



Creation Lens

Exploring the World, Discovering God

Grade Level: Grade 6

Title:

God's Creation is in Our Hands: Looking at Responsibility

Denomination: Catholic

Lesson ID: LS-G6-02-CA

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Note: Web sites referenced in this lesson were valid at time of publication.

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LIFE SCIENCE – GRADE 6 – CATHOLIC
LESSON TITLE: God's Creation is in Our Hands: Looking at Responsibility

GENERAL CONCEPT: Responsibility in our activities.

SCIENCE LESSON CONCEPT

- Human activities have consequences on the environment

GOAL OF SCIENCE LESSON

- Students will understand how human activities affect the survival rate of organisms.
- Students will understand that by being responsible citizens and following the laws of conservation, they can sustain a healthy raccoon (pick any animal) population.

OUTCOME EXPECTED

- Students will be able to describe how humans affect the survival of organisms (raccoons, squirrels or any animal).
- Students will act out a scenario for living organisms and develop an understanding of human impact on their survival.

RELIGION LESSON CONCEPT

- Exercising responsibility for all of God's creation through our actions

GOAL OF RELIGION LESSON

- Students will understand that being responsible citizens and following the laws of conservation is also a moral duty.
- Students will learn that gaining knowledge and making wise choices is part of their moral responsibility.

OUTCOME EXPECTED

- Students will create an oral presentation that allows them to understand that humans play an important part in keeping God's creation healthy.

MATERIALS NEEDED

- Science Journal page: Survival: Raccoons
- Pen or pencil
- White Board (Dry Erase Board)
- Dry erase marker
- Open area (field or gym)
- Sign with symbols for food, water, shelter, space as indicated in the lesson
- Sign: CAR
- 2 Signs: TRAPPER
- 3 Signs: STRAY DOG PACKS

SCIENCE METHODOLOGY

- **DESCRIBE** the basic needs of an organism in its habitat: food, water, shelter, space.
- **HAVE** the students choose (or the teacher select) an organism within their area. For this example, the raccoon has been selected.
- **HAVE** $\frac{1}{4}$ of the class stand on one end of a field or gym.

MATERIALS NEEDED

- Religion Notebook
- Pen or pencil
- Video recorders (optional)
- Paper for scripts
- Conservation laws resources (see Religion Links section)

RELIGION METHODOLOGY

- **SAY:** Commercials influence people everyday. The product sponsors spend a lot of money to create and air the commercials. They do this because they hope people will buy the product after seeing the commercial. Companies wouldn't spend the money if they didn't think it worked. Super Bowl commercials cost millions of dollars. The companies might buy a 15 second spot... get that ...second spot.

- **SAY:** You represent the habitat in the eco-system.
 - **HAVE** the other $\frac{3}{4}$ of the students stand at the opposite end of the activity area.
 - **SAY:** You represent the raccoons in the habitat.
 - **REMIND** the students of the four basic components of the habitat: food, water, shelter, space.
 - **SHOW** them the symbols for each component that they will use in the activity.
 - ~ FOOD – hands on stomach
 - ~ WATER – hands over mouth
 - ~ SHELTER – hands above head
 - ~ SPACE – arms open – spread wide
- POST THE SIGN WHERE IT CAN EASILY BE SEEN!
- **EXPLAIN** that during the activity the group will be asked to show their symbols in order to represent the component of the habitat that they are choosing.
 - **SAY:** Each of the raccoons will be in need of a habitat component during each round of the activity. They will need to show a symbol for the component of the habitat of their choice. The habitat students will also need to choose one habitat symbol for each round.
 - **HAVE** each group of students turn their backs to each other and choose their habitat symbol.

- **ASK** the class to sit quietly for 15 seconds.
- **SAY:** Companies know that they can catch the viewers' attention in this short time and influence them to buy the product shown. The commercials need to be eye-catching and memorable.
- **SAY:** You are going to create a commercial about responsible conservation techniques: hunting, trapping, fishing.
- **DIVIDE** the class into groups of 3-4 students and have each group develop a commercial that educates people about responsible conservation techniques.
- **SET** the guidelines for the commercial:
 - ~ 1 to 2 minutes in length
 - ~ state or show the conservation technique
 - ~ point out the moral responsibility to care for God's creation
 - ~ students can video-tape, audio-tape, create a story board or a PowerPoint presentation
 - ~ how much time the students have to complete this work
- **HAVE** the students share their commercials with the class.
- **ARRANGE** for the students to visit other classrooms and present their commercials.

- **TRY OUT** this step.
- **HAVE** the students turn and face each other.
- **SAY:** The raccoon group will look at the habitat side and find a component that they need.
- **SAY:** The raccoons will then run over to the habitat group and choose someone who has the same symbol as they have. The habitat person then becomes a raccoon and is taken to the raccoon side.
- **TRY** this step of the procedure.
- **SAY:** If the raccoon doesn't find a habitat component that matches their symbol, the raccoon doesn't survive and becomes part of the habitat.
- **GRAPH** the starting number of raccoons on the board. Continue to graph after each of the 8 to 10 rounds.
- **DO** the activity for 8 to 10 rounds with the teacher signaling the end of a round. A round is complete when every raccoon has found or not found a habitat component and the switches have been made.
- **AT THE END** of each round, the raccoons and the habitat members face away from each other, select the symbols they will represent and then turn to face each other.
- **AT THE END OF ROUND ONE**, the teacher should add in a factor. The teacher should choose one habitat student to be a car.

- **DISCUSS** why it is good citizenship and good Christianity to preserve and protect God's creation.
- **POSIT:** It is our duty to actively protect and conserve God's creation since God charged human beings with this duty in the Garden of Eden. It is our duty to be informed and make wise choices about conservation issues.

- **AT THE SIGNAL FROM THE TEACHER** the next round begins. As the raccoons find the habitat component, the CAR student enters the habitat and taps a few raccoons on the shoulder. The raccoons are killed and sit along the sidelines.
- **AFTER THE END OF ROUND TWO**, the teacher should select two habitat members to be trappers and have them stand in the middle of the area with the trapper signs. The raccoons must run past the trappers without being tagged. If they are tagged they are killed and sit along the sidelines.
- **AFTER THE END OF ROUND SEVEN**, the teacher should select 2 or 3 habitat members to be the stray dog packs and give them the stray dog pack signs. As the raccoons enter the habitat, the stray dogs try to tag them on the shoulder. The stray dogs can also tag any shelter habitat member. Those tagged are taken out of the game and should sit along the sidelines.
- **AFTER ALL THE ROUNDS**, gather all the students around the graph.
- **DISCUSS** the amount of habitat components available each round.
- **ASK:** Why was there a lot of food one time and not much food the next? (drought, insects, fire, etc.)
- **ASK** about water, shelter, and space too.
- **SHOW** the graph to the group.

- **DISCUSS** the carrying capacity and how the population changed.
- **ASK:** What effect did the car have on the raccoon population? How many of you were hit by the car?
- **ASK:** If the car had been moving slowly, could you have escaped?
- **ASK:** What effect did the trappers have on the raccoon population? How many of you were caught by the trappers?
- **ASK:** What if trapping had been made illegal or limited to certain areas, would you have been able to escape?
- **ASK:** What effect did the stray dog packs have on the raccoon population? How many of the raccoons were caught by the stray dogs? How many shelter habitat areas were removed by the stray dog packs?
- **ASK:** What can people do to keep stray dog packs from forming and roaming the habitat areas?
- **HAVE** the students write a journal entry on the Science Journal page about the activity just completed.
- **POSIT:** Humans have a definite impact on the habitat of an organism. (cars, trapping, and releasing unwanted pets)

SCIENCE LINKS

www.jc-schools.net/tutorials/interact-science.htm

[Interactive Websites](#) Grade 6 Games

<http://www.kidport.com/Grade6/Science/ScienceIndex.htm> ... educational activities about energy concepts, the power of the sun, energy conservation, energy ...

www.rockingham.k12.va.us/resources/middle/6science.htm

[6th Grade Science](#) 5. 6th grade Science PortaPortal Links & Games. 6. Absorbed vs Reflected Energy Multiple ... major conservation, health, and safety issues associated with watersheds; and ... See SOL 6.7 for interactive activities.

RELIGION LINKS

State conservation departments such as:

www.missouriconservation.com

[Missouri Department of Conservation](#) MDC is dedicated to helping you discover, enjoy and conserve Missouri's fish and wildlife resources and the habitats they depend on.

KEY WORDS

- HABITAT
- FOOD
- WATER
- SHELTER
- SPACE
- HUMAN INTERFERENCES
- CARRYING CAPACITY
- POPULATION

KEY WORDS

- CONSERVATION
- RESPONSIBILITY
- COMMERCIALS
- INFLUENCE
- TECHNIQUE
- RESPONSIBILITY
- STEWARD
- GENESIS
- KNOWLEDGE
- WISE CHOICES