrics, animation by Glyn Lehmann (You Tube)

Just enter [I Am the Earth Glyn Lehmann YouTube](#) in your browser and the video is easy access from there. **Lyrics only can be found at *I Am the Earth Lyrics; Tina D, also on YouTube.*** To access the lyrics, enter [I Am the Earth Lyrics Tina D YouTube](#) and the lyrics come right up, also.



Book: Reuse, Reduce, Recycle (published by *What Do You Know?*) Author: Nuria Roca; Illustrator: Rosa M. Curto

Large chart for each group of children (groups need to be comprised of three to four children.) On each chart, write one of the categories of the book: **Reuse, Reduce** or **Recycle** at the top of the chart.

Water color markers, one or two boxes of ten for each group

Computer; projector; screen, set up and videos tested

A posted copy of the group guidelines

Your memorization of the last song used in this lesson:

We've Got the Whole World in Our Hands

Additional materials including worksheets, ready-made posters, booklet ideas can be located by inserting in your browser: [book reuse reduce recycle](#). Refer to bottom of webpage.

1. The following song could be used a way of reviewing what you learned from The Universe Story. You might want to view the lyrics and write them out on the board for the children to see and then learn after they watch the video. Once they learn the words, they could watch the video again and sing along.
2. After children come to know the song, read the following book to them: it can be purchased from Amazon.com or a similar outlet. **The Three R's: Reuse, Reduce, Recycle. (What Do You Know About? Books; paperback; February 1, 2007 by Nuria Roca and illustrated by Rosa M. Curto).**
3. Review Group Guidelines:
 - a. One person talks at a time.
 - b. Take turns sharing ideas.

- c. Each person gets to draw or write something on the poster.
 - d. Each person's ideas and pictures are respected and accepted.
 - e. Be ready to explain your idea when the time is up.
4. Children count off; teacher decides what "numbers" go where or you might want to let them choose where they want to go.
 5. Give them approximately ten to fifteen minutes to complete their charts.
Suggestion: walk around and listen; watch; give help as needed or remind them of group guidelines, also as needed.
 6. Once the time is up (good to give a warning), then post the posters, if you are in a situation where you can do so.
 7. Invite groups to come up and each member of that group shares about his/her idea. After each group, invite the whole class to applaud them for their efforts and creative ideas.
 8. Have each person share their idea with the whole group.
 9. Post the posters, if you are in a situation where you can do so.
 10. Close with song: **We've Got the Whole World in Our Hands**. To access this song on your computer, just insert into your browser: *aria we've got the whole world in our hands* and the lyrics will come up. Click on the first one (clearer version) and you are good to go. Teach the lyrics first by having children repeat a phrase after you. If you feel comfortable singing, you could teach them the whole song and then show the video when they can sing along.

Universe Story for Children Packet

Grades K-3

This lesson can be used in a day school setting, in a religious education class, as part of a summer camp experience or any other gathering of children

Purpose:

- To be in awe of unfolding evolution and all its miracles
- To know that all is sacred, that everything is to be respected, that all creatures have a right to be here
- To dramatize the universe story
- To get a sense that ongoing creation is taking place over a 13.8 billion year history and did not happen in seven days
- To appreciate that the book of Genesis was written from a theological point of view, not from a scientific one, that God did not create the universe from outside of it but is the energy which brings everything into being.

Materials:

- Book: All I See is Part of Me by Chara M. Curtis
- A bright gown or scarf for the teacher/story-teller to wear (representing Great Radiance—The Big Bang)
- Gold Glitter
- The book: Reuse, Reduce, Recycle by Nuria Roca; illustrated by Rosa M. Curto.
- Pictures of stars, the sun, solar system, Earth, moon, plant, reptile, trees, dinosaur, flower, insect (These could be made by children in art class in readiness for this lesson.)
- Children seated in a circle
- NOTE: If teaching in a setting where “God” cannot be alluded to, then you need to change the terms referring to a Divine Being.

Procedure

- Begin by whispering to students: See if you can find out something you never knew before by helping me tell the story of how everything began.
- To tell our story, we have to know something---God has many names, just like you do. What are some names for God that you know of? (Good Shepherd, Father, Mother, Word, Love, Almighty, Great Mystery, The One, Allah, Wisdom, Rock, Lord, Love, Creator). Children may need some help with this.
- In THIS story, we’re going to call God “Creator”

Teacher tells this in her/his own words: From God, 13.8 billion years ago, came Great Radiance: **teacher dances in middle of circle.** Gases came out of nothingness in a very very tight tiny pin prick, all squished together and they...exploded. **Encourage children to make explosive noise.**

Then STARS came from the Great Radiance, from the gases. **Children who drew star pictures, now hold them up.**

Some stars burned so hot that they exploded and from one explosion, came our star, the SUN. Think about how generous the sun is: it keeps giving itself and increasing life. **Children who drew sun pictures, now hold them up.**

Little pieces of stars spun around the sun and gradually cooled off and became PLANETS. (**Children who drew the solar system, now hold up their pictures.** There are many many planets throughout our solar system and they all go around a star. This is our solar system: **Show children the picture of our solar system.**

One of these planets is our very own EARTH. **Show children a picture of Earth.**

When a huge asteroid stuck Earth, a piece got knocked off and became our MOON. **Children who drew the moon, now hold up their pictures**

It was so hot on Earth, it just kept burning for millions of years, then steam formed and it rained for 300 million years. This is how Earth got cool enough so that life could begin. Earth is just the right temperature for life to grow. If Earth had been one mile closer to the sun, our planet would be too hot for anything to live here. And if it had been one mile further away from the sun than it now is, it would be so cold that nothing would thrive.

Earth learned to feed herself from sunshine. PHOTOSYNTHESIS became the next big miracle. This is why we have flowers and fruit and all kinds of plants. **Children who drew a picture of how photosynthesis works, now hold up their pictures**

FISH began to swim in the oceans. **Children who drew fish, now hold up their pictures**

And one day, a REPTILE with funny fins, crawled up onto the land and was the very first creature ever to set food on dry land. It lay eggs and made more baby reptiles. (**Children who drew a fish growing legs, crawling onto land, now hold up their pictures**

TREES started to multiply and FORESTS came into being. What do trees do for the planet? Possible response and you can always fill in: *They give off oxygen for all to breathe; they are home to many species of all kinds; they provide shade; they share nuts and apples, oranges, grapefruit, lemons.* Children who drew trees, now hold up their pictures)

Then DINOSAURS were born. Children who drew dinosaurs, now hold up their pictures

FLOWERS brought color to Earth. Children who drew flowers, now hold up their pictures

Then INSECTS brought sound. Think quietly of an insect. When I tap you on the head, make the sound of your insect then stop when I go to the next one.

All kinds of WALKING MAMMALS came into being. Can you name some mammals which roam Earth?

From all of this, came HUMANS who started to walk on land. They hunted and fished. They made tools to help themselves get food. They learned to talk to each other in all different languages throughout the planet.

Then people learned that they didn't need to go from place to place to feed themselves but could grow their food in one place. They became farmers and developed agriculture. Children who drew vegetable gardens, now hold up their pictures

Humans became smarter and smarter and learned from their experiences. They looked around realizing that they were a part of everything around them. The same life that was in them was in all things. They were a part of a living organism of life, Earth. What happened to the rest of creation affected them. And whatever they did, affected the plants and animals around them.

Humans knew in their souls that God, Creator, brought everything into being because God is love. Everything around them was living and everything was sacred. (Pause for a moment of silence to think of how special everything is)

Humans studied science, wrote and read books. They made even more discoveries about the Universe by using the Hubble telescope, the space station and sending many rockets out in space. They learned that we are the Universe and the Universe is us. They learned that we all came from STARDUST.

Now go around the circle with glitter, blessing each child: *Remember you are the Universe and the Universe is you. God made you and everything else sacred. You come from stardust.* Sprinkle a bit of glitter on the top of each one's head.

- Invite them to think of one thing in creation for which they want to thank God. When they are ready, individually, they can stand. When everyone is standing, begin a litany:
Each child says, *Thank you for _____* (names item).
All respond: *Thank you, Creator God!*

When all have finished, invite students to jump in place three times and shout, "Hurray, God!"

Resources

Agriculture

<http://www.truth-out.org/news/item/14279-the-terrorism-of-stealth-petrochemicals> re: use of chemicals harmful to Earth and all living things—to grow food

Alternate Energies

www.greenalphaadvisors.org

www.greenenergyinitiative

www.centralWIrenewableenergy.org

www.greenenergyprograms in WI

www.midwestrenewableenergy.org

www.WIgreenenergydirectory

www.RENEWwisconsin.org

Authors

- Mallory Mcduff
mmcduff@warren-wilson.edu; Included Sunseed (predecessor of The EDGE in her book: Natural Saints: How People of Faith Are Working to Save God's Earth)
- See attached listing of books and DVDs for additional suggested readings
- Films can be accessed from www.youtube.com;

Biodiversity

www.nwf.org/Wildlife/Wildlife-Conservation/Biodiversity.aspx

www.project@biodiverse.org

Birds

Birds of Paradise as example of evolution:

http://www.cornell.edu/video/?videoID=2398&utm_source=cornellcast_weekly_update&utm_medium=email&utm_campaign=2398

Birds and Wind Energy: www.awea.org/Issues/Content.aspx?ItemNumber=856

Carbon Footprint (Tools to Measure)

www.carbonfootprint.com/calculator.aspx

<http://greenliving.nationalgeographic.com/measure-carbon-footprint-2582.html>

http://www.ehow.com/how_4900742_measure-carbon-footprint.html

<http://www.nature.org/greenliving/carboncalculator/index.htm>

Children

joann@joannmacken.com

www.weatherwizkids.com/optical

www.universestories.com

thegreatstory.org/beads-curric.pdf

www.infinityfoundation.com/univ.htm

www.forsmallhands.com/ideas-insights/cosmic-education

www.esa.int/esaKIDSen/StoryoftheUniverse.html

Conflicts

<http://www.ejatlas.org/>: details ecological conflicts throughout the world and what the resource is

Earth Day

www.earthday.net (Educators Network)

www.earthdaynetwork.org

www.pagan-wiccan-practice.suite101.com

www.earthdayconnect.org

Earth Consciousness

www.planeteearthclips

www.unmultimedia.org

https://www.youtube.com/embed/XE0aAZE0kp4?feature=player_embedded

(indicates size of Earth in comparison to rest of solar system and to largest known star)

Futurists/Paradigm Shift

www.peterrusseldreamhosters

www.frontiermentality.org

www.worldchanging.com

www.theshiftmovie.com

[International Jesuit Ecology Project \(IJEI\)](#)

Food Issues

www.foodsecurity.org

www.sustainabletable.org

www.takeabite.cc/act

www.eatwellguide.org

www.eatlowcarbon.org

www.coolfoodscampaign.org

www.lovefoodhatewate.com

www.meatlessmonday.org

www.eaggrub.org

www.localharvest.org

www.foodroutes.org

www.centerforfoodsafety.org

www.growfood.org

www.icppc.pl.org

www.ran.org

www.carbonfarmersofamerica.com

www.plantphysiol.org/content/123/4/1201.full

gmo-awareness.com/all-about-gmos/gmo-fda

www.Nwei.org (Northwest Earth Institute with weekly series of study guides: [Menu for the Future](#)

Global Food Waste: <http://sonnenseite.kjm4.de/r/e1a726119616ms394.html>

Gardening

There are multiple resources in book stores, libraries and on line; therefore we are not listing resources here.

General Ecology

www.NWEI.org: Northwest Earth Institute—has study books for group discussion on various topics

[https://groups.google.com/forum/?fromgroups#lmsg/solidarity-](https://groups.google.com/forum/?fromgroups#lmsg/solidarity-sustainability/pxuvPthDCek/P6EI8SVhzlsJ)

[sustainability/pxuvPthDCek/P6EI8SVhzlsJ](https://groups.google.com/forum/?fromgroups#lmsg/solidarity-sustainability/pxuvPthDCek/P6EI8SVhzlsJ) This is the Pelican and contains TONS of articles, resources and assistance in writing newsletter. It is SPECTACULAR!

Global Warming

http://www.ucsusa.org/global_warming/science_and_impacts/impacts/

(May 7, 2014); numerous effects of global warming)

<http://thegreatstory.org/new.html> tons of resources from Michael Dodd

www.stopglobalwarming.org

www.earthguagenews.org

Maureen McCarthy

mmcarthy@sssf.org

W: 414-384-1515

H: 414-486-1615

<http://news.yahoo.com/blogs/around-the-world-abc-news/extreme-global-weather-unprecedented-normal-022221532.html>

Sharon Astyk: author of “Depletion and Abundance”

<http://truth-out.org/opinion/item/13231-learning-from-europes-energy> Re: Tax Tariff

United Nations Environment Programme: see global climate change

Pope Francis Encyclical (June 18, 2015)

Also check on line, in local libraries and book stores as there are multiple resources

Great Lakes

www.listentoyourlakes.org

great-lakes.net

www.epa.gov/greatlakes/index.html

www.epa.gov/greatlakes/basicinfo.html

Great Lakes Compact

www.greatlakes.org/compact

www.nwf.org/.../Waters/Great-Lakes/Great-Lakes-Compact.aspx

Labyrinth Resources

www.ispiritual.com

labyrinthsociety.org/resources

<https://labyrinthsociety.org>

Laws: Right of Nature to Exist

Center for Jurisprudence:

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

Living Simply

<http://ecojesuit.com/living-lightly-and-lovingly/4830/>

zenhabits.net/simple-living-mani

simply-living-simply.com

theartofsimple.net

Magazines/News

www.EcoHomeMagazine.org

www.earthpolicynews (Lester Brown)

YES Magazine

Catalyst (Union of Concerned Scientists)

Sierra

Kosmos

Mother Pelican

Mother Earth News

Mandalas

www.expressingtheself.org

www.mandalaproject.org/What/Index.html

www.hellokids.com › [Coloring pages](#)

mandalaproject.org

Nature Sites

Check out your local area

Paradigm Shift

www.ions.org

[The International Society for Ec@mail.vresp.com](http://TheInternationalSocietyforEc@mail.vresp.com)

www.taketheleap.com/define.html

Pollution

environment.nationalgeographic.com/.../pollution-overview

www.worldwildlife.org

www.theguardian.com/environment/pollution

plastic-pollution.org

www.nrdc.org/oceans/plastic-ocean

ecowatch.com/2014/04/07/22-facts-plastic-pollution-10-things-can

Tree Planting

tree-planting.com

www.arboday.org/trees/tips/planting.cfm

www.arboday.org

www.treesforthefuture.org

Universe Story

www.storyoftheuniverse.org

www.amazon.com/The-Universe-Story-Primordial-Celebration/dp/0062508350

www.nasa.gov/externalflash/mather

www.goodreads.com/book/show/981818

www.mehstories.com/myspecial.html

<http://marcbrecy.perso.neuf.fr/history.html>

(a two minute video on the beginnings, the history of Earth, humankind, our violence and spiraling ecological decay)

<http://www.thomasberry.org/Biography/reflections.html>

Water Footprint Calculator

<http://gracelinks.org/1408/water-footprint-calculator>

<http://libertywater.com/?q=content/water-footprint-calculator>