

DAY FIVE

A. INTRODUCTION

Daily Focus: The Practice of the Spirit in: Community

Key Word: Family

Message: The Christian community is the gathered Coyote people of God for the well-being of all the world

The Mnemonic Device: Coyote - Indigenous Alien

Intentions:

(Learned from Animal/Natural World)

- I. Habitat requirements
 - A. Food, water, shelter, and available space
 - B. Biodiversity
 - C. Keystone species

(Native American Emphasis)

- II. The healing power of the sacred circle - interconnectedness (balance, harmony, respect, and giving and receiving)

(Biblical/Theological)

- III. The establishing of wholeness - work of the Holy Spirit
- IV. The church as event
- V. The church is the reconciling community of people in the world who act on behalf of God, name the Spirit, celebrate God, bring life, and look foolish in style of life
- VI. Sin as estrangement

(Eco-Evangelical Spirituality)

- VII. Living in the circle/community of the Spirit and all of creation healing the Earth.

(Environmental)

- VIII. Understand the concepts:
 - A. Ecosystem
 - B. Habitat
 - C. Interdependence
 - D. Decomposition

(Multi-cultural/racial/gender)

- IX. Inclusivity acknowledges, celebrates, and responds to diversity within the whole.

Animal Studies: Fish - Spiders

The Obvious and the Mystery

Ikceya

- 1. Church militant
- 2. Gathered people
- 3. Church

Wakan

- 1. Church triumphant
- 2. Result of the Spirit's work
- 3. The Body of Christ

Catechism: I believe that I cannot by my own understanding or effort believe in Jesus Christ my Lord, or come to God. But the Holy Spirit has called me through the gospel, enlightened me with gifts, and sanctified and kept me in true faith. In the same way the Holy Spirit calls, gathers, enlightens, and sanctifies the whole Christian church on earth, and keeps it united with Jesus Christ in the one true faith. In this Christian church day after day God fully forgives my sins and the sins of all believers. On the last day God will raise me and all the dead and give me and all believers in Christ eternal life. This is most certainly true.

Bible Passages:

Psalm 19
103:1-5

Matthew 12:9-14
Luke 9:1-6
10:29-37
John 3:1-15
5:2-18
17:3
Acts 2:1-11

II Corinthians 5:16-21
Ephesians 2:4-10
2:11-5:20
Philippians 3:20-21
Colossians 3:12-17
I Timothy 4:1-5
Titus 3:6-7
Hebrews 10:11-18
I Peter 2:4-12

B. WORSHIP AND DEVOTIONAL EXPERIENCES1. "The Forgiveness Ball"

- I. Description: A non-verbal experience in forgiveness giving.
- II. Bible Text: Ephesians 4:25-32
- III. Material: Ball of yarn
- IV. Process:

- A. Assemble the participants in a circle. Sing a few songs. Talk about what it is like to live closely together, especially with a group you belong to for only one week or weekend in your life. What are the joys? Sorrows? Good things? Difficult things? Have there been problems for the group in terms of life together? Can the participants identify what the problems are?
- B. Don't try to hang out dirty linen. Simply help the group recognize the constant need for forgiveness. Read or paraphrase Ephesians 4:25-32. Ask participants what this passage means to them. Now introduce the ball. Identify it as a "Forgiveness Ball." Explain the next activity:
 - 1. One person starts. He or she holds the end of the yarn and tosses the ball to someone else. This continues until everyone is on the string.
 - 2. Instruct the participants to choose two or more people to whom they would like to say, "I forgive you," or "Will you forgive me?" When the ball comes to a person, this person tosses it to one of the persons whom he or she chose (preferably one who is not yet on the string). They do not say anything, but let the Forgiveness Ball speak for them. Depending upon the size of the group and the amount of yarn, you can decide how often a person can be on the string.
 - 3. When everyone is on the string, look at the design of the yarn. It may be a good opportunity to pick up ideas about interdependence and interaction. Forgiveness is one of the major ways the members of Christian community interact with each other and with the world. If participants are familiar with the image of the "web of life," you can talk about how forgiveness in the human community ties things together. Without it there is chaos and disorder.
 - 4. Mention can also be made of the place of the circle in Native People spirituality.
 - 5. Because this experience is nonverbal, you might suggest that participants may want to ask each other at the conclusion why someone tossed the ball to them.
- C. Sing a song of joy as you roll up the ball of yarn. Treat the whole experience with reverence. Close with a benediction.

2. Worship Designed Using the Song: "We Are the Chosen People of God" (19)

REFERENCE CODESOutside Resources19 - We Are a Chosen People of God

Display of Code and page number: Code/Page(s), e.g., 20/14f.

Locations within Resource: (Day Category [Section/variously defined])
 e.g., (I B 2 or INFORMATION II A)

Day = I, II, III, IV, or V

Category:	B - Worship/Devotion	E - Environmental	H - Stories
	C - Bible Studies	F - Animals	I - Sports & Games
	D - Group Life	G - Native People	J - Arts and Crafts

3. "Celebration of Butterflies"

- I. Description: This experience celebrates God's act of making us new people through our baptismal union with Jesus Christ.
- II. Bible Text: II Corinthians 5:17-20
- III. Materials: Butterfly cocoon or a gall.
- IV. Process:
- A. Gather around the cocoon or the gall. Talk about the various stages of a butterfly or gall: egg, caterpillar (larval), chrysalis (pupa), and winged insect. Talk about metamorphosis, movement from an old life to a new life (IV F INFORMATION I).
 - B. Sing "I Am the Resurrection and the Life," or a similar song.
 - C. Follow up by reading or paraphrasing II Corinthians 5:17-20 from the RSV or TEV. Ask participants to listen to how the Christian is described as a new creation, as a minister of reconciliation, and as an ambassador of Christ. Read slowly, perhaps two or three times, and give clues to help participants capture these images. Explore the meaning of these images. Here are some experiences to illuminate each image.
 1. New Creation
Lie down on the ground. Roll up into a tight ball, wrapping arms around legs. Squeeze hard. Then gradually release and let the body relax. Lie still and be silent for awhile. Can the participants describe their feelings? How do you think butterflies feel?
 2. Ministers of Reconciliation
Arrange a little skit in advance, to be performed by a couple of participants. Let the skit be a surprise to the rest of the participants. The skit could portray an incident in an individual-group situation where two or more participants start arguing with each other. A third party intervenes to settle the problem. Talk about the skit and delve into the meaning of reconciliation and the courage it takes to be a minister of reconciliation. Explain risk-taking as courage in Christ, given us by God's Spirit.
 3. Ambassadors for Christ
Since we are a new creation, bringing peace to others, we speak on Christ's behalf. Tell the participants they have been selected by Jesus Christ to speak on his behalf to the rest of the group. Ask the participants to sit in silence and decide what they would say and how they would speak. Then let each participant speak their message to the group standing or sitting either in front of or behind the group. Explain that this is what it means to be an ambassador.
 - D. Close the worship by having participants offer sentence prayers.

4. "Celebration of Christian Community" (See Notebook)
Description: An order of worship

5. "Service of Affirmation of the Baptismal Covenant" (See Notebook)

- I. Description: Service to be outside-regardless of weather.
- II. Bible Text: John 3:1-15

6. "Rag-Tag Army"

- I. Description: This is an excellent story about working together. Appropriate story-telling setting
- II. Materials: "Rag-Tag Army", The Way of the Wolf, Martin Bell

7. A Mini-Lit: "The Society of the Eighteenth Camel"

I. Description: This may be read, mimed, made into a drama, done as a responsive reading, or . . . Have fun with it!

II. Process:

I've got a parable to tell you.

Sound Biblical, but go ahead.

See, there was an old man near death and he wanted to divide his camels between his three sons.

Camels? You don't mean those strange animals?

Yes, he had seventeen of them. The oldest son was to get one-half.

That will hardly work out.

Just listen a minute, O.K? The second son was to get one-third of them.

Oh, I get it, it's one of those math puzzles. right?

The third son was to get one-ninth.

Not to mention getting ripped off.

But as you observed, they could not divide the seventeen camels.

I guess they had to cut one in half.

No, they didn't - a stranger came by with two camels. Since he only needed one, he gave the other one to the sons.

So now they have eighteen camels.

Right! And the oldest son got one-half.

Half of eighteen is nine.

Yes, the next son got one-third.

Which means six.

And the youngest son got one-ninth which is two.

Let's see $9 + 6 + 2 = 17$. Something is screwy

Don't you see it was the gift of the Stranger that enabled the sons to do the will of their father?

Hev! That's a good definition of the Church . . . people who are able" to do the will of God the Father.

Right. We might call it "The Society of the Eighteenth Camel."

8. "Keeping God's World" (See Notebook)

I. Description: A Confessional Service

II. Bible Texts: Psalm 19

III. Materials: Wastebasket. litter and other signs of pollutants collected by participants beforehand

9. "Taking Sainthood Seriously"

I. Description: An outline for a morning "wake-up" devotional on sainthood

II. Bible Texts: Ephesians 2:19-22

III. Materials: Copies of "For All the Saints" (hymn)

IV. Process:

A. Sing "Al-la-la-la-la-le-lu-ia".

B. Read Ephesians 2:19-22.

C. It is more than our minds can imagine when we read what the writer of Ephesians wrote about us. We are part of a group of people who trace their beginnings back to Matthew. Mark. Peter. and Paul - and even to Jesus Himself! That makes us part of a very special family. "Saint!" That is what you and other believers in Jesus are, because God chose you in baptism and gave you that name.

D. Think what the world would be like if all baptized people took sainthood seriously. What a change it would make. Why not try it on for size yourself? Try to consciously make every decision today in a way you think would please God. Before you go to sleep tonight think back over the day.

Are you willing to try again tomorrow?

- E. Prayer thought: God has chosen me to be a part of his team. Am I doing my share?
- F. Sing "For All the Saints" with rhythm.

10. "Let Your Faith Show"

I. Description: As a part of this worship you may use the following anecdote to illustrate the importance of being a royal priesthood and sharing the faith.

II. Process

- A. There once was a Christian boy who worried that his fellow campers would make fun of him because he was a Christian. After a week at camp, he returned home triumphantly and stated, "No one even found out that I was a Christian!"
- B. Ask the question, "Have you ever felt like this?" No response is necessary, just pose the question. Explain that Christians are not to hide their faith but rather should let it shine forth.
- C. If you have available copies of Lutheran Book of Worship, look at the Service of Baptism on page 124. The newly baptized are told, "Let your light so shine before others that they may see your good works and glorify you your Father in heaven." Even when you first begin your Christian walk, your mission is to share the gospel with others. Close by praying for the power to do so.

11. "Commissioning Service"

I. Description: Here is a commissioning service you may use to close the week with your group. Have them stand in a circle, leader in the middle. Explain what commissioning service is. (It empowers the participants and gives them the responsibility to carry out specific tasks.)

II. Process:

- A. Place your hands on each participant's head and call the person by name, saying something like this: "(Name), Christ has called you and claimed you as his own. God ask you to use your gifts of (name specific gifts) to further God's kingdom. And remember that God goes with you. In the name of the God the Creator, God the Redeemer, and God the Sanctified. Amen." Proceed around the circle to each participant.
- B. When finished, have the participants cross their right arm over their left and grasp the hands of the people on either side of them. Explain that when you say, "Go in peace, serve the Lord," they should respond by saying, "Thanks be to God." while raising their hands. This will turn the inward-looking circle outward, facing the world they are about to reenter.
- C. Ask for sentence prayers from everyone, giving thanks to God for the week and asking for God's presence to go with you as you leave. Close the prayer by saying, "Go in peace . . . thanks be to God."

12. "Go and Sin No More?"

I. Description: Design a worship experience that includes in it a litany using vs. 14, "Go and sin no more."

II. Bible Text: John 5:2-18

13. "It Is Restored!"

I. Description:

- A. Use this text to design a liturgy. The words of healing are, "It is restored, whole like the other."

B. Comments on the text:

1. When something is considered valuable then we will make an effort to restore it. Jesus' argument in this passage is not that humans are more valuable than sheep. He is saying that the need to do to acts of healing take precedence over rituals that celebrate healing.
2. The event takes place in the synagogue. The metaphor of sheep could have been chosen by Jesus because a sheep would be used as a sacrifice in the temple. Therefore, it is possessed as something more than a pet or an eventual source of income.
3. Thus, when a sheep falls into a well, if the sheep is intended to be a sacrifice, the owner has several problems. By falling into the well the sacrificial offering is either destroyed or possibly blemished. If the latter it could not be used anyway. In either case the owner would need to purchase another sheep if that person wished to make a sacrifice. On the other had, by rescuing it and, given the sheep has not been blemished, the owner maintains the sacrificial value of the animal.
4. To press the metaphor a bit further: the purpose of sacrifice was to restore broken relationships or at least to celebrate atonement as well as to be an expression of thanksgiving.
5. What may be happening in this story is that Jesus is pitting physical healing against the healing ritual and not simply declaring that humans are more valuable than animals.
6. The line, "do good 'on the sabbath," also needs some exploring. This does not mean that a person should behave properly and not get into trouble. To "do good" means to "make things right", to "bring wholeness."
7. It is God's intention that the broken be mended, that restoration take place, so that there is wholeness. This intention is not limited to the human world. It is for all creation.

II. Bible Text: Matthew 12:9-14

III. Process:

A. Read text and give explanation

B. Offer a litany.

1. The response can be: "In Christ all is restored and made whole."
2. Offer petitions for:
 - a. Social healing
 - b. Physical healing
 - c. Emotional and mental healing
 - d. Spiritual healing
 - e. Environmental healing

14. "A Liturgy for an Alien Indigenous People"

I. Description:

- A. Develop a worship experience that reminds the participants that we are a part of the land, we belong to this place, this Earth, and yet we are foreigners as well, people of another commonwealth.
- B. One can also talk about those who are of the community of faith which the world treats as unwanted, forsaken, rejected, neglected, etc.

II. Bible Texts: Ephesians 2:19-21, Philipians 3:20-21 and I Peter 2:11-12

15. "Litany of Repentance and Reconciliation"

I. Description: A prayer that celebrate the Sacred Circle

II. Appropriate for: All ages

III. Commentary: Can be used as a prayer form or read simply to understand the meaning of the Sacred Circle

IV. Order:

PEOPLE: SPIRIT OF GOD, MEND THE HOOP OF YOUR PEOPLE.

Leader: People of God, we have gathered to ask God's forgiveness for the hurt and brokenness we have done to each other through ignorance, fear and prejudice. In our contribution and by God's grace, we celebrate our oneness through reconciliation and healing.

PEOPLE: SPIRIT OF GOD, MEND THE HOOP OF YOUR PEOPLE.

Leader: The hoop, the circle, has been broken by hurt, war, massacre, discrimination, by stereotypes, mean words and suspicious stares. It is time to say, "Forgive me" to each other and to our Creator God.

PEOPLE: SPIRIT OF GOD, MEND THE HOOP OF YOUR PEOPLE.

PEOPLE OF COLOR: WE WERE NOT PRESENT WHEN A GREAT INJUSTICE WAS DONE TO OUR PEOPLE, BUT THE MEMORY IS PART OF THE PAIN OF OUR EXPERIENCE. IT IS PART OF OUR LIFE. SPIRIT OF GOD, REDEEM OUR PAIN.

EUROPEAN AMERICANS: WE WERE NOT PRESENT WHEN OUR PEOPLE PARTICIPATED IN THIS GREAT INJUSTICE, BUT THE MEMORY OF THE SHAME IS PART OF OUR EXPERIENCE. IT IS PART OF OUR LIFE. SPIRIT OF GOD, REDEEM OUR SHAME.

Leader: We seek to enrich our cultures, traditions, and spirituality through the insights and perspectives of one another.

ALL PEOPLE: SPIRIT OF GOD, MEND THE HOOP OF YOUR PEOPLE.

Leader: We desire to cast off destructive stereotypes of each other that some have sought to construct and in which we have sometimes participated.

ALL PEOPLE: SPIRIT OF GOD, MEND THE HOOP OF YOUR PEOPLE.

Leader: We commit ourselves to learning from the pain of our common past and transforming that pain by working together for our mutual benefit.

ALL PEOPLE: SPIRIT OF GOD, MEND THE HOOP OF YOUR PEOPLE.

Leader: Let us be like rays of light, like a great tree mighty in the roots, mighty in their tops. that reach the sky where the leaves catch the light and sing with the wind a song of the circle. Let our lives be like the rainbow whose colors teach us unity. Let us, Holy Spirit, follow the great circle, the roundness of power, and be one with the moon and the sun and the circling ripples of water.

ALL PEOPLE: SPIRIT OF GOD, MEND THE HOOP OF YOUR PEOPLE.

SPIRIT OF GOD. MEND THE HOOP OF YOUR PEOPLE.

SPIRIT OF GOD. MEND THE HOOP OF YOUR PEOPLE.

SPIRIT OF GOD, MEND THE HOOP OF YOUR PEOPLE.

AMEN. AMEN. AMEN. AMEN.

16. "Prayer Tree"

Description: Add one more prayer to the tree. Remember with thanksgiving the experience of camp. Pray for being committed anew to Christ and His Church upon returning home. Leader: give the prayers to the participants at the close of the event.

17. "In the Balance of Forgiveness and Eternal Life"

I. Description: Balance is essential to the way the world works. Pulling and tugging. Giving weight fully. Risking. Reaching out.

II. Bible Texts: Titus 3:6-7 and Hebrews 10:11-18

III. Process:

A. Participants stand in a circle.

1. Leader: We are a special people. We live in a world that God is always bringing into balance. And we live with a hope that we will experience this balance now and into eternity.

2. Play the Yurt Circle (V I 2)

B. Draw the participants in the circle closer together.. Continue to hold hands.

1. The leader paraphrases Hebrews 10:11-18.

a. There has been the believe over the years that one must offer a sacrifice for sin.

- It is assumed that sin creates imbalance and the sacrifice restores the balance.

- Depending upon the religious community the sacrifice is offered to God or to some type of mysterious force.

b. In Jesus there is a new line of reasoning.

- He is the one sacrifice that makes it possible so that the restoration to balance caused by sin comes first.

- This is what the Christian church celebrate and proclaims.

2. As the participants to look around the group and note in their minds how God has forgiven each person over the time the group has been together.

3. The leader then asks the group to repeat the following phrases:

In this Christian Church

day after day

God fully forgives my sins

and the sins of all believers

C. Next, as the participants to look around the group again.

1. They are to imagine all of them being together after death.

a. Do the participants realize what has been promised?

b. Paraphrase Titus 3:6-7

2. Ask the participants to look around and remember that this gather is just a foretaste of what is to come.

3. The leader then asks the group to repeat the following phrases:

On the last day

God will raise me and all the dead

and give me

and all believers in Christ

eternal life.

D. Close with a prayer, a spontaneous song, and benediction.

C. BIBLE STUDIESI. "Habitat and Health"

I. Description:

- A. This study focuses on the need for habitat as something
 - 1. That must be healthy in its own right
 - 2. That contributes to the health of all its constituents
 - 3. That must be maintained (restored/reconciled) to continue in good health
- B. The progression of this study is to help participants learn:
 - 1. God's intention for health has many dimensions (Psalm)
 - 2. Those called to be disciples are given the responsibility of healing (Luke)
 - 3. Health is not simply a person's well-being but one organism living in community with others (Ephesians)
 - 4. The renewed person and community are agents of Christ in the world (II Corinthians).

II. Bible Texts: Psalm 103:1-5, Luke 9:1-6, 10:1-12, II Corinthians 5:16-21, and Ephesians 2:11-22

III. Materials: Pencils and paper

IV. Process:

- A. Ask the participants to discuss the components of a habitat:
 - 1. Food, water, shelter, and available space (some add oxygen)
 - 2. Biodiversity (Discussed in Day 1)
 - 3. Keystone species (Discussed in Day 4)
 - 4. Try to arrive at a definition of habitat (A suggestion: the environment in which an organism lives and depends upon for its survival and to which it contributes for the survival of the habitat itself.)
- B. Divide into small groups and ask each group to write down all the things that are necessary in a human habitat, i.e., what makes it possible for the human to survive and the habitat to be successful.
 - 1. This idea can be expanded, especially for catechetical groups, by introducing the Fourth Petition of the Lord's Prayer and its explanation:
 - a. Give us this day our daily bread.
 - b. What does this mean? God gives daily bread, even without our prayer, to all people, though sinful, but we ask in this prayer that he will help us to realize this and to receive our daily bread with thanks.
 - c. What is meant by "daily bread?" Daily bread includes everything needed for this life, such as food and clothing, home and property, work and income, a devoted family, an orderly community, good government, favorable weather, peace and health, a good name, and true friends and neighbors.
 - 2. The group can also discuss: is Luther's interpretation of "daily bread" is true for the non-human world, too. (See if additions can be made to Luther's categories. There might be some interesting twists.)

REFERENCE CODES

Locations within Resource: (Day Category [Section/variously defined])
 e.g., (I B 2 or INFORMATION II A)

Day = I, II, III, IV, or V

Category: B - Worship/Devotion
 C - Bible Studies
 D - Group Life

E - Environmental
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H - Stories
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3. Ask the participants: who is the "us" being prayed for in this petition?
 - a. ("Us" is all of creation.)
 - b. (In this prayer we perform a priestly function.)
- C. Introduce the word "health."
 1. What does this word mean to the participants?
 2. Complete the sentence: When something is healthy it is _____.
 3. When is a habitat healthy? (One possible answer: when the whole is working for the welfare of each of its parts, and each part works for the welfare of the whole.)
- D. Select a specific habitat and study it looking for all the contributors to that habitat and identifying what each one contributes. Observe food chains, energy flows, cycles, and diversity. (See Day One)
 1. When doing the study, however, focus on the idea of "health:"
 - a. What characterizes the health of a habitat?
 - b. What can disrupt the health of the habitat?
 - c. What must be done to maintain or restore the health of a habitat?
 2. Suggested activities:

POND

- a. Life in a Pond or Stream. (V E ACTIVITIES II I)

Add:

- Procedure A: Note what needed adaptations are required to enable the species to live off the gifts of the habitat.
- Procedure B: What do the various species do to contribute to the health of the habitat? What does the habitat do to contribute to the health of the various species within it?

- b. Poke Around in the Pond (V E ACTIVITIES II N)

Add: What factors are needed for good health?

- c. What Lives Here? (V E ACTIVITIES II C)

Add: What is health? and What contributes to health?

- d. Pond Succession (V E ACTIVITIES I A)

Add: When is a pond "healthy?"

- e. Basic information: "The Living Lake" (V E INFORMATION II A)

- f. Pond Study Guide (V E ACTIVITIES II A)

FIELD

(Need Activities)

FOREST

(Need Activities)

STREAMS

(Need Activities)

WETLANDS

(Need Activities)

CAVES

(Need Activities)

E. When the activities are complete:

1. Compose a list of factors that contribute to the health of a habitat?
2. When this is complete discuss what disrupts the health of the habitat and contributes to unhealthiness.
 - a. Review each item on the list of contributing factors and ask participants what they know that can disrupt each factor.
 - b. List these items parallel to the first list.
3. What actions must a person take to either heal and restore a habitat or not to disrupt it in the first place? (Some ideas may seem absurd or impossible, but list them anyway for the sake of discussion.) Discuss.
4. Tell one of the two Native People stories.
 - a. "Salmon Boy" (V H II A) or "Koluscap and the Water Monster" (V H II B)
 - b. How do the participants understand the story? What does it say to them?
5. Play the Habitat Lap Sit Game (I E ACTIVITIES I E)

In the discussion focus on:

 - a. Was it easy to participate?
 - b. What are some key factors to make the game work? (Give of self. Make an effort. Be committed to the project. Be physically capable. Think.)
6. Brief lecture: To make a habitat work it means each organism is invested in its maintenance, restoration, and mending.

F. Bible Study

1. Note God's commitment to make all of life work? (Psalm 103:1-5)
 - a. Read the text
 - b. List all the benefits and ask participants to try to define as many as possible:
 - Forgiveness from iniquities
 - Heals diseases
 - Saves a person from ultimate destruction
 - Crowns with steadfast love and mercy
 - Satisfies with good
 - Gives youthful energy
 - c. Note the various ideas that are connected with each other in this passage and ask: what do all of these have in common? (wholeness/completeness/health)
2. When Jesus calls people to follow him he directs them to go out and heal. (See Luke 9:1-6 and 10:1-12)
 - a. Read the texts.
 - b. Note the similarities and dissimilarities.
 - c. Identify the task of the 12 and the 70. What is it? (Bring good news and heal.)
 - d. What do good news and healing have in common? (Proclaiming the gospel has its own way of restoring health. It is powerful medicine.)
 - e. The group may want to discuss how the preaching of the good news, the gospel, enables bringing health and healing.
 - f. Lift up 10:15 and note the meaning of the word "peace" - it is a word closely tied to the idea of bringing restoration.
3. Christian are in the household of God. Ephesians 2:19-22
 - a. Read the text.
 - b. What is the household?
 - c. Is it limited to humans?
 - d. What is being proclaimed? (Peace)

- e. What is the result? (No longer aliens but citizens, a household)
 4. Christians are to be ministers of reconciliation. (See II Corinthians 5:16-21)
 - a. Read text
 - b. When a person is connected to Christ how does Paul describe that person? (A new creation)
 - c. What is the nature of the ministry Christians have been given? (Ministry of reconciliation)
 - d. One whose behalf is all of this done? (Christ)
 - e. One can pursue this passage further with -
 - What world is being restored? Human and non-human?
 - How is "righteousness" to be understood?
 - G. What specific actions would participants suggest should be taken by the church to contribute to the healing process?
 1. Environmentally
 2. Socially
 3. Politically
 - H. Close by summarizing the learnings and insights.
2. "The Body of Christ" (See IV C 6)
 3. "The Church and Me"
 - I. Description: The Christian is called into the Christian community, the church.
 - II. Bible Texts: Ephesians 4:1-8 and 11-16

This passage informs the reader of all the necessary components of being the Christian community and how it is an expression of the "practice of the Spirit." Information regarding the passage:
"Paul is in prison, and he is writing to the people of the Church in Ephesus encouraging them to look at how they behave among themselves as Christians. Paul believes that the Christians have been 'called,' invited by God, to be a part of this very special community."
 - III. Process:
 - A. Introductory activity
 1. Study a habitat in general and find evidence of answers for the following questions (III E ACTIVITIES):
 - a. In the habitat, what is each organism's
 - Worth/value?
 - Gift(s)?
 - b. How do the various organisms interact with each other (types of behavior practiced):
 - Humility? (lifting others up/contributing to the welfare of others)
 - Gentleness?
 - Patience?
 - c. What does each organism contribute to
 - the "unity" of the habitat?
 - the building up of other specific organisms in the habitat?
 - d. Discuss: How important is the habitat for the individual organisms and each individual organism for the habitat? List.

Importance of Habitat
for Individuals

Importance of Individuals for
Other Organisms in
the Habitat

2. Study the small group. The participants have been together for a period of time.
- Ask them to participate in an affirmation activity
(II D ACTIVITIES I)
 - When the activity is completed or during the activity if it can be integrated answer the following:
 - What is each person's
 - Worth?
 - Gift(s)?
 - During the time together, how have the participants interacted with each other?
 - Humble?
 - Gentle?
 - Patient?
 - What has each participant contributed to
 - The unity of the group?
 - The building up of other individual persons in the group (what one person has done for another/one on one)
 - How important is the group for the individual participant and the individual participant for the group? List.

Importance of Group
for Individual

Importance of Individuals
for Others in Group

3. Read Ephesians 4:1-8 and 11-16 and remind the participants that this letter is written to a group of Christians who live as a community of faith, the church.
- In the church what is each person's
 - Worth? (Called by God. How? In our baptism)
 - Gift(s)? (Apostles, prophets, etc.)
 - How are the people to interact with each other? (Humbly, gently, and patiently)
 - What does each person contribute to the unity of the congregation as a whole and to each other on a person to person basis?

Contributions to the Unity
of the Congregation

Bond of peace
Use of gifts
Building up of Body of Christ
Speaking truth in love
Growing up to Christ
Body knit together

Contributions to
One Another

Equipping the saints
Not to be tossed about by many
types of doctrines

- How important is the church for the individual members and how important is each member to the church? List.

Importance of Congregation
for Individual

Importance of Individual
for the Congregation

4. Discuss: How important is your church, community of faith, for you? List.

What can the Congregation
Do for you?

What can you give to the
Congregation?

5. Closing activity

- a. Krist Kins (V J 2)
- b. Circle Game (V I 3)

4. "The Resurrection People for the Restoration of the World"

I. Description: Resurrection means life now to do good works in concert with God.

II. Bible Texts: Ephesians 2:4-10

III. Process:

A. Read the entire passage and understand each verse.

1. Vs. 4 - God loves us.
2. Vs. 5 - We are dead because of sin, but we are alive because Christ has saved us.
3. Vs. 6 - Jesus Christ has raised us up - resurrection.
4. Vs. 7 - This resurrection is for the future, too.
5. Vs. 8 - God's favor (grace) has saved us; it is not a human accomplishment.
6. Vs. 9 - If it was human works, then we would boast. It is God's work so we cannot boast.
7. Vs. 10 - God has created us in Christ to do good.

B. Identify and list on newsprint some of the ills in our world that call for healing.

1. Social -
2. Political -
3. Environmental -
4. Religious -

C. Review each of the items on the list and discuss what good the resurrected people can do in each instance.

D. Develop an action plan for the group as a group or for individuals in the group to do one thing.

5. "The Indigenous Alien"

I. Description: By being united with Christ in faith we experience the rejection by others in spite of our necessary place in the processes of life.

II. Bible Text: I Peter 2:4-12

III. Process:

A. Discuss covotes and how they are treated

1. Considered vermin and pests
2. Approval to destroy them

B. Discuss the treatment of Native People

1. How were they treated 500 years ago?
2. How are they treated today? (See Background Paper)
3. Where is respect and honor of others practiced? or not practiced?

C. Read I Peter 2:4-12

1. First, note how Jesus is treated and what becomes of him.
2. Second, what are the followers of Jesus called? Break down each of the descriptive phrases in vs. 9.
3. Why are the followers called aliens and exiles?

D. How is it that Christians are like aliens and exiles, like covotes, like Native People? (We are a part of the world, but our point of view is usually different than others. We can be an easy mark.)

6. "Being Responsible Christians"

I. Description: This passage of Scripture is a good summary of the week.

II. Bible Texts: Ephesians 4:1-7 and 11-5:20

III. Materials: Paper and marker for leader

IV. Process:

A. A reading of Ephesians 4:1-7, 11-5:20

1. Find a quiet place and time when the participants are alert and in good humor. Ask the participants to read this passage.
 - a. Ask one group to listen for and interrupt the reader when there is any suggestion of a connection between this passage and the experiences, discussions, etc. of the time the group has had together.
 - b. Ask another group to listen for and interrupt the reading when there is an imperative statement by Paul, e.g. "you shall" or "you ought" or "you are."
2. The leader should list these two items on paper so the participants can review them at the conclusion.

B. To what degree do the participants feel they are to be responsible people in this world?

1. In relationship with God?
2. For and with their faith?
3. Serving others?
4. Managing their own lives?

C. Can participants think of things they may do differently when they go home because of what they have learned during their time together?

D. Will their relationship with their congregation be any different?

7. "Ants and Bats"

I. Description: A study of what we despise, what disgusts us, and how our attitudes should change.

II. Bible Texts: I Timothy 4:1-5

III. Process:

A. Ask the participants to talk about the things/persons they do not like.

1. In the non-human world-
 - a. Name some organisms.
 - b. How do we treat species we do not like?
 - c. Discuss attitudes and behaviors toward ants and bats.
 - How are they repulsive?
 - How do they benefit?
2. In the human world -
 - a. Name some people or types of people
 - b. What is not liked about them?
 - c. Whose problem is it that we do not like them?
 - Ours?
 - Theirs?
 - d. Are those whom we do not like gifted at all?

3. Do an affirmation exercise:

- a. First, do it with a natural object
- b. Second, do it with persons in the group

B. Read I Timothy 4:1-5

1. The leader should note to the participants that the author is expecting the final days of the world, the day of the Lord, and senses there will be false prophets who teach that marriage is forbidden and certain foods should be abstained from.
2. Look carefully at the text:
 - a. What is good, according to the author?
 - b. How should all of the creation be treated? (With thankfulness)
 - c. What happens when one is thankful? (It is blessed, set aside)

C. Review the meaning of inclusivity.

1. It means to retain, celebrate, and benefit from diversity.
2. What are some things the participants can do to practice the art?

8. "Inclusivity"

- I. Description: This is an opportunity to discuss the meaning of inclusivity in the human and non-human world as well as to talk about the role of the Christian within the life of the Church to act inclusively.
- II. Bible Texts: Luke 10:29-37, Acts 2:1-11
- III. Process: (See V C EXTENSION 1)

9. "Create a Church (a Congregation)"

- I. Description: This study looks at models of the Church given in Scripture as well as encourages the participants to select a model as a base and create a congregation for themselves in which they can be effective.
- II. Bible Texts: John 14:15-24, Romans 6:1-11, I Corinthians 11:17-34, I Thessalonians 4:1-12, I Peter 2:1-10
- III. Materials: Newsprint and markers may be helpful for the leader
- IV. Process: (See V C EXTENSION 2)

D. GROUP LIFE EXPERIENCES

INFORMATION

- I. Healing Activities
- II. Reconciling Activities
- III. Plans for Changing Behavior upon Returning Home

ACTIVITIES

I. Healing Activities

A. Discuss of "healing" in other cultures

Process:

1. Talk about how healing is interpreted in our culture today:
 - a. Medicine
 - b. Psychiatry
 - c. Spirituality
2. How do Native Americans understand healing?
3. How have other cultures practiced healing?

II. Reconciling Activities

A. "What Is It Like to Be . . . ?"

- I. Description: The group members speak about themselves in a variety of ways from a positive posture.

II. Process:

- A. Go around the group and let each person complete the sentence, "I am a"
 1. Repeat this around the group several times.
 2. The leader will want to keep a mental note of what each person says.
- B. The leader then asks each member of the group. "What is it like to be a (fill in the words they used)? (The group members might help the leader in the event of a faulty memory.)"
 1. Let the participants respond.
 2. The speech can be as long or as short as the person desires.
 3. After the person responds the leader should be sure to express thanks for sharing.

B. "How Do I Feel about You Now?"

- I. Description: This may be a tough exercise for some and thereby inappropriate for some. For others it may help cement relationships that began poorly and developed positively.

II. Process:

- A. Instruct the group that any information written down in this exercise will remain confidential unless they share it voluntarily.
- B. Give each person a piece of paper.
 1. Ask the participants to list each member of the group on the paper.
 2. Next to the name ask the participants to write how they felt about each person in the group when they first met them.
 3. Next instruct the group to write down by each name how they feel about that person at this time.
- C. Invite the participants to share their feelings about persons in the group. (Allow enough time).
 1. Several types of processes can be used.
 - a. A person might like to know what others think of him/her.
 - b. A person might be willing to share one feeling about another

- person.
 - c. The most appropriate method is the one the group can best use to communicate.
 - 2. Ask the group to share their present feelings about a person first.
 - a. Then ask if the present feeling is different than the initial feeling.
 - b. If it is different can they describe what caused the change?
 - When did it happen?
 - How did it happen?
 - 3. Be sure each person has a chance to share in some way.
- B. "Affirmation of Trust: A Feedback Activity"
- I. Description: The goals of this activity are:
 - A. To increase understanding of physical, intellectual, and emotional trust
 - B. To explore how the trust level existing in the group affects the openness of discussion.
 - C. To provide an opportunity for group members to give each other feedback on trust.
 - II. Appropriate for: Eight to twelve participants
 - III. Materials: Eight to twelve slips of paper for each participant, one Affirmation of Trust Sheet for each participant, a pencil for each participant.
 - IV. Process:
 - A. The leader introduces the activity and outlines the goals.
 - B. The leader says that each member is to take two to three minutes to describe (in a few sentences) to the other members a childhood experience that made a strong impression on him. The leader checks to see that everyone has a chance to speak in the time provided. (Twenty-five minutes)
 - C. The leader then directs the members to discuss the following (twenty minutes)
 - 1. What kind of situations cause you to be afraid?
 - 2. What kind of life situations do you wish to have at some time in the future?
 - 3. What makes you happy?
 - 4. What do you do best?
 - D. The leader instructs each member to remove a shoe and to place it alongside the shoes of the other members in a designated place. Each member is to identify one shoe by writing one's name on a slip of paper and putting it in front of the shoe.
 - E. The leader distributes slips of paper, a pencil and an Affirmation of Trust Sheet to each participant. The leader directs the members to take a few minutes to familiarize themselves with the Affirmation of Trust Sheet.
 - F. Each member is then directed to select a maximum of five statements from the Affirmation of Trust Sheet that best describe one's trust in another member of the group; to write the other member's name, the numbers of the applicable statements, and one's own signature on a slip of paper; and to deposit the slip in the other member's shoe. Each member is instructed to do this for every member of the group. (Some statements may be duplicated.)
 - G. After all members have distributed their slips, each one retrieves one's own shoe with the slips left in it. Participants read each of the slips directed to them by the other members and records the numbers on his Affirmation of Trust Sheet. (Names of members giving the feedback may

also be recorded)

- H. Members discuss their reactions to their slips with the group. Participants are encouraged to solicit clarification of their feedback.
- I. The leader leads the group in a discussion of the experience, focusing on its goals.

V. VARIATIONS:

- A. Steps B and C can be omitted.
- B. Participants can be instructed to distribute as many of the statements as they wish to.
- C. The statements can be preprinted on individual strips and given to each participant in packages.
- D. The statements on the Affirmation of Trust Sheet can be written or adapted to deal with specific issues in the group.
- E. Participants can be directed to distribute slips only to persons of their choice.

AFFIRMATION OF TRUST SHEET

1. I would trust you to share your happiness with me.
2. I would trust you to hold my money.
3. I would hope that you would tell me how others perceive me.
4. I would trust you to help me if I were incapacitated in some way.
5. I would hope that you would give me help if I needed it.
6. I would trust you to keep an appointment with me.
7. I would hope that you would tell me if I sound phony.
8. I would hope that you would share some good fortune with me.
9. I would trust you to be honest with me.
10. I would trust you not to gossip about me in my absence.
11. I would trust you to keep secret any disclosure of some intimacy I shared with you.
12. I would trust you enough to tell you about those I love.
13. I would trust that you would be an excellent traveling companion.
14. I would trust you to be the executor of my estate.
15. I would trust you to drive my car.
16. I would trust you to pay back any money I might loan you.
17. I would trust you to live in and take care of my apartment/house in my absence.
18. I would trust you to complete any task I might give you.
19. I would hope that you would give me a place to sleep if I needed it.
20. I would hope that you would freely give me your friendship.
21. I would hope that you would offer me emotional support when I needed it.
22. I would seek your advice on interpersonal relationships.
23. I would hope that you would share some of your free time with me.
24. I would share my creations with you.
25. I would trust you with my life.
26. I would hope to be comfortable with you without having to talk.
27. I would trust that what you say is based on fact and not fabrication.
28. I would trust you to allow me to vent my anger about other persons or events.
29. I would trust your views about political matters.
30. I would hope that you would express the degree of affection you have for me.
31. I would trust you enough to share my feelings toward you.
32. I would trust you to represent me astutely in business affairs.

III. Plans for Changing Behavior Upon Returning Home

E. ENVIRONMENTAL ACTIVITIESINFORMATION

I. ECOSYSTEMS

- A. The Environment (33/6f)
- B. Ecosystems (33/8f)
- C. Ocean (33/10f)
- D. Urban Ecosystem (33/24f)
- E. "Looking at Ecosystems" (34/16)
- F. "The Wild Side of the City" (34/20f)
- G. "The Ant, the Grasshopper, and the GNP" Garbage Feb/Mar93. 45 (Book IV)
- H. "How to Save a Species and its Ecosystem" Audubon Jan/Feb-1993. 104 (Book V)
- I. "Eagles on the Rise" NatGeo November 1992. 42 (Book I)

II. HABITAT

- A. Ponds - Life in Still Waters (1/111f)
- B. The Habitat Connection (9/19ff)
- C. Mammals of the Sea (7/59f)
- D. Family Life (6/25ff)
- E. The Fragile Balance (12/302f)
- F. Living in the Dark (12/308f)
Description: How Animals Have Adapted to Caves
- G. The Deciduous Woodlands (12/318f)
Description: How seasonal change affects temperate forest life

REFERENCE CODESOutside Resources

- 1 - Lindelbach. Hands-on Nature
- 2 - Caduto and Bruchac. Keepers of the Earth
- 3 - Caduto and Bruchac. Keepers of the Animals
- 5 - Ford. Eco-Acts
- 6 - Ranger Rick's Nature Scope. Amazing Mammals - Part I
- 7 - Ranger Rick's Nature Scope. Amazing Mammals - Part II
- 8 - Ranger Rick's Nature Scope. Bird. Birds, Birds
- 9 - Ranger Rick's Nature Scope. Endangered Species: Wild and Rare
- 12 - The Way Nature Works
- 13 - Project Wild (Elementary)
- 15 - OBIS
- 16 - Henley, Rediscovery
- 19 - We Are a Chosen People of God
- 33 - Ecology, Usborne Science and Experiments
- 34 - The Young Naturalist, an Usborne Guide
- 44 - National Wildlife Foundation, The Unhuggables

Display of Code and page number: Code/Page(s). e.g., 20/14f.

Locations within Resource: (Day Category [Section/variously defined])
e.g., (I B 2 or INFORMATION II A)

Day = I, II, III, IV, or V

Category:	B - Worship/Devotion	E - Environmental	H - Stories
	C - Bible Studies	F - Animals	I - Sports & Games
	D - Group Life	G - Native People	J - Arts and Crafts

H. Among the Reeds (12/324f)

Description: How plants and animals live in wetlands

I. The Living Lake (12/326f)

Description: How a lake supports life

J. Streams of Life (12/328f)

Description: How rivers provide many different environments

K. Streams - The Challenge of a Moving, Watery World (1/104f)

L. Habitats (33/5)

M. Alligators - Reptiles, Alligators, and Crocodiles. (44/19)

N. Ants - Insects/Fire Ants (44/36)

O. Badger- Illinois Wildlife (Book I)

P. Bats

1. Bats (44/64)

2. Wildlife Notes 175-25 (Book I)

Q. Beavers

1. Illinois Wildlife (Book I)

2. Wildlife Notes 175-14 (Book I)

R. Black Bear - Wildlife Notes 175-29 (Book I)

S. Bobcat - Illinois Wildlife (Book I) Wildlife Notes 175-3 (Book I)

T. Bob White Quail

1. Illinois Wildlife (Book I)

2. Wildlife Notes 175-15 (Book I)

U. Canada Goose - Wildlife Notes 175-20 (Book I)

V. Chipmunk - Wildlife Notes 175-27 (Book III)

W. Crows - Wildlife Notes 175-12 (Book I)

X. Coyote - Illinois Wildlife (Book I)

Y. Deer

1. Illinois Wildlife (Book II)

2. Wildlife Notes 175-28 (Book II)

Z. Diving Ducks - Wildlife Notes 175-34 (Book I)

AA. Dove

1. Illinois Wildlife (Book III)

2. Wildlife Notes 175-18 (Book I)

AB. Eagle - Eagles on the Rise, NatGeo November 1992 12 (Book I)

AC. Elk - Wildlife Notes 175-32 (Book I)

AD. Fox

1. Illinois Wildlife-Gray (Book I)

2. Illinois Wildlife-Red (Book I)

3. Wildlife Notes 175-5

AE. Heron - The Heron Family, Wildlife Notes 175-16 (Book I)

AF. Mallard - Wildlife Notes 175-37 (Book I)

AG. Minks

1. Wildlife Notes 175-22 (Book I)

2. Illinois Wildlife (Book I)

AH. Muskrats

1. Illinois Wildlife (Book I)

2. Wildlife Notes 175-22 (Book I)

AI. Opossum

1. Illinois Wildlife (Book I)

2. Wildlife Notes 175-25 (Book I)

AJ. Otter

1. Illinois Wildlife (Book I)

2. Wildlife Notes 175-11

AK. Owl - The night hunters, Wildlife Notes 175-8 (Book I)

AL. Partridge, Hungarian - Illinois Wildlife (Book I)

- AM. Porcupines - Wildlife Notes 175-24 (Book I)
- AN. Puddle Ducks - Wildlife Notes 175-36 (Book I)
- AO. Rabbits
 - 1. Illinois Wildlife (Book III)
 - 2. Wildlife Notes 175-4 Cottontail Rabbit (Book III)
 - 3. Wildlife Notes 175-7 the Varying Hare (Book III)
- AP. Raccoon
 - 1. Illinois Wildlife (Book III)
 - 2. Wildlife Notes 175-9 (Book III)
- AQ. Raptors - Wildlife Notes 175-10 (Book I)
- AR. Rat (44/22)
- AS. Ravens - Wildlife Notes 175-12 (Book I)
- AT. Ring-Necked pheasant
 - 1. Illinois Wildlife (Book I)
 - 2. Wildlife Notes 175-19 (Book I)
- AU. Ruffed Grouse - Wildlife Notes 175-2 (Book I)
- AV. Shrew - Wildlife Notes 175-31 (Book I)
- AW. Skunk
 - 1. Skunk (44/16)
 - 2. Illinois Wildlife (Book I)
 - 3. Wildlife Notes 175-23 (Book I)
- AX. Snakes - Reptiles/Snakes (44/86)
- AW. Spiders (44/30)
- AZ. Squirrels - Wildlife Notes 175-1 (Book III)
- BA. Vultures - Wildlife Notes 175-30 (Book I)
- BB. Weasels - Wildlife Notes 175-26 (Book I)
- BC. Wild Turkey - Wildlife Notes 175-17 (Book I)
- BD. Wolf (44/6)
- BE. Woodchuck - Wildlife Notes 175-6 (Book I)
- BF. Woodcock - Wildlife Notes 175-21 (Book I)
- BG. Woodpeckers - Wildlife Notes 175-13 (Book I)

III. INTERDEPENDENCE

- A. Eagles on the Rise. NatGeo November 1992. 42 (Book I)

IV. DECOMPOSITION

ACTIVITIES

I. ECOSYSTEMS

- A. "Pond Succession" (13/93-94)
Description: Learn meaning of succession.

II. HABITAT

- A. Pond Study (15)
Description: Characteristics of pond animals.
- B. "Animal Movement in Water" (15)
Description: How some aquatic animals move through water.
- C. "What Lives Here?" (5/161ff)
Description: Plants and animals in a lake or pond.
- D. "What Lives Here?" (15)
Description: An aquatic study.
- E. "Water House" (19/Environmental Activities 2)
Description: Study of organisms in the water.

- F. "Mud Pies" (19/Environmental Activities 7)
Description: Find life in a mud hole.
- G. "Big Bad Wolf" (16/174ff)
Description: A study of an organism's need in a habitat.
- H. "Talk of the Town" (16/198ff)
Description: Conflict game over land use.
- I. Life in a Pond or Stream (2/87ff)
Description: (A) Turn a person into an aquatic insect to demonstrate some adaptations needed to survive in fresh water. (B) Visit a pond or stream to study that environment and the plants and animals that live there.
- J. Habitat Hunt (1/74)
Description: To notice the diversity of plant life in the field, and to see that some plants are depended on by many for food and shelter.
- K. Study of a Stream (1/107-108)
Description: To explore a stream and its life.
- L. Fast Floaters (1/107)
Description: To have fun in the stream.
- M. Habitats of the Pond (1/113)
Description: To identify some habitats found within a pond.
- N. Poking Around in the Pond (1/113)
Description: To collect some pond creatures
- O. Pond Pantomime (1/114)
Description: To learn through close observations and to translate that observation into personal experience.
- P. Habitat Is Home (9/24f)
Description: Draw habitat pictures and then talk about the ways habitats are being changed.
- O. Super Babies (6/28f)
Description: Match pictures of baby mammals to descriptions of each one.
- R. Habitat Sweet Habitat (3/69f)
Description: (A) Create a model beaver pond, along with Turtle, Beaver, and other plants and animals that live there. (B) Play a game matching the animals from the puppet show "Whither the Winter of Turtle and Beaver" with their survival needs of food, water, oxygen and shelter.
- S. Cycle Says (3/69f)
Description: Play an adaptation of "Simon Says" and act out the movements of animals important to the nutrient cycle.
- T. Homing in on Habitat (8/35f)
Description: Discuss the importance of habitat to birds and other wild-life.
- U. "Touch Crawl" (16/159-161)
Description: Become sensitive to the environment using the senses.

III. INTERDEPENDENCE

- A. "Circle of Life" (Building Images) (5/86-87)
Description: First hand study of interrelationships in the natural world.
- B. "Animal Fantasy" (5/88-89)
Description: Everything must fit somewhere.
- C. "Survival Circle" (II E ACTIVITIES I P)

IV. DECOMPOSITION

V. OTHER

- A. "Living Spiritually with the Earth" - The Ecology of the Spirit
I. Description: Participants develop actions that can be taken that recognize

the spiritual practices of care of the earth.

II. Materials: Paper, newsprint, pencils.

III. Process:

A. Participants generate a list of actions that demonstrate a sense of living spiritually in the ecosystem.

B. Some suggestions are:

1. Automobile usage and alternatives -

- a. Walk or bike for close errands.
- b. Arrange for a car pool with your co-workers and friends.
- c. Use public transportation whenever possible.
- d. If possible, ask that work be done at home one or two days a week.
- e. Enjoy local recreational activities rather than traveling long distances for entertainment.
- f. Urge local officials to improve and promote public transportation, car pooling programs, and bicycle lanes.
- g. Write elected officials and urge them to support legislation to raise the fuel efficiency standard for automobiles and to put funding toward public transportation rather than highway expansion.
- h. Purchase an automobile that gets good gas mileage.
- i. Maintain automobile.
- j. Cut down on unnecessary driving by living close to work.
- k. Avoid "drive-through" lines where car engine must idle for long periods.

2. Use of energy -

- a. Use energy more efficiently.
- b. Buy products in recyclable containers and recycle or reuse them.
- c. Plant at least one tree per year and nurture it until it is able to survive on its own.
- d. Repair leaks in cooling systems immediately to prevent CFC's from being released into the air.

3. In the home -

- a. Insulate and weatherstrip house.
- b. Install a "time-of-day" thermostat to avoid unnecessary operation.
- c. Install double-paned windows and draw curtains at night.
- d. Close doors to seldom used rooms.
- e. Insulate hot water heater and storage tank including piping.
- f. Set water heater no higher than 120 degrees F. Most dishwashers need 140 degrees F, so a preheater may be necessary.
- g. Minimize hot water use.
- h. Install a solar heating system.
- i. Turn off appliances when not in use.
- j. Replace incandescent bulbs with screw-in compact fluorescent bulbs.
- k. Wash clothes in cold water.
- l. Dry clothes in the sun.
- m. Buy organic produce.
- n. Get used to the idea of purchasing food that is not picture perfect.
- o. Grow your own food using alternatives to pesticides.

C. Ask participants to select doing one thing when they return home.

F. ANIMAL STUDIESINFORMATION

I. FISH

- A. Invertebrates: Animals without Backbones (3/77f)
- B. Fish (3/98ff)
- C. Mammals of the Sea (7/59f)
- D. Meet the Cuttlefish-Master of Camouflage. NatGeo May 1992 Earth Almanac (Book V)

II. SPIDERS

- A. Spiders (3/32ff)
- B. Invertebrates (3/77ff)
- C. Spiders (40/165)
- D. Spiders (41/114 and 195)
- E. Spiders (42/119)
- F. An ancient arms race shows no sign of letting up. NatHis. 74 (Book I)
- G. The Importance of Being Hairy. NatHis 9/92, 41 (Book V)
- H. Spiders- (44/30)
- I. Spinning Spiders: Pioneers of the Wheel. NatGeo 5/92 Earth Almanac (Book V)

ACTIVITIES

I. FISH

- A. "Isopods" (15)
Description: Investigate body structures and behaviors of isopods.
- B. Wonderful Whales! (7/61f)
Description: Sing a song about whales and draw a blue whale to scale on blacktop.
- C. Adopt a Sea Mammal (7/63)
Description: Become the adoptive "parents" of a sea mammal.
- D. Sea Mammal Sleuths (7/64)
Description: Match clues to the sea mammals they go with.

REFERENCE CODESOutside Resources

- 3 - Caduto and Bruchac, Keepers of the Animals
- 4 - Criswell, Nature with Art
- 7 - Ranger Rick's Nature Scope, Amazing Mammals - Part II
- 15 - OBIS
- 40 - Curtis, The Nature of Things
- 41 - Hanson, Of Kinkajous, Capybaras, Horned Beetles, Seladangs, and . . .
- 42 - Marten, Weird and Wonderful Wildlife
- 44 - National Wildlife Foundation, The Unhuggables

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Category:	B - Worship/Devotion	E - Environmental	H - Stories
	C - Bible Studies	F - Animals	I - Sports & Games
	D - Group Life	G - Native People	J - Arts and Crafts

II. SPIDERS

A. "Web Weavers" (15)

Description: How spiders build a web

B. "Web It" (15)

Description: How spiders trap foods

C. Weaving from Nature (4/61ff)

Description: How do spiders make a web?

D. "Making Eight-Leggeds" (I F ACTIVITIES V A)

E. "Sticky Web" (I F ACTIVITIES V B)

F. "Finding Spider Hiders" (3/37)

Description: Go looking for spiders. Observe and protect spiders in their natural habitat.

G. NATIVE PEOPLE STUDIES

1. "The Sacred Tree" (See Book with this title)
 Description:
 1. The Story of the Sacred Tree
 2. Important Concepts
 3. The Symbolic Teaching of the Sacred Tree
 4. First Principles
 5. The Gifts of the Four Directions
 6. Code of Ethics
2. "The Home" (IV H II G)
3. "The Four Directions" (I H 15)
4. "Medicine Wheels" (53/101)

REFERENCE CODES

Outside Resources

53 - McLain, The Indian Way

Display of Code and page number: Code/Page(s), e.g., 20/14f.

Locations within Resource: (Day Category [Section/variously defined])

e.g., (I B 2 or INFORMATION II A)

Day = I, II, III, IV, or V

Category:	B - Worship/Devotion	E - Environmental	H - Stories
	C - Bible Studies	F - Animals	I - Sports & Games
	D - Group Life	G - Native People	J - Arts and Crafts

file: 93RES\VG

revised: 5/23/93

H. NATIVE PEOPLE STORIESI. COYOTE STORIES

- A. "Old Man Coyote and the Rock" (See I H II E)
- B. "Coyote takes water from the Frog people" (57/355f)
Description: Frog people had dammed up water for their use and coyote uses his cunning to dig a hole through the dam so everyone could have water.
- C. "Coyote's Salmon" (55/34ff)
Description: In exchange for a wife, Coyote teaches people to catch and dry salmon for the winter.

II. OTHER STORIES

- I
II
A. "Salmon Boy" (3/95)
Description: Salmon Boy becomes a healer.
- B. "Koluscap and the Water Monster" (2/81ff)
Description: The Water Monster stops the flow of water. Koluscap solves the problem.
- C. "How the Spider Symbol Came to the People" (3/31)
Description: The spider is a symbol of wisdom and patience and the interconnectedness of all things.
- D. "The Home" (IV H II G)
- E. "The Four Directions" (I H III I)
- F. "The Origin of Curing Ceremonies" (57/37f)
Description: Title is self explanatory.
- G. "The Origin of Medicine" (55/297f)
Description: Plants decide to become a cure for the evils fish and reptiles planned to wish on the humans.

REFERENCE CODESOutside Resources

- 2 - Caduto and Bruchac, Keepers of the Earth
- 3 - Caduto and Bruchac, Keepers of the Animals
- 55 - Clark & Edmonds, Voices in the Winds
- 57 - Erdoes & Ortiz, American Indian Myths and Legends
- Display of Code and page number: Code/Page(s), e.g., 20/14f.

Locations within Resource: (Day Category [Section/variously defined])
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file: 93RES\WH

revised: 5/23/93

I. SPORTS AND GAMES

1. Circle Dancing (II I 1)

2. Yurt Circle

3. "Circle Game OR Break In"

Description: Have the group form a circle with two persons outside of it. As the group locks arms the two outside persons try to break into the circle. They may use force, persuasion, or appeals for entry. After a few times switch to two different outsiders. After two or three pairs have made attempts to enter, discuss the feelings of those in the circle as well as those outside. What seemed the most effective way to get in? Discuss how this activity relates to real life situations ... or being accepted in a new neighborhood ... to peer acceptance ... to being included in a congregation. What needs to be done when an attitude of rejection prevails?

4. "Chippewa Moccasin Game" (A Native People's Game)

I. Materials:

- A. 4 moccasins, or shoes, squares of fur, cloth, or bandannas
- B. 4 seeds, beads, pebbles, buttons, bones, or sticks: one different or colored counters - popcorn, seeds, buttons, pebbles, sticks - lots
- C. Optional: blanket, sleeping bag, towel, or jacket
drum, rattle, or oleo tub with seeds
sticks for turning over moccasins

II. Process:

- A. Require two teams of 3 to 5 players each. If more players, play more games. If there is an odd person left over, let that person beat the drum or rattle the rattle.
- B. The two teams sit opposite each other, preferably, but not necessarily, with a blanket between them (to deaden the noise of dropping seeds). Four moccasins lay on the blanket and the first player has four seeds. The object is to hide one under each moccasin so that the other team does not know which is the odd one. If there is no drummer or rattler to distract the other team's attention, the hiding team can sing, make noises or motions for distraction.
- C. Then, with a stick (if available), the first player of the other team lifts up the moccasin the player thinks has the odd piece. If the pebble is under this one, the player wins two counters and the right to hide the pieces. If the player misses but wins on the second guess, the player gets one counter. If the player fails on the second try, the player loses two counters and the opponent continues to hide the seeds. The side that ends up with all (usually 30) or most (if there is a time limit) counters wins the game.

REFERENCE CODES

Locations within Resource: (Day Category [Section/variously defined])
e.g., I B 2 or INFORMATION II A)

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- D. There are many variations of this game, usually in scoring. One version hides only one object, making passes under all the moccasins to confuse the opponent. The hider should try to look the opponent in the eye at all times.

5. "Tillamook Yew Discs" (A Native People's Game)

I. Materials:

- A. 12 yew discs, or bones or seeds
- B. 1 cedarbark mat, or blanket, jacket, or towel
- C. 2 smaller cedarbarks, or jackets, or bandannas, or small towels
- D. Counters

- II. Process: The first player has 12 yew wood discs, with one different. A mat is humped along the edges of an area to form a barrier. The player rapidly shuffles the discs between two bundles of cedarbark. The opponent must guess which bundle has the odd object. The bundle is then opened and the contents rolled onto the mat so that all can see what is there. Score is kept by counters.

6. "Tossing Game" (A Native People's Game)

I. Materials:

- A. 5 peach pits (or plum or apricot), or buttons, with one to five stripes or dots marked on each side.
- B. 1 oleo or Cool-Whip tub or box
- C. Counters

II. Process:

- A. Place the bowl about 5 feet from the players, either in the center of the circle, or across from them.
- B. Each player tries to toss the objects into the bowl. The player with the highest score after three turns wins.

7. "Bowl Stones" (A Native People's Game)

I. Materials:

- A. 6 fruit pits or buttons, all with one side colored black or red
- B. 1 oleo tub or similar
- C. Counters if desired

- II. Process: The objects are put into a bowl, which is then shaken about, the stones thrown into the air a bit and caught again in the bowl. (If the group is too enthusiastic, leave the lid on.) The thrower counts one for each stone which turns up black in the bowl. The player or team with the most points (or a predetermined number) wins. This game can be played with two or more people. If six or more, divide them into teams.

8. "Apache Hi-Go-Ha" (A Native People's Game)

I. Materials:

- A. 40 stones
- B. 4 sticks, marked by dots or stripes, used as dice.
- C. Stick for each player

- II. Process: Essentially the same game as Pueblo Pa-tol, but without the rivers. The sticks are thrown at the center target and the points are counted. If any fall outside the circle, the player loses that turn. If any falls between two stones, six points extra are gained.

J. ARTS AND CRAFTSA. "Weaving from Nature" (4/61ff)

Description: How do spiders make a web?

B. "Krist-Kins"

I. Description: Group members secretly give a gift to another group member

II. Materials: Paper and pencil for all. Materials for the gifts

III. Process:

The name of each participant and leader is put on a slip of paper. One slip is secretly given to each member of the group. During the remainder of the day each person acts like a little Christ ("krist-kin") to the secret friend. A small gift may be made and given to the secret friend at a special time of the day (i.e., campfire, Friday Night Festival) when the name of each person's krist-kin is revealed.

REFERENCE CODESOutside Resources

4 - Criswell, Nature with Art

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D. GROUP LIFE EXPERIENCES

INFORMATION

I. Healing Activities

II. Reconciling Activities

III. Plans for Changing Behavior upon Returning Home

ACTIVITIES

I. Healing Activities

A. Discuss of "healing" in other cultures

Process:

1. Talk about how healing is interpreted in our culture today:
 - a. Medicine
 - b. Psychiatry
 - c. Spirituality
2. How do Native Americans understand healing?
3. How have other cultures practiced healing?

II. Reconciling Activities

A. "What Is It Like to Be . . . ?"

I. Description: The group members speak about themselves in a variety of ways from a positive posture.

II. Process:

- A. Go around the group and let each person complete the sentence, "I am a . . ."
 1. Repeat this around the group several times.
 2. The leader will want to keep a mental note of what each person says.
- B. The leader then asks each member of the group, "What is it like to be a (fill in the words they used)? (The group members might help the leader in the event of a faulty memory.)"
 1. Let the participants respond.
 2. The speech can be as long or as short as the person desires.
 3. After the person responds the leader should be sure to express thanks for sharing.

B. "How Do I Feel about You Now?"

I. Description: This may be a tough exercise for some and thereby inappropriate for some. For others it may help cement relationships that began poorly and developed positively.

II. Process:

- A. Instruct the group that any information written down in this exercise will remain confidential unless they share it voluntarily.
- B. Give each person a piece of paper.
 1. Ask the participants to list each member of the group on the paper.
 2. Next to the name ask the participants to write how they felt about each person in the group when they first met them.
 3. Next instruct the group to write down by each name how they feel about that person at this time.
- C. Invite the participants to share their feelings about persons in the group. (Allow enough time).
 1. Several types of processes can be used.
 - a. A person might like to know what others think of him/her.
 - b. A person might be willing to share one feeling about another

person.

- c. The most appropriate method is the one the group can best use to communicate.
2. Ask the group to share their present feelings about a person first.
 - a. Then ask if the present feeling is different than the initial feeling.
 - b. If it is different can they describe what caused the change?
 - When did it happen?
 - How did it happen?
3. Be sure each person has a chance to share in some way.

B. "Affirmation of Trust: A Feedback Activity"

- I. Description: The goals of this activity are:
 - A. To increase understanding of physical, intellectual, and emotional trust.
 - B. To explore how the trust level existing in the group affects the openness of discussion.
 - C. To provide an opportunity for group members to give each other feedback on trust.
- II. Appropriate for: Eight to twelve participants
- III. Materials: Eight to twelve slips of paper for each participant, one Affirmation of Trust Sheet for each participant, a pencil for each participant.
- IV. Process:
 - A. The leader introduces the activity and outlines the goals.
 - B. The leader says that each member is to take two to three minutes to describe (in a few sentences) to the other members a childhood experience that made a strong impression on him. The leader checks to see that everyone has a chance to speak in the time provided. (Twenty-five minutes)
 - C. The leader then directs the members to discuss the following (twenty minutes)
 1. What kind of situations cause you to be afraid?
 2. What kind of life situations do you wish to have at some time in the future?
 3. What makes you happy?
 4. What do you do best?
 - D. The leader instructs each member to remove a shoe and to place it alongside the shoes of the other members in a designated place. Each member is to identify one shoe by writing one's name on a slip of paper and putting it in front of the shoe.
 - E. The leader distributes slips of paper, a pencil and an Affirmation of Trust Sheet to each participant. The leader directs the members to take a few minutes to familiarize themselves with the Affirmation of Trust Sheet.
 - F. Each member is then directed to select a maximum of five statements from the Affirmation of Trust Sheet that best describe one's trust in another member of the group; to write the other member's name, the numbers of the applicable statements, and one's own signature on a slip of paper; and to deposit the slip in the other member's shoe. Each member is instructed to do this for every member of the group. (Some statements may be duplicated.)
 - G. After all members have distributed their slips, each one retrieves one's own shoe with the slips left in it. Participants read each of the slips directed to them by the other members and records the numbers on his Affirmation of Trust Sheet. (Names of members giving the feedback may

also be recorded)

H. Members discuss their reactions to their slips with the group. Participants are encouraged to solicit clarification of their feedback.

I. The leader leads the group in a discussion of the experience, focusing on its goals.

V. VARIATIONS:

A. Steps B and C can be omitted.

B. Participants can be instructed to distribute as many of the statements as they wish to.

C. The statements can be preprinted on individual strips and given to each participant in packages.

D. The statements on the Affirmation of Trust Sheet can be written or adapted to deal with specific issues in the group.

E. Participants can be directed to distribute slips only to persons of their choice.

AFFIRMATION OF TRUST SHEET

1. I would trust you to share your happiness with me.
2. I would trust you to hold my money.
3. I would hope that you would tell me how others perceive me.
4. I would trust you to help me if I were incapacitated in some way.
5. I would hope that you would give me help if I needed it.
6. I would trust you to keep an appointment with me.
7. I would hope that you would tell me if I sound phony.
8. I would hope that you would share some good fortune with me.
9. I would trust you to be honest with me.
10. I would trust you not to gossip about me in my absence.
11. I would trust you to keep secret any disclosure of some intimacy I shared with you.
12. I would trust you enough to tell you about those I love.
13. I would trust that you would be an excellent traveling companion.
14. I would trust you to be the executor of my estate.
15. I would trust you to drive my car.
16. I would trust you to pay back any money I might loan you.
17. I would trust you to live in and take care of my apartment/house in my absence.
18. I would trust you to complete any task I might give you.
19. I would hope that you would give me a place to sleep if I needed it.
20. I would hope that you would freely give me your friendship.
21. I would hope that you would offer me emotional support when I needed it.
22. I would seek your advice on interpersonal relationships.
23. I would hope that you would share some of your free time with me.
24. I would share my creations with you.
25. I would trust you with my life.
26. I would hope to be comfortable with you without having to talk.
27. I would trust that what you say is based on fact and not fabrication.
28. I would trust you to allow me to vent my anger about other persons or events.
29. I would trust your views about political matters.
30. I would hope that you would express the degree of affection you have for me.
31. I would trust you enough to share my feelings toward you.
32. I would trust you to represent me astutely in business affairs.

III. Plans for Changing Behavior upon Returning Home

E. ENVIRONMENTAL ACTIVITIESINFORMATION

I. ECOSYSTEMS

- A. The Environment (33/6f)
- B. Ecosystems (33/8f)
- C. Ocean (33/10f)
- D. Urban Ecosystem (33/24f)
- E. "Looking at Ecosystems" (34/16)
- F. "The Wild Side of the City" (34/20f)
- G. "The Ant, the Grasshopper, and the GNP" Garbage Feb/Mar93, 45 (Book IV)
- H. "How to Save a Species and its Ecosystem" Audubon Jan/Feb-1993, 104 (Book V)
- I. "Eagles on the Rise" NatGeo November 1992, 42 (Book I)

II. HABITAT

- A. Ponds - Life in Still Waters (1/111f)
- B. The Habitat Connection (9/19ff)
- C. Mammals of the Sea (7/59f)
- D. Family Life (6/25ff)
- E. The Fragile Balance (12/302f)
- F. Living in the Dark (12/308f)
Description: How Animals Have Adapted to Caves
- G. The Deciduous Woodlands (12/318f)
Description: How seasonal change affects temperate forest life

REFERENCE CODESOutside Resources

- 1 - Lingelbach, Hands-on Nature
 - 2 - Caduto and Bruchac, Keepers of the Earth
 - 3 - Caduto and Bruchac, Keepers of the Animals
 - 5 - Ford, Eco-Acts
 - 6 - Ranger Rick's Nature Scope, Amazing Mammals - Part I
 - 7 - Ranger Rick's Nature Scope, Amazing Mammals - Part II
 - 8 - Ranger Rick's Nature Scope, Bird, Birds, Birds
 - 9 - Ranger Rick's Nature Scope, Endangered Species: Wild and Rare
 - 12 - The Way Nature Works
 - 13 - Project Wild (Elementary)
 - 15 - OBIS
 - 16 - Henley, Rediscovery
 - 19 - We Are a Chosen People of God
 - 33 - Ecology, Usborne Science and Experiments
 - 34 - The Young Naturalist, an Usborne Guide
 - 44 - National Wildlife Foundation, The Unhuggables
- Display of Code and page number: Code/Page(s), e.g., 20/14f.

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- H. Among the Reeds (12/324f)
 - Description: How plants and animals live in wetlands
- I. The Living Lake (12/326f)
 - Description: How a lake supports life
- J. Streams of Life (12/328f)
 - Description: How rivers provide many different environments
- K. Streams - The Challenge of a Moving, Watery World (1/104f)
- L. Habitats (33/5)
- M. Alligators - Reptiles, Alligators, and Crocodiles. (44/19)
- N. Ants - Insects/Fire Ants (44/36)
- O. Badger- Illinois Wildlife (Book I)
- P. Bats
 - 1. Bats (44/64)
 - 2. Wildlife Notes 175-35 (Book I)
- Q. Beavers
 - 1. Illinois Wildlife (Book I)
 - 2. Wildlife Notes 175-14 (Book I)
- R. Black Bear - Wildlife Notes 175-29 (Book I)
- S. Bobcat - Illinois Wildlife (Book I) Wildlife Notes 175-3 (Book I)
- T. Bob White Quail
 - 1. Illinois Wildlife (Book I)
 - 2. Wildlife Notes 175-15 (Book I)
- U. Canada Goose - Wildlife Notes 175-20 (Book I)
- V. Chipmunk - Wildlife Notes 175-27 (Book III)
- W. Crows - Wildlife Notes 175-12 (Book I)
- X. Coyote - Illinois Wildlife (Book I)
- Y. Deer
 - 1. Illinois Wildlife (Book II)
 - 2. Wildlife Notes 175-28 (Book II)
- Z. Diving Ducks - Wildlife Notes 175-34 (Book I)
- AA. Dove
 - 1. Illinois Wildlife (Book III)
 - 2. Wildlife Notes 175-18 (Book I)
- AB. Eagle - Eagles on the Rise. NatGeo November 1992, 42 (Book I)
- AC. Elk - Wildlife Notes 175-33 (Book I)
- AD. Fox
 - 1. Illinois Wildlife-Gray(Book I)
 - 2. Illinois Wildlife-Red (Book I)
 - 3. Wildlife Notes 175-5
- AE. Heron - The Heron Family. Wildlife Notes 175-16 (Book I)
- AF. Mallard - Wildlife Notes 175-37 (Book I)
- AG. Minks
 - 1. Wildlife Notes 175-22 (Book I)
 - 2. Illinois Wildlife (Book I)
- AH. Muskrats
 - 1. Illinois Wildlife (Book I)
 - 2. Wildlife Notes 175-22 (Book I)
- AI. Opossum
 - 1. Illinois Wildlife (Book I)
 - 2. Wildlife Notes 175-25 (Book I)
- AJ. Otter
 - 1. Illinois Wildlife (Book I)
 - 2. Wildlife Notes 175-11
- AK. Owl - The night hunters. Wildlife Notes 175-8 (Book I)
- AL. Partridge, Hungarian - Illinois Wildlife (Book I)

- AM. Porcupines - Wildlife Notes 175-24 (Book I)
- AN. Puddle Ducks - Wildlife Notes 175-36 (Book I)
- AO. Rabbits
 - 1. Illinois Wildlife (Book III)
 - 2. Wildlife Notes 175-4 Cottontail Rabbit (Book III)
 - 3. Wildlife Notes 175-7 the Varying Hare (Book III)
- AP. Raccoon
 - 1. Illinois Wildlife (Book III)
 - 2. Wildlife Notes 175-9 (Book III)
- AQ. Raptors - Wildlife Notes 175-10 (Book I)
- AR. Rat (44/22)
- AS. Ravens - Wildlife Notes 175-12 (Book I)
- AT. Ring-Necked pheasant
 - 1. Illinois Wildlife (Book I)
 - 2. Wildlife Notes 175-19 (Book I)
- AU. Ruffed Grouse - Wildlife Notes 175-2 (Book I)
- AV. Shrew - Wildlife Notes 175-31 (Book I)
- AW. Skunk
 - 1. Skunk (44/16)
 - 2. Illinois Wildlife (Book I)
 - 3. Wildlife Notes 175-23 (Book I)
- AX. Snakes - Reptiles/Snakes (44/86)
- AW. Spiders (44/30)
- AZ. Squirrels - Wildlife Notes 175-1 (Book III)
- BA. Vultures - Wildlife Notes 175-30 (Book I)
- BB. Weasels - Wildlife Notes 175-26 (Book I)
- BC. Wild Turkey - Wildlife Notes 175-17 (Book I)
- BD. Wolf (44/6)
- BE. Woodchuck - Wildlife Notes 175-6 (Book I)
- BF. Woodcock - Wildlife Notes 175-21 (Book I)
- BG. Woodpeckers - Wildlife Notes 175-13 (Book I)

III. INTERDEPENDENCE

- A. Eagles on the Rise. NatGeo November 1992, 42 (Book I)

IV. DECOMPOSITION

ACTIVITIES

I. ECOSYSTEMS

- A. "Pond Succession" (13/93-94)
Description: Learn meaning of succession.

II. HABITAT

- A. Pond Study (15)
Description: Characteristics of pond animals.
- B. "Animal Movement in Water" (15)
Description: How some aquatic animals move through water.
- C. "What Lives Here?" (5/161ff)
Description: Plants and animals in a lake or pond.
- D. "What Lives Here?" (15)
Description: An aquatic study.
- E. "Water House" (19/Environmental Activities 2)
Description: Study of organisms in the water.

V E Page 4

- F. "Mud Pies" (19/Environmental Activities 7)
Description: Find life in a mud hole.
- G. "Big Bad Wolf" (16/174ff)
Description: A study of an organism's need in a habitat.
- H. "Talk of the Town" (16/198ff)
Description: Conflict game over land use.
- I. Life in a Pond or Stream (2/87ff)
Description: (A) Turn a person into an aquatic insect to demonstrate some adaptations needed to survive in fresh water. (B) Visit a pond or stream to study that environment and the plants and animals that live there.
- J. Habitat Hunt (1/74)
Description: To notice the diversity of plant life in the field, and to see that some plants are depended on by many for good and shelter.
- K. Study of a Stream (1/107-108)
Description: To explore a stream and its life.
- L. Fast Floaters (1/107)
Description: To have fun in the stream.
- M. Habitats of the Pond (1/113)
Description: To identify some habitats found within a pond.
- N. Poking Around in the Pond (1/113)
Description: To collect some pond creatures
- O. Pond Pantomime (1/114)
Description: To learn through close observations and to translate that observation into personal experience.
- P. Habitat Is Home (9/24f)
Description: Draw habitat pictures and then talk about the ways habitats are being changed.
- Q. Super Babies (6/28f)
Description: Match pictures of baby mammals to descriptions of each one.
- R. Habitat Sweet Habitat (3/69f)
Description: (A) Create a model beaver pond, along with Turtle, Beaver, and other plants and animals that live there. (B) Play a game matching the animals from the puppet show "Whither the Winter of Turtle and Beaver" with their survival needs of food, water, oxygen and shelter.
- S. Cycle Says (3/69f)
Description: Play an adaptation of "Simon Says" and act out the movements of animals important to the nutrient cycle.
- T. Homing in on Habitat (8/35f)
Description: Discuss the importance of habitat to birds and other wild-life.
- U. "Touch Crawl" (16/159-161)
Description: Become sensitive to the environment using the senses.

III. INTERDEPENDENCE

- A. "Circle of Life" (Building Images) (5/86-87)
Description: First hand study of interrelationships in the natural world.
- B. "Animal Fantasy" (5/88-89)
Description: Everything must fit somewhere.
- C. "Survival Circle" (II E ACTIVITIES I P)

IV. DECOMPOSITION

V. OTHER

- A. "Living Spiritually with the Earth" - The Ecology of the Spirit
I. Description: Participants develop actions that can be taken that recognize

the spiritual practices of care of the earth.

II. Materials: Paper, newsprint, pencils.

III. Process:

- A. Participants generate a list of actions that demonstrate a sense of living spiritually in the ecosystem.
- B. Some suggestions are:
 1. Automobile usage and alternatives -
 - a. Walk or bike for close errands.
 - b. Arrange for a car pool with your co-workers and friends.
 - c. Use public transportation whenever possible.
 - d. If possible, ask that work be done at home one or two days a week.
 - e. Enjoy local recreational activities rather than traveling long distances for entertainment.
 - f. Urge local officials to improve and promote public transportation, car pooling programs, and bicycle lanes.
 - g. Write elected officials and urge them to support legislation to raise the fuel efficiency standard for automobiles and to put funding toward public transportation rather than highway expansion.
 - h. Purchase an automobile that gets good gas mileage.
 - i. Maintain automobile.
 - j. Cut down on unnecessary driving by living close to work.
 - k. Avoid "drive-through" lines where car engine must idle for long periods.
 2. Use of energy -
 - a. Use energy more efficiently.
 - b. Buy products in recyclable containers and recycle or reuse them.
 - c. Plant at least one tree per year and nurture it until it is able to survive on its own.
 - d. Repair leaks in cooling systems immediately to prevent CFC's from being released into the air.
 3. In the home -
 - a. Insulate and weatherstrip house.
 - b. Install a "time-of-day" thermostat to avoid unnecessary operation.
 - c. Install double-paned windows and draw curtains at night.
 - d. Close doors to seldom used rooms.
 - e. Insulate hot water heater and storage tank, including piping.
 - f. Set water heater no higher than 120 degrees F. Most dishwashers need 140 degrees F, so a preheater may be necessary.
 - g. Minimize hot water use.
 - h. Install a solar heating system.
 - i. Turn off appliances when not in use.
 - j. Replace incandescent bulbs with screw-in compact fluorescent bulbs.
 - k. Wash clothes in cold water.
 - l. Dry clothes in the sun.
 - m. Buy organic produce.
 - n. Get used to the idea of purchasing food that is not picture perfect.
 - o. Grow your own food using alternatives to pesticides.
- C. Ask participants to select doing one thing when they return home.

F. ANIMAL STUDIESINFORMATION

I. FISH

- A. Invertebrates: Animals without Backbones (3/77f)
- B. Fish (3/98ff)
- C. Mammals of the Sea (7/59f)
- D. Meet the Cuttlefish-Master of Camouflage. NatGeo May 1992 Earth Almanac (Book V)

II. SPIDERS

- A. Spiders (3/32ff)
- B. Invertebrates (3/77ff)
- C. Spiders (40/165)
- D. Spiders (41/114 and 195)
- E. Spiders (42/119)
- F. An ancient arms race shows no sign of 'letting up. NatHis, 74 (Book I)
- G. The Importance of Being Hairy. NatHis 9/92, 41 (Book V)
- H. Spiders- (44/30)
- I. Spinning Spiders: Pioneers of the Wheel. NatGeo 5/92 Earth Almanac (Book V)

ACTIVITIES

I. FISH

- A. "Isopods" (15)
Description: Investigate body structures and behaviors of isopods.
- B. Wonderful Whales! (7/61f)
Description: Sing a song about whales and draw a blue whale to scale on blacktop.
- C. Adopt a Sea Mammal (7/63)
Description: Become the adoptive "parents" of a sea mammal.
- D. Sea Mammal Sleuths (7/64)
Description: Match clues to the sea mammals they go with.

REFERENCE CODESOutside Resources

- 3 - Caduto and Bruchac, Keepers of the Animals
 - 4 - Criswell, Nature with Art
 - 7 - Ranger Rick's Nature Scope, Amazing Mammals - Part II
 - 15 - OBIS
 - 40 - Curtis, The Nature of Things
 - 41 - Hanson, Of Kinkajous, Capvbaras, Horned Beetles, Seladangs, and . . .
 - 42 - Marten, Weird and Wonderful Wildlife
 - 44 - National Wildlife Foundation, The Unhuggables
- Display of Code and page number: Code/Page(s), e.g., 20/14f.

Locations within Resource: (Day Category [Section/variously defined])
e.g., (I B 2 or INFORMATION II A)

Day = I, II, III, IV, or V

Category:	B - Worship/Devotion	E - Environmental	H - Stories
	C - Bible Studies	F - Animals	I - Sports & Games
	D - Group Life	G - Native People	J - Arts and Crafts

II. SPIDERS

A. "Web Weavers" (15)

Description: How spiders build a web

B. "Web It" (15)

Description: How spiders trap foods

C. Weaving from Nature (4/61ff)

Description: How do spiders make a web?

D. "Making Eight-Leggeds" (I F ACTIVITIES V A)

E. "Sticky Web" (I F ACTIVITIES V B)

F. "Finding Spider Hiders" (3/37)

Description: Go looking for spiders. Observe and protect spiders in their natural habitat.

H. NATIVE PEOPLE STORIES

I. COYOTE STORIES

- A. "Old Man Coyote and the Rock" (See I H II E)
- B. "Coyote takes water from the Frog people" (57/355f)
Description: Frog people had dammed up water for their use and coyote uses his cunning to dig a hole through the dam so everyone could have water.
- C. "Coyote's Salmon" (55/34ff)
Description: In exchange for a wife, Coyote teaches people to catch and dry salmon for the winter.

II. OTHER STORIES

- A. "Salmon Boy" (3/95)
Description: Salmon Boy becomes a healer.
- B. "Koluscap and the Water Monster" (2/81ff)
Description: The Water Monster stops the flow of water . Koluscap solves the problem.
- C. "How the Spider Symbol Came to the People" (3/31)
Description: The spider is a symbol of wisdom and patience and the interconnectedness of all things.
- D. "The Home" (IV H II G)
- E. "The Four Directions" (I H III I)
- F. "The Origin of Curing Ceremonies" (57/37f)
Description: Title is self explanatory.
- G. "The Origin of Medicine" (55/297f)
Description: Plants decide to become a cure for the evils fish and reptiles planned to wish on the humans.

REFERENCE CODESOutside Resources

- 2 - Caduto and Bruchac, Keepers of the Earth
- 3 - Caduto and Bruchac, Keepers of the Animals
- 55 - Clark & Edmonds, Voices in the Winds
- 57 - Erdoes & Ortiz, American Indian Myths and Legends
- Display of Code and page number: Code/Page(s), e.g., 20/14f.

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I. SPORTS AND GAMES

1. Circle Dancing (II I 1)

2. Yurt Circle

3. "Circle Game OR Break In"

Description: Have the group form a circle with two persons outside of it. As the group locks arms the two outside persons try to break into the circle. They may use force, persuasion, or appeals for entry. After a few times switch to two different outsiders. After two or three pairs have made attempts to enter, discuss the feelings of those in the circle as well as those outside. What seemed the most effective way to get in? Discuss how this activity relates to real life situations ... or being accepted in a new neighborhood ... to peer acceptance ... to being included in a congregation. What needs to be done when an attitude of rejection prevails?

4. "Chippewa Moccasin Game" (A Native People's Game)

I. Materials:

- A. 4 moccasins, or shoes, squares of fur, cloth, or bandannas
- B. 4 seeds, beads, pebbles, buttons, bones, or sticks; one different or colored counters - popcorn, seeds, buttons, pebbles, sticks - lots
- C. Optional: blanket, sleeping bag, towel, or jacket
drum, rattle, or oleo tub with seeds
sticks for turning over moccasins

II. Process:

- A. Require two teams of 3 to 5 players each. If more players, play more games. If there is an odd person left over, let that person beat the drum or rattle the rattle.
- B. The two teams sit opposite each other, preferably, but not necessarily, with a blanket between them (to deaden the noise of dropping seeds). Four moccasins lay on the blanket and the first player has four seeds. The object is to hide one under each moccasin so that the other team does not know which is the odd one. If there is no drummer or rattler to distract the other team's attention, the hiding team can sing, make noises or motions for distraction.
- C. Then, with a stick (if available), the first player of the other team lifts up the moccasin the player thinks has the odd piece. If the pebble is under this one, the player wins two counters and the right to hide the pieces. If the player misses but wins on the second guess, the player gets one counter. If the player fails on the second try, the player loses two counters and the opponent continues to hide the seeds. The side that ends up with all (usually 30) or most (if there is a time limit) counters wins the game.

REFERENCE CODES

Locations within Resource: (Day Category [Section/variously defined])

e.g., (I

B

2 or INFORMATION II A)

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- D. There are many variations of this game, usually in scoring. One version hides only one object, making passes under all the moccasins to confuse the opponent. The hider should try to look the opponent in the eye at all times.

5. "Tillamook Yew Discs" (A Native People's Game)

I. Materials:

- A. 12 yew discs, or bones or seeds
- B. 1 cedarbark mat, or blanket, jacket, or towel
- C. 2 smaller cedarbarks, or jackets, or bandannas, or small towels
- D. Counters

- II. Process: The first player has 12 yew wood discs, with one different. A mat is humped along the edges of an area to form a barrier. The player rapidly shuffles the discs between two bundles of cedarbark. The opponent must guess which bundle has the odd object. The bundle is then opened and the contents rolled onto the mat so that all can see what is there. Score is kept by counters,

6. "Tossing Game" (A Native People's Game)

I. Materials:

- A. 5 peach pits (or plum or apricot), or buttons, with one to five stripes or dots marked on each side.
- B. 1 oleo or Cool-Whip tub or box
- C. Counters

II. Process:

- A. Place the bowl about 5 feet from the players, either in the center of the circle, or across from them.
- B. Each player tries to toss the objects into the bowl. The player with the highest score after three turns wins.

7. "Bowl Stones" (A Native People's Game)

I. Materials:

- A. 6 fruit pits or buttons, all with one side colored black or red
- B. 1 oleo tub or similar
- C. Counters if desired

- II. Process: The objects are put into a bowl, which is then shaken about, the stones thrown into the air a bit and caught again in the bowl. (If the group is too enthusiastic, leave the lid on.) The thrower counts one for each stone which turns up black in the bowl. The player or team with the most points (or a predetermined number) wins. This game can be played with two or more people. If six or more, divide them into teams.

8. "Apache Hi-Go-Ha" (A Native People's Game)

I. Materials:

- A. 40 stones
- B. 4 sticks, marked by dots or stripes, used as dice.
- C. Stick for each player

- II. Process: Essentially the same game as Pueblo Pa-tol, but without the rivers. The sticks are thrown at the center target and the points are counted. If any fall outside the circle, the player loses that turn. If any falls between two stones, six points extra are gained.

