



**SEASON OF  
CREATION**



## **OUR COMMON HOME**

### **EDUCATION ACTIVITY**

#### ***LEARNING TO BE GOOD STEWARDS OF OUR HOME FOR ALL***

These activities are adaptable to all ages and will be broken down into three sections. Feel free to use them together or individually.

*"Having a home is important and there is much we can do to help other creatures of Creation have a clean and safe home"*



**OUR COMMON HOME**



**THE WATERFRONT'S HOME**



**THE BIRDS' HOME**

**Welcome and Introduction (15 min.)**

The leader presents the main theme and chooses from one of the three activities. They then ask the group what a home means for them and how it relates to the environment. This can be done either as a round table with appropriate social distancing or even with larger groups outdoors.

**Our Common Home (Introduction)**

Learning to be good stewards of our home for all

- Having a home is important and there is much we can do to help other creatures of Creation have a clean and safe home.

**The Birds' Home**

Providing a safe habitat

- Birds need a safe place to shelter and nest; nature is their best home.

**The Waterfront's Home**

Waterfront cleanup

- Learn how you can help keep our waterfronts clean and why that is important.

**Duration: 1 - 3 hours**

**Location:**

General gatherings could take place in the church or other community space with due diligence to pandemic best protocols that are up to date with the day of the activities. Bubble groups can be selected prior to the activities in order to keep safety to a maximum

These activities are adaptable to all ages and will be broken down into three sections. Feel free to use them together or individually.



**"LORD HELP US LEARN THE IMPORTANCE OF BEING A GOOD STEWARD OF OUR HOME FOR ALL"**

**Goals:**

- To increase our awareness of the importance of having a home.
- To integrate personal responsibility and community engagement with regards to taking care of Creation.
- To become more aware of the Importance of caring for other species and their environment.
- To make a difference in our immediate environment.
- To become more aware of the importance of integrating green/environmentally friendly practices into our everyday lives so that our actions have a positive effect on other creatures' homes.



## OUR COMMON HOME



***Throughout the world  
we have a great  
diversity of  
eco-systems and  
habitats.***

# OUR COMMON HOME

## (INTRODUCTION)

*Learning to be good stewards of our home for all*

### Objectives

- Having a home is important and there is much we can do to help other creatures of Creation have a clean and safe common home.

### Introduction (15 min)

Begin by introducing the idea of a Common Home.

Throughout the world we have a great diversity of eco-systems and habitats. However, birds can be found pretty much everywhere and waterfronts whether from the seas, rivers, lakes and even ponds are a common feature. Helping all of God's creatures enjoy a safe and clean home on our Common Home is important both at a local and international level.

Have the participants take a piece of reused paper that is blank on one side to draw their home. Whatever the format of their homes, take back all the drawings and mix them up. Have a couple of participants help you pass out the drawings in any order but with the drawing facing downwards.

Once all drawings have been passed around, have the participants turn the pages over.

### Discussion (30 min)

Use some of these leading questions to get people thinking about what a home and a common home is:

Describe the type of home that appears on the paper that was handed to you.

In what ways is it similar or different to the home you drew?

What is a common home? Explain your answer.

Using the responses to these questions try to identify what a common home is. Then have older children or adults research what is considered a common home.

### Conclusion (15 min)

To close the activity have participants hold up a picture of each drawing and take a group picture. Then share this picture on social media with the hashtag #ourcommonhome.





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**HAVING A HOME IS IMPORTANT AND THERE IS MUCH WE CAN DO TO HELP  
OTHER CREATURES OF CREATION HAVE A CLEAN AND SAFE COMMON HOME.**

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## THE WATERFRONT'S HOME



**"Develop an awareness  
of the importance of  
reducing plastic waste"**

# THE WATERFRONT'S HOME WATERFRONT CLEANUP

*LEARN HOW YOU CAN HELP KEEP OUR WATERFRONTS CLEAN  
AND WHY THAT IS IMPORTANT.*

### Objectives

To develop an awareness of the importance of reducing plastic waste. Realize that most post consumer waste plastics end up in the ocean and other bodies of water as debris. Integrating a zero-waste mindset and lifestyle at home can help.

1. Aim towards a zero-waste life in our own homes
2. Learn about the great garbage patch and how to discover and implement waterfront cleanups

### Introduction (15 min)

Begin this activity by explaining the basics of a zero waste life:

what it is  
why it is done  
who can do it  
how to do it

For a quick guide to a zero waste life visit:

<https://www.beeco.green/blog/the-ultimate-guide-to-zero-waste/>

Name and learn about the 5 R's of a zero waste lifestyle.

### Discussion (20 min)

Use some of these leading questions to get the ball rolling:

1. What is meant by a zero-waste lifestyle?
2. Is it even possible for a family with children to live such a life?
3. What are the benefits to our common home of living a zero-waste life?

Using the responses to these questions try to identify which of the 5 R's of a zero-waste lifestyle you need to work on and which of them you are good at already.

***Learning to clean up our ocean home (30 min)***

Learn about the great Pacific garbage patch:

Divide the class into smaller groups

Have each group come up with an idea for how people can reduce plastic consumption and irradiate littering.

Have each group share their ideas on a whiteboard, using a different coloured marker per group

Then have the students read up about the great Pacific garbage patch (see Tips and Resources page)

Now bring them back into the same smaller groups and ask them to come up with ideas on how this problem can be solved.

***Learn about the 12 most common litter items found on waterfronts:***

Can you name the 12 most commonly found litter items in Canada in 2020?

Organize an outing to a waterfront. Two weeks beforehand, discuss what litter you think will be found and how best to clean it up safely. Have the children read theme based books about bodies of water. Prepare question cards to count and identify the litter items found. Prepare idea cards about how to sensitize and increase awareness about litter to the community at large.



**TAKE PICTURES AND POST ON SOCIAL MEDIA WITH #CLEANUPDAY  
( SEPT 21 IS UNITED NATIONS COASTAL CLEAN UP DAY)**





## THE BIRDS' HOME



# THE BIRDS' HOME

## PROVIDING A SAFE HABITAT

### Introduction

Although we use the term 'birdhouse' very often, birds don't really live in houses. They make nests of various types according to where they live. Unfortunately many bird species are endangered, and as their natural habitat becomes threatened by human deforestation and climate change, some species struggle to survive. "Birds tell us about the health of our water, air, and land." **1**

### Activities (30 minutes or longer)

Divide participants into small groups and have them choose an activity from some of the ideas below. Use The Birds' Home resources on the Tips and Resources page at the end of this guide to help you along.

#### **Have the participants choose a bird from Canada and learn how they can help them.**

Whether it's their favourite backyard bird or a bird species they have researched themselves; from the information they have obtained, have them decide if providing an appropriate nesting box would be of help to this species. If a nesting box is not a good choice to help the species they have selected, then have them discuss what they could do that would be helpful.

#### **Find an organization that helps birds and make a plan on how you can volunteer your time etc.**

Every year thousands of volunteers generously donate their time and expertise to bird-monitoring programs throughout North America. **2** How can you volunteer?

Scientists documented that North America lost nearly 3 billion breeding birds since 1970. **3** Yet there are some simple ways we all can help breeding birds survive. Read up on 10 ways you can help birds here: <https://www.birds.cornell.edu/home/get-involved/10-ways-to-help-birds/>

#### **Find out what is happening to the birds of your area.**

Are their numbers dwindling or growing? What are some of the more endangered species? What can you do to help them? How can your community help? Find out if they need volunteers in these areas and start a group in your faith community.

<https://www.birdscanada.org/apps/rnest/index.jsp?lang=EN>





## TIPS AND RESOURCES BIRDS' HOME

- Research and reports: North American Bird Conservation Initiative  
<http://nabci.net>  
[State of Canada's Birds 2019 report](#)

### [Partners in Flight Tri-National Vision for Landbird Conservation](#)

- Post and look up the #BringBirdsBack hashtag on Social Media
- Build a nesting box: <https://www.wildlifetrusts.org/actions/how-build-nesting-box-birds>
- Garden for birds: <https://birdgardens.ca/>
- Free bird specific nesting box plans: <https://empressofdirt.net/free-nesting-box-plans/>
- Learn about birds with these great lesson plans: <https://celebrateurbanbirds.org/>
- Read about the National Bird Project: <http://nationalbird.canadiangeographic.ca/>
- Learn about how some Coastal First Nations did to help : <https://coastalfirstnations.ca/protecting-birds-on-the-north-and-central-coast/>
- Watch a video on birds and have the students discuss it: <https://www.youtube.com/c/natureconservancyofcanada/videos>
- Learn about Adam Dhalla, (the American Birding Association's 2018 Young Birder of the Year) and his personal story and birding game: <https://youtu.be/7kISbehWQ>
- Canadian resources for researching birds :  
<https://wildlife-species.canada.ca/bird-status>
- Read about Safeguarding Bird habitats:  
<http://abcbirds.org/>  
<https://www.birds.cornell.edu/>  
<https://nationalzoo.si.edu/migratory-birds>  
<https://www.birdscanada.org/>



## TIPS AND RESOURCES WATERFRONT HOME

- Learn about the most common litter items from different waterfront cleanups:

<https://www.shorelinecleanup.ca/impact-visualized-data>

- Encourage the discovery of waterfront cleanups and the organizations that work towards clean waterways by putting up a kiosk set up in a common area of a library or community centre. If no waterfront cleanup exists in your area, form a committee to start one. Work with local municipalities and schools to coordinate larger waterfront cleanups.

• <https://theoceancleanup.com/>

- Study the water pollution of the great garbage patch and discuss your findings.

<https://www.nationalgeographic.org/encyclopedia/great-pacific-garbage-patch/>  
<https://oceanservice.noaa.gov/facts/garbagepatch.html>

- Learn how to be “plasticwise”:

<https://youtu.be/VhLlFF17GA0>

- View this video that shows how you can help cleanup the shoreline:

[https://youtu.be/8oGaAMYyj\\_s](https://youtu.be/8oGaAMYyj_s)

- [Read the Ocean Plastics Charter](#)

- A helpful toolkit for shoreline cleanups can be found here:

<https://nben.ca/en/toolkit-shorelinecleanup.html>

- Watch this video on a family that decided to adopt a zero waste lifestyle:

<https://youtu.be/8UNlUE4sOqg>

- <https://www.shorelinecleanup.ca/community>

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## ENDNOTES

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### 1

North American Bird Conservation Initiative  
Canada. 2019. The State of Canada's Birds,  
2019.

Environment and Climate Change Canada,  
Ottawa, Canada. 12 pages.

[www.stateofcanadasbirds.org](http://www.stateofcanadasbirds.org)

### 2

Environment and Climate Change Canada.  
2019. The Status of Birds in Canada Website,  
Data-version 2019. Environment and Climate  
Change Canada, Gatineau, Quebec, K1A  
0H3

### 3

#### **Decline of the North American avifauna**

By Kenneth V. Rosenberg, Adriaan M.  
Dokter, Peter J. Blancher, John R. Sauer,  
Adam C. Smith, Paul A. Smith, Jessica C.  
Stanton, Arvind Panjabi, Laura Helft,  
Michael Parr, Peter P. Marra  
*Science* 04 Oct 2019 : 120-124