

OUR SHARED HOME
CALL TO EARTH DAY 2023

Stewardship Action

By [Kottie Christie-Blick](#)

Choose a student age group

[Go to student ages: 5 - 9](#)

[Go to student ages: 10 - 13](#)

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Stewardship Action

Student Ages: 5 - 9

By [Kottie Christie-Blick](#)

Project Based Learning (PBL):

Introduce a project (with a problem) to the students at the beginning of a unit. Students become engaged and motivated to learn the science in order to complete the project and work towards resolving the problem.

Enduring Understandings

- People affect the world around them in good and bad ways. They can make air, water and land clean and healthy.
- Polluting the air, water and land creates many problems near and far, all around the world.
- Everyone needs to help reduce pollution so we can have a healthy planet for all living things: plants, animals, and people.

Vocabulary

climate change
 natural environment/nature
 pollution/pollute
 stewardship

Student Objectives

By the end of this lesson, students will be able to....

Describe actions that pollute the natural environment, harming plants, animals and people.

List actions that help reduce pollution and keep Planet Earth healthy.

Explain how the actions of people in one area impact people in other areas.

Describe how a chosen stewardship project helps the environment and how it inspires others to take stewardship action.

Engage

I've just seen this Call to Earth event on the Internet. This news company, CNN, is encouraging people to take care of the environment, and is asking students to help by doing stewardship projects. CNN is even going to publish some of the pictures and videos of the student projects on their website. Children all around the world will see the great ideas and be inspired to take action too! Let's take a look at it and see if we want to participate.

Show [Call to Earth Day 2023 web page](#).

For inspiration, and to see what's been done in the past, show the [Call to Earth 2022 video](#).

Explain that in order to participate, the students first need to understand the problem, and then think about a project that would help Planet Earth.

- *What is "the environment"? (Air, water, land, and natural habitats for plants and animals.)*
- *What do you know about the natural environment? Sometimes people just call it "nature". Do you like to spend time in nature? What can you tell us about it?*

(Option: Read "The Lorax" by Dr. Seuss and [discuss](#).)

Let's look at some ways we could encourage people to take care of Planet Earth.

Explore & Explain

Show [Call to Earth: Our Shared Home presentation](#) and discuss the problem described.

Guiding questions:

- *What's the problem described in this presentation?*
- *What's causing our climate to change?*
- *What's creating so much air pollution that our weather patterns are changing?*
- *What are some actions we can take to pollute less?*

Begin a list of action ideas that will reduce pollution. Show [What Can Kids Do?](#) web page for inspiration.

Explore & Explain

Discuss stewardship projects that could be done by the class, and when and where they could take place.

Question how this stewardship action will help Planet Earth.

- How will it help people who live in our area?
- How will it help people who live far away from us?

Emphasize that air surrounds the planet, so air pollution from one area travels to other areas around the world. The same is true for the ocean: all oceans are connected, pollution in one area can reach other areas far away.

Implement the stewardship project with your students. Photograph or video the action and submit it to [Call to Earth: Our Shared Home](#) before November 28, 2023. (The sooner the better.)

Possible activities include: planting trees (with a plan to keep them watered for at least the first year); reducing food waste in the school cafeteria; introducing meatless Mondays; increasing recycling at school; helping reduce one-use plastics (such as straws, bags, cups, or bottles) at school or in the community; reducing electricity waste; reducing water waste; composting at school; carpooling, riding the school bus, walking, or biking to school; meeting with a person in power who can implement change to reduce pollution at the school, district, community, state, or national level.

Extend

After November 28, look at the [Call to Earth](#) website as a class and see what actions students from around the world have taken. Discuss favorites.

Evaluate

Ask students to write about the stewardship action they have taken and explain why it's important. Read aloud in small groups. Alternatively, have students draw a picture of the stewardship action and write one sentence (or dictate to the teacher) what is the most important thing to remember about it. Share with other students.

Wrap-Up

As a class, discuss the stewardship project.

- *Are you glad we did this stewardship project? Why?*
- *Do you think it's helping people and the environment? How?*
- *How does it feel to be part of something bigger than yourself, knowing that kids from all over the world are also doing stewardship projects?*
- *How can we keep taking care of Planet Earth even though the stewardship project is over?*

Emphasize the importance of continuing to take action to help clean the air, water, and land. It will keep our world beautiful. People will be healthier. We will all have a happier future!

OUR SHARED HOME

CALL TO EARTH DAY 2023

Stewardship Action

Student Ages: 10 - 13

By [Kottie Christie-Blick](#)

Project Based Learning (PBL):

Introduce a project (with a problem) to the students at the beginning of a unit. Students become engaged and motivated to learn the science in order to complete the project and work towards resolving the problem.

Enduring Understandings

- Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. Changes to Earth's environments can have different impacts (negative and positive) for different living things.
- Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depends on the understanding of climate science.
- Earth's air and water are connected around the globe. Changes to one area of the planet can impact other areas near and far. When people reduce their impact on air, soil and water, the natural world is able to stay in balance, creating a healthier environment for plants, animals and people.

(See [Next Generation Science Standards](#) for more.)

Vocabulary

atmosphere, biosphere, geosphere, hydrosphere

climate change

global warming

greenhouse gases

stewardship

sustainable

Student Objectives

By the end of this lesson, students will be able to....

Explain the interactions between the atmosphere, biosphere, geosphere, and hydrosphere.

List negative and positive human impacts on Earth.

Explain how the actions of people in one area impact people in other areas.

Describe how a chosen stewardship project helps the environment and how it inspires others to take stewardship action.

Engage

I've just seen this Call to Earth event on the Internet. This news company, CNN, is encouraging people to take care of the environment, and is asking students to help by doing stewardship projects. CNN is even going to publish some of the pictures and videos of the student projects on their website. Kids all around the world will see the environmental action projects and be inspired to take action too. Let's take a look at it and see if we want to participate.

Show [Call to Earth Day 2023 web page](#).

For inspiration, and to see what's been done in the past, show the [Call to Earth 2022 video](#).

Explain that in order to participate, the students first need to understand the issues, and then think about a stewardship project that would help people live more [sustainably](#).

Explore & Explain

How are the atmosphere, hydrosphere, biosphere, and geosphere connected? How do they impact each other? For example, if people pollute the air (biosphere impacting atmosphere), what impact does that have on weather patterns, the water cycle, land, ocean, living things that depend on clean air to survive?

Show the [National Geographic video](#) on the causes and effects of climate change. Discuss, and have students draw a model of the greenhouse effect.

Divide the class into groups to research how humans are impacting the atmosphere. How does changing the atmosphere impact the hydrosphere, biosphere, geosphere, and climates around the world?

Explore & Explain

Stress the importance of using trustworthy sources for the information.

[Kids Against Climate Change](#) has videos, articles, and graphs from reliable sources for students to use in their research.

Guiding questions:

- *How does the air pollution we create in our country impact people in other countries?*
- *How is the ocean impacted by the extra carbon dioxide in the air?*
- *How is the geosphere impacted by sea level rise, and extreme weather events?*
- *How are plants, animals, and people impacted by rapid changes in climate?*
- *How is climate change impacting our country?*

You've seen that people are having a negative impact on air, water, land, and natural habitats. But some people are also having a positive impact. There are many actions people can take toward good stewardship of the planet.

Introduce [Project Drawdown](#) to the class. Here you'll find a list of actions being taken by grown-ups in many different sectors to reduce greenhouse gases by avoiding emissions and removing the carbon dioxide already in the atmosphere. Familiarize students with [CNN Call to Earth videos and articles](#) that show how people can work with nature to benefit all. For example:

- [Why sprinkling volcanic dust in fields can help to remove carbon dioxide from the atmosphere](#)
- [Could wind-powered ships be the future?](#)
- [A simple solution can help to restore marine habitats](#)

Ask partner groups to explore the solutions and share with the class their favorite innovative ideas.

Emphasize that living sustainably and protecting our natural environment is important to our quality of life. All sectors of society must help: governments, industries, organizations, transportation, energy, and commercial sectors, philanthropists, educational institutions, and individuals.

Discuss stewardship projects that could be done by the class, and when and where they could take place.

Question how this stewardship action will help Planet Earth.

- How will it help people who live in our area?
- How will it help people who live far away from us?

Emphasize that air surrounds the planet, so air pollution from one area travels to other areas around the world. The same is true for the ocean: all oceans are connected, pollution in one area can reach other areas far away.

Explore & Explain

Implement the stewardship project with your students. Photograph or video the action and submit it to [Call to Earth: Our Shared Home](#) before November 28, 2023. (The sooner the better.)

Possible activities include: planting trees (with a plan to keep them watered for at least the first year); reducing food waste in the school cafeteria; introducing meatless Mondays; increasing recycling at school; helping reduce one-use plastics (such as straws, bags, cups, or bottles) at school or in the community; reducing electricity waste; reducing water waste; composting at school; carpooling, riding the school bus, walking, or biking to school; meeting with a person in power who can implement change to reduce pollution at the school, district, community, state, or national level.

Extend

After November 28, look at the [Call to Earth](#) website as a class and see what actions students from around the world have taken. Discuss favorites.

Evaluate

Ask students to write about the stewardship action they have taken and explain why it's important. Have them include the most important thing to remember, and then read their write-ups aloud in small groups.

Wrap-Up

As a class, discuss the stewardship project.

- *Are you glad we did this stewardship project? Why?*
- *Do you think it's helping people and the environment? How?*
- *How does it feel to be part of something bigger than yourself, knowing that kids from all over the world are also doing stewardship projects?*
- *How can we keep taking care of Planet Earth even though the stewardship project is over?*

Emphasize the importance of continuing to take action to help clean the air, water, and land. It will keep our world beautiful. People will be healthier. We will all have a happier future!

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CALL TO EARTH DAY 2023

Stewardship Action

Student Ages: 14 - 17

By [Kottie Christie-Blick](#)

Project Based Learning (PBL):

Introduce a project (with a problem) to the students at the beginning of a unit. Students become engaged and motivated to learn the science in order to complete the project and work towards resolving the problem.

Enduring Understandings

- The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
- The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year.
- Feedback (negative or positive) can stabilize or destabilize a system.
- Earth's air and water are connected around the globe. Changes to one area of the planet can impact other areas near and far. When people reduce their impact on air, soil, and water, the natural world is able to stay in balance, creating a healthier environment for all living things.

(See [Next Generation Science Standards](#) for more.)

Vocabulary

climate change

feedback (negative and positive)

global warming

greenhouse effect

stewardship

sustainable

Student Objectives

By the end of this lesson, students will be able to...

Explain how changes to the carbon cycle impact humans.

Explain how positive feedbacks increase global warming and resulting climate change.

Explain how both positive and negative actions of people in one area impact people in other areas.

Describe how a chosen stewardship project helps the environment and how it inspires others to take stewardship action.

Engage

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Explore & Explain

***"Humans are causing alarming changes to the planet."** What does CNN mean by this? How do scientists know that humans are having a negative impact on the planet?*

Show the [National Geographic video](#) on the causes and effects of climate change. Discuss, and have students draw a model of the greenhouse effect.

Have pairs of students research the answers to some of the frequently asked questions about global warming and climate change on [NASA's website](#), then summarize for the class.

Explore & Explain

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Explore & Explain

carpooling, riding the school bus, walking, or biking to school; meeting with a person in power who can implement change to reduce pollution at the school, district, community, state, or national level.

Extend

After November 28, look at the [Call to Earth](#) website as a class and see what actions students from around the world have taken. Discuss favorites.

Evaluate

Ask students to write about the stewardship action they have taken and explain why it's important. Have them include the most important thing to remember, and then read their write-ups aloud in small groups.

Wrap-Up

As a class, discuss the stewardship project.

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