

Preserving Our Planet

(A Curriculum Guide for Teachers)



A Program on
ENVIRONMENTAL AWARENESS
written & performed by
SCOT CANNON

www.scotcannon.com

Preserving Our Planet SCOT CANNON

Study information for a program on Environmental Awareness.

INTRODUCTION

This is a unique experience that strives to take its audiences beyond the traditional concert or lecture format. Scot has developed a program that concentrates on individual responsibility as the answer to preserving our planet. Scot focuses on the little things that students can do every day that can save the resources of our world. Scot teaches how to preserve, and conserve, give our planet what it deserves and how students can best serve our planet. Throughout the show, audience participation offers children encouragement and a sense that they have the power to make a difference in their environment.

This guide has been prepared for teachers who, along with their students will be attending performances of Scot Cannon's program of Preserving Our Planet. It is an introduction to Scot's program dealing with ENVIRONMENTAL AWARENESS. You will find information and activities to extend Scot's performance beyond the time that he will actually be at your school.

It is hoped that you will copy this guide and use the information to investigate, stimulate and encourage your students to become aware of the importance of preserving our planet.

We hope that these activities will inspire and prepare students & teachers for **PRESERVING OUR PLANET**.

Scot would love to hear from your students. If you have any questions or comments about the performance, or if you would like to mail or email student packets to Scot, you can address mail to:

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Study Information for

ENVIRONMENTAL AWARENESS

Today's earth faces numerous problems. Every day we read in the newspapers or hear on television about an environmental problem of some kind. Whether it is air pollution, acid rain, the ozone layer, or an endangered species, these problems are real and they affect all of us.

Fortunately, there are things we can do to help heal the earth. There is still time for us to make a difference. Together we can turn the world around.

For most adults, these environmental issues can be unfamiliar and sometimes intimidating. However, if we teach our children to be conscious of the direct role they play in the protection of our planet, then it will become a way of life for them. Kids have a lot of power. When they say something, grown-ups have to listen. When they care about something, grown-ups care too. So if saving the earth becomes a priority for our children, then maybe it will become a priority for adults also. Children must be told and shown that their involvement can indeed have a positive impact on the earth.

Children are ready and eager to do their part, but they need information, direction, and encouragement from their teachers. Children must be told that whatever small contribution they can make will add up to a big difference in our world.

PROGRAM OBJECTIVES

- To be aware of the environment and the need for change.
- To develop an awareness of various nature sounds found in the environment.
- To understand some of the causes of air, water, and solid waste pollution.
- To be exposed to the importance of conserving water, energy, and natural resources.
- To understand the need for recycling.
- To become aware of the importance of cultivating wild life and plant life in backyards and communities.
- To appreciate storytelling, movement, and actively participating in a large group.
- To develop good audio, visual and motor skills.
- To stimulate students to think and imagine through story, movement, and active participation.

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SUGGESTIONS FOR PREPARATION

Motivational Activities:

These ideas make great in-school displays for the day of Scot's performance:

Paper Trash Sculpture - turn paper trash into a work of art.

Recycled Rhythm Instruments - The word recycle means to use over again. One way to solve the problem of what to do with trash is to find a new use for things that are going to be thrown away. Why not make rhythm rattles?

Other activities include:

GRAPHICS -using arm and hand movements or group role playing, have the students act out the following words:

LAND SKY RIVERS LAKES OCEAN

EX: SKY - looking up and show the expanse above your arms

Also act out all creatures that:

WALK FLY SWIM CRAWL OOZE

EX: SWIM - do swim motions with arms

BUMPER STICKERS - Bumper stickers must be read quickly so the messages on them are short and to the point. Think of an environmental message that could appear on a bumper sticker. Your theme can be cleaning up litter, conserving natural resources, protecting endangered animals, saving energy, stopping deforestation, or anything else you care about. Carefully print your message on a rectangular piece of cardboard or poster board. Make your letters large and keep the message short. If you have room, add a border, a small picture, or some other decoration.

Class Discussion Ideas:

In the program, Scot tells the students that *preserving our planet* is in their hands. You may want to engage in the following discussions to help them on their way.

ACQUIRE INFORMATION ON YOUR TOWN'S RECYCLING PROGRAM- Have a class discussion on each family's recycling opportunities.

BRAINSTORM ON RECYCLING OPPORTUNITIES - Have your class come up with 10 ways to recycle an item to make it useful once again. Get them started with the following ideas: junk mail → scrap paper, liter plastic bottles → bird feeders, scoops, mini greenhouse, etc.

BRAINSTORM ON HOW TO REDUCE THE USE OF PRODUCTS AT HOME AND AT SCHOOL - Home: soap, shampoo, water, etc. School: paper, pencils

DISCUSS THE LYRICS TO THE SONG "PRESERVING OUR PLANET" - (Reiterate what you feel is important and appropriate for your class.)

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VOCABULARY & BACKGROUND INFORMATION

The following is a helpful list of some of our major environmental concerns and their consequences:

- Acid Rain** When invisible gases from power plants, automobiles, spray cans, etc., are released into the air, they are mixed in the clouds with rain and snow. This acidic mixture falls back to earth with both the rain and snow. It is extremely harmful to plants, rivers, lakes, and the creatures that live in them. It also pollutes the water that animals and people need to drink.
- Air Pollution** The air has become polluted from the gases released from the items mentioned in #1. The brown polluted air centered around the big cities is called smog. Polluted air is not only bad for people and animals, but for trees and other living things as well.
- Carpool** More than 1 person using a car to go somewhere.
- Clothing Drive** Recycling clothing to be used by those in need.
- Composting** The natural process of recycling organic matter and letting it decompose into a rich soil called compost.
- Conserve** To use wisely.
- Deserve** To be worthy of.
- Disappearing Animals** Some plants and animals are becoming endangered because their homes and habitats are being destroyed. Forests are being cut down and wild areas are being filled with houses and stores. Some marine animals are also in danger because of pollution and carelessness.
- Excessive Garbage** Garbage is filling up our landfills. Eventually we will run out of space to bury our garbage. This is why reusing materials instead of throwing them away (recycling) should be encouraged.
- Greenhouse Effect** The earth is surrounded by a blanket of invisible gases that keeps the sun's heat inside. Unfortunately, new poisonous gases are causing the temperature to become warmer. Some plants eventually won't be able to adjust to these dramatic changes.
- Homeless Shelter** Temporary housing for people with nowhere else to go.
- Nuclear Power** Energy produced by splitting atoms.
- Ozone Layer** Ozone is a gas that surrounds the sky above the air we breathe. It helps us by blocking out the rays from the sun that can harm our skin. Gases that people have made are damaging the ozone layer. These gases are called CFCs and halons. They are used in refrigerators, fire extinguishers, air conditioners, plastics, foam and lots of other things. The ozone layer is being eaten up by the combination of gases.
- Pesticides** Poisons used to control insects and rodents and other undesirable pests.
- Preserve** To take care of, keep safe, protect.
- Public Transportation** Buses and trains that usually require a fee for use.
- Responsibility** To answer for your conduct and obligations. To be held accountable for your actions.
- Superfund Sites** Polluted land that the federal Government has determined will receive money for clean up.
- Serve** To give service and respect due.
- Water Pollution** Our precious bodies of water are becoming polluted by garbage and poisonous chemicals dumped into them. Lakes, streams, rivers, ponds, underground water sources, and even oceans are becoming polluted.

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Follow up question and answer sheet

The following are the questions and answers Scot uses in the second part of the program. This can be used as a review sheet or for follow up discussion.

1) The earth is your _____.

a) Responsibility

2) Name some things that are your responsibilities.

a) shoes – bike – lunch – pets - homework.....

3) Why is it good to look at the earth as about the size of a baseball?

a) It shows how important we are and the limited space available

4) If you cannot see trash and waste does it mean that it's gone?

a) No, it can be in the air, water or ground.

5) What does P.C.D.S. stand for?

a) Preserve, Conserve, Deserve and Serve.

6) Who first called the earth a great blue marble?

a) An astronaut in space.

7) What is in our hands?

a) Land, Sky, Rivers, Lakes, Oceans & all creatures that Walk, Fly, Swim, Crawl and Ooze

8) Lets name some of the things I do right and wrong during my day:

a) Alarm– it's metal, you can recycle.

Brush teeth – good use of paste

Shower – warm up too long, wastewater

Hairdryer – use too long.... waste energy

Nose – use too many tissues.

Turn off lights

Refrigerator – leave open

O.J. – wax carton. Apple – glass

Cereal - too many, mostly empty – waste of space. 61 boxes

Composting – great idea.... make new food with old food.

Sneakers – donate unwanted clothes

Carpool – save energy & the air

Pencil & Paper – use wisely.

Music- try to buy products in recyclable packaging
you can recycle

9) What number plastic is recycled the most?

a) # 1 & # 2

10) Who quite often teaches adults how to recycle?

a) Their children.....YOU !!!

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POST PROGRAM SUGGESTIONS

MAKING A CHOICE

Initially, children must try to narrow down the environmental problem with which they might want to become involved. Before a child takes action, he or she should answer the following questions:

1. Which problem do I think, know, and care most about?
2. In which problem area could I make the biggest difference?
3. On which problem would I most enjoy working?
4. Which problem most needs my attention?
5. Which problem has the greatest effect on my family and me?

Then, learn all you can about the problem, set goals, list the steps you'll take, involve others.

TAKING ACTION

STEP ONE: Learn all you can about the problem.

Look up the problem category in dictionaries, encyclopedias, and other reference materials. Read articles about the specific problem that concerns you in newspapers and magazines. If the problem is a community one, interview experts and/or talk to local authorities. Request related information from some of the organizations listed in the back of this guide. Study the material they send.

STEP TWO: Set a goal for yourself.

Think about what you hope to accomplish. List three or four specific goals. Be sure that they are workable and realistic.

STEP THREE: List the steps you'll take.

In making your list, you might want to consider the following steps:

Create posters, design awards, publish a newsletter, raise money, volunteer your time, or write letters to corporate officers, elected representatives, or the editors of your local newspaper.

STEP FOUR: Involve others.

Enlist the help of family members, classmates, and friends. By sharing tasks and talents, you can get more done and have more fun doing it.

STEP FIVE: Take the steps you've listed.

Composting in Twelve Easy Steps

By Zell Miller, Governor of Georgia, as told to Dr. Clark Gregory, Fulton County Soil and Water Conservation District, Atlanta, Georgia.

1. Get a simple enclosure to hold about one cubic yard of compostables
2. Get a long handled pitchfork for loading and turning compost.
3. Get a five gallon plastic bucket from a house painter or sheet rocker, for carrying water and compost, or use a hose and wheelbarrow.
4. Put your bin on a flat place convenient to the kitchen and on the way to the garden.
5. Start your compost bin now, no matter what time of year
6. Fill your bin and keep it full. Start with leaves, yard trimmings, food scraps, and wet paper towels. Turn your bin one month after starting it; then as you wish, maybe never.
7. Get a five-quart stainless steel soup pot at a yard sale to collect food scraps in the kitchen. Make sure it has a matching, tight-fitting lid to discourage fruit flies.
8. Add food scraps into the center of your bin. Do not "Dump and Run." Use your pitchfork. Never leave food scraps showing.
9. Make compost this year; use it next year.
10. Late in the fall, put your compost to bed for the winter by removing the compost from your bin, or the bin from the compost. Mound up your compost and cover it with a piece of scrap plastic, or plastic bag torn open, to keep it dry over the winter. This makes your compost easy to screen in the spring.
11. Reload your bin every fall; plenty of leaves are available then. Add kitchen scraps, yard trimmings, and non-recyclable paper to your bin regularly for the whole year. You will see the material shrink continuously, but keep that bin full. Stockpile leaves to add to your bin over the next twelve months.
12. Use your finished compost in the garden next spring as a mulch or soil enricher. To make compost into potting soil, screen it and mix two parts screened compost with one part sand. Build your own screen by nailing hardware cloth onto a 28-inch square frame made of 2" x 4" boards.

Happy composting! If you do not garden, donate compost to your Neighborhood Park or roadside.

- ***For a simple, inexpensive bin, use an eleven foot length of welded fence wire cut from a 36-inch wide roll with a 2" x 4" mesh, available at most hardware, building supply, farm, and garden stores. Join the two ends to form a hoop. For a larger bin, get five wooden shipping pallets. Lay one down flat on the ground, good side up; then stand the other four pallets up, good side out. Tie the corners together with a piece of rope. Load either as directed above.***
- **We encourage you to disseminate this information to community advocates across the country. Please credit the Institute for Local Self-Reliance when you use ILSR's FACTS TO ACT ON. If you wish to receive future FACTS TO ACT ON, please contact ILSR.**

Institute for Local Self-Reliance

Preserving Our Planet

Words & Music by Scot Cannon©

**How can we stand it,
We've got our hands on it
Preserve our planet.**

Nuclear energy is a powerful force,
the waste it produces has to be locked up and stored.
A pesticide used to kill bugs can be an important thing;
but it can poison our water and make a SILENT SPRING.

Plastic is light and useful in so many ways,
#1 and #2 get recycled, the rest gets thrown away.
Toys! Toys! Toys! Most of them are plastic too,
when you don't want them anymore, what do you do?

**How can we stand it,
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Superfund sites are where some companies dump waste,
people were not responsible and they made big mistakes.
They didn't say "Sorry", some covered up and lied,
just to save money, it could be our lives.

The 10,000 juice boxes you've had for lunch,
they're still sitting in a landfill under some dirt in a bunch.
The paper you use, the water you let run from your faucet,
once it's used...it's gone...not there...you've lost it.

**How can we stand it,
We've got our hands on it
Preserve our planet.**

We can make a difference, by watching what we do.
Recycle glass and cardboard, plastic and metal too.
Nothing is too small; just remember we hold it all.

**How can we stand it,
We've got our hands on it
Preserve our planet.**

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Scot Cannon

Acoustic Guitar

The musical score is written for an acoustic guitar in the key of D major (two sharps) and 4/4 time. It consists of eight staves of music, each with a corresponding line of lyrics and guitar chords. The chords are indicated above the staff lines. The lyrics are: "How can we stand it. we've got our hands on it. Pre serve our plan et. How can we stand it. we've got our hands on it pre serve our plan et. the verse is spoken word (bridge) we can make a dif frence by watch ing what we do re cy cle glass and card board plas tic and met al too no thing is so small just re mem ber we hold it goback to chorus."

DMaj CMaj DMaj CMaj

How can we stand it. we've got our hands on it

3 DMaj CMaj DMaj CMaj DMaj CMaj

Pre serve our plan et. How can we stand it

6 DMaj CMaj DMaj CMaj DMaj CMaj

we've got our hands on it pre serve our plan et. the verse is

9 DMaj CMaj GMaj

spoken word (bridge) we can make a dif frence

12 Bmin GMaj

by watch ing what we do re cy cle

15 Bmin

glass and card board plas tic and met al too

18 FMaj FMaj GMaj

no thing is so small just re

21 GMaj DMaj

mem ber we hold it goback to chorus.

THE WONDERFUL WORLD OF **DIFFERENCE**

The Way We Work Together Makes America Strong

*"Then join hand in hand
Brave Americans All
By uniting we stand,
By dividing we fall."*

(The Liberty Song, John Dickenson, 1768)

In this lesson we will discuss whether these words still have meaning for today. We will read about two groups—one divided and one united. At the end of the stories we will answer questions about both groups.

An Audience

Rita wanted to see a movie. She and her friend, Sally, went together. They sat in their favorite seats in the back. There were a lot of people in the audience but Sally and Rita didn't know anyone. After the movie started, four more people came in. They were noisy and rude and sat right in front of the girls. Rita could not hear the movie. "I wish someone would tell the manager," she whispered to Sally. Sally said, "Let's just change seats." During the movie, Rita noticed that other people kept moving to get away from the noisy group. Some people even left the movie, grumbling that they couldn't hear. When the movie was over, Rita said, "I wish someone had done something about that noisy group in the back. They ruined the movie for everyone."

The Band

Sally and Rita were drum players in the school band. The band was practicing for the big Columbus Day parade. Most of the kids practiced every day. They wanted the band to be perfect for the parade.

There were three kids in the trumpet section who didn't practice at all. They thought it was funny to hit the wrong notes and get out of step. The rest of the band began to get angry.

The other band members had a meeting during lunch to figure out what to do. They decided to have some of the band members talk to the trumpet players about practicing harder. They decided that no one else in the band would laugh at anything the trumpet players did. And the band members decided to talk to the Band Director about asking the trumpet players to leave if they didn't improve.

1. What was the problem in each story?
2. What did the members of the audience do about their problem?
3. What did the members of the band do about their problem?
4. Which group seemed better at solving a problem—the audience or the band?
5. List some reasons why you think one group worked together better than the others.
6. Look at the reasons you have identified in question 5. Discuss whether any or all of those reasons explain why the United States is a strong country.

If you need more room for your answers, turn this page over or write on a separate sheet of paper.

