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## ABSTRACT

This publication shares ideas, exemplary programs, resources, and schools involved in the 1993-1994 EARTH FOREVER program sponsored by the Indiana Department of Education. Educators and students are challenged to plan activities and develop similar Earth Action Guardian Leadership Experiences (EAGLE) programs. Sixteen elementary, middle, and high school programs are profiled. Twenty-three projects are suggested for schools that are developing programs. Twenty-eight organizations that produce environmental education materials are listed. Sierra Club Resources including slide shows, videocassettes (VHS), filmstrips, and films are provided in a separate annotated bibliography. A list of Amos W. Butler Audubon Society resources includes 12 videotapes, and video reservation information. The publication also contains a list of program sponsors, the "EAGLE Fledge," and several inspirational poems. (LZ)

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EAGLE

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# EAGLE

GUARDIAN

ACTION

EARTH

LEADERSHIP

EXPERIENCES

OFFICE OF PROGRAM DEVELOPMENT  
CENTER for SCHOOL IMPROVEMENT and PERFORMANCE  
INDIANA DEPARTMENT OF EDUCATION

# EAGLE

## EARTH ACTION GUARDIAN LEADERSHIP EXPERIENCES

*The Indiana Department of Education has sponsored Earth action programs for five years. These programs encouraged K-12 educators and students in Indiana's public and non-public schools to design environmental curricular activities which focused on environmental issues, concerns, and problems.*

*EARTH FOREVER 1993-1994 provided opportunities for educators, and students, to focus on Spaceship Earth, and its finite resources: air, water, soil, minerals, plants, forests, energy, and wildlife. This program continued to launch new efforts to provide students with decision-making and problem-solving skills as they managed Earth's life support systems.*

*The EARTH FOREVER program provided Indiana students with opportunities to work together in a small group, as a class, or in an all-school effort. The results were amazing. Several programs are featured in this publication. Take time to read about their accomplishments. Hopefully, their activities will inspire you and your students to get involved in similar programs.*

*To continue this outstanding effort, the Department has designed Earth Action Guardian Leadership Experiences, (EAGLE). This publication shares ideas, exemplary programs, resources, and schools involved in the 1993-1994 program. EAGLE challenges educators and students to plan activities which will help make Earth a better place to live for this and future generations. EAGLE challenges each participant in this program to become EARTH GUARDIANS. Please join this state effort to help insure a livable and quality environment for present and future generations on planet EARTH.*

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# EARTH GUARDIANS

Please join this state effort to help protect and manage Indiana's precious natural resources. When you become an **EARTH GUARDIAN**, you will take care of your body by eating proper foods, by exercising, and by not smoking. You will help the **Earth** by recycling, by not littering, by planting trees, by watching over our streams and water resources, by providing habitats for wildlife, by conserving energy resources, and by helping prevent soil erosion. This is just a beginning. There are many actions you can take to help guard the **Earth**, so that our homes will be good homes for people, wild animals, and plants both today and in the future.

Treat the **Earth** gently. Walk softly on the **Earth** and leave only footprints, not scars. Leave future children and wild animals clean air to breathe, safe water to drink and enjoy, wilderness areas to explore and discover, wild flowers to see and smell, habitats for the eagle and cougar, wild rivers to see and experience, and an Earth fit for life and fit for living.

## \*\*\* EAGLE \*\*\*

Soaring through the endless blue,  
I see an eagle flying true.

Watching the Earth through wisest eyes,  
I feel something special deep inside.

Your true meaning is revealed, I see  
You are my brother flying above me.

What have we done to our treasured home?  
We have killed her off, she's almost gone.

But as long as I see you above the land,  
I know Earth's guardians are Eagle and man.

Christine Morris  
Seventh Grader

\*\*\*\*\*

This poem and publication is dedicated to **wild eagles** and **the earth**. Native Americans believed that eagles carried special power and strength. They believed the eagle was their brother. Christine hopes you will find a special place in your heart for eagles. More importantly, she hopes you will become an **EAGLE** participant and help protect, manage and value the natural environment. She believes you can make a significant difference. Remember, you are part of the earth and the earth is part of you.

# **EARTHLEVER!**

## **PARTICIPANTS 1994**

### **Webster Elementary School**

1101 S. Michigan Street  
Plymouth, IN 46563  
Contact: Jim Keister  
Lynn Ramsbey

### **Woodrow Wilson Middle School**

301 S. 25th Street  
Terre Haute, IN 47803  
Contact: Dennis Skeleton

### **River Valley Middle School**

2220 Charlestown NA Pike  
Jeffersonville, IN 47130  
Contact: Linda Bentley

### **Fremont High School**

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Greta Lanier  
(Student)

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Clarksville, IN 47129  
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### **East Side Elementary School**

810 E. Main Street  
Edinburg, IN 46124  
Contact: Ellen Brand

### **Oaklandon Elementary School**

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Indianapolis, IN 46236  
Contact: Debbie Clark

### **Liberty Elementary School**

809 W. Talmer Avenue  
North Judson, IN 46366  
Contact: Nancy Grubbs

### **Sutton Elementary School**

3100 E. Memorial Drive  
Muncie, IN 47302  
Contact: Zach Rozelle

### **Hobart High School**

36 E. 8th Street  
Hobart, IN 46342  
Contact: Art Henderlong

### **Mohawk Trails Elementary School**

4242 E. 136th Street  
Carmel, IN 46033  
Contact: Scott Raftery

### **Lake Station Community Schools**

Project SOAR  
Lake Station, IN 46405  
Contact: Penny Etter

### **Croninger Elementary School**

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(PTA)

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Central, IN 47110  
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### **Northeastern Elementary School**

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Contact: Kay Towley



**Hums Elementary School**

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**Northaven Elementary School**

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Jeffersonville, IN 47130  
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**Storer School**

3211 W. Mansfield Drive  
Muncie, IN 47304  
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Charles Osborne

**Loogootee Elementary/Middle School East**

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Loogootee, IN 47550  
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Regina Winiger

**Charlestown Middle School**

8804 High Jackson Road  
Charlestown, IN 47111  
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**Handley Elementary School**

408 W. 10th Street  
LaPorte, IN 46350  
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**Riverview Middle School and Horace Mann Elementary School**

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Huntington, IN 46750  
Contact: Vicki Giordano  
Pat Havenstein

**St. Joseph School**

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Dyer, IN 46311  
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**Angola Middle School**

574 E. US Street at 20  
Angola, IN 46703  
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**Riverside Elementary Schools**

17 Laurel Drive  
Jeffersonville, IN 47130  
Contact: Arlys Johnson  
Lisa Crawford

**Warren School**

2901 100th Street  
Highland, IN 46322  
Contact: Mrs. Anne Marie Fitzwater

**Purdue University Cooperative Extension Service-Clark County**

9608 Highway 62, Suite 1  
Charlestown, IN 47111  
Contact: Leanne McGiveron  
Jody Schindler

**North Side Elementary**

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Kendallville, IN 46755  
Contact: Mrs. Pam Lord

**Hebron Elementary School**

4400 Bellemeade Avenue  
Evansville, IN 47715  
Contact: Judith Moore  
Vicki Tichenor  
Sandy Bearman

**Rhoades Elementary School**

502 S. Auburn  
Indianapolis, IN 46241  
Contact: Rosemary Thomas

**Franke Park Elementary School**

828 Mildred Ave.  
Ft. Wayne, IN 46808  
Contact: Charlotte Trenary  
Jim Stoltz

**Kendallville Central Middle School**

Diamond and Riley Streets

Kendallville, IN 46755

Contact: Tony Blomeke

Pat Combs

**Tippecanoe Valley School Corp.**

P.O. Box 8

Burket, IN 46508

Contact: Jodi Montel

**Lester B. Sommer Elementary School**

3700 136th West

Crawfordsville, IN 47933

Contact: Maribeth Stenger

**Washington-Carver Elementary School**

1000 E. Washington St.

Muncie, IN 47305

Contact: Sara Jarvis

Pat Bottorff

**Delta High School**

3400 E. St. Rd 28

Muncie, IN 47303

Contact: Royce Costin

Matt Lyons

**Clark Middle School**

500 Buntin

Vincennes, IN 47591

Contact: Jane Holland

**St. Edward School**

210 S. Nichols St.

Lowell, IN 46356

Contact: Jo Cade

**New Washington Elementary School**

P.O. Box 130

New Washington, IN 47162

Contact: Beverly Linck

**Homer Iddings Elementary School**

7249 Van Buren St.

Merrillville, IN 46410

Contact: Mrs. Carol Shaver

**William F. Loper Elementary**

901 Loper Drive

Shelbyville, IN 46176

Contact: Jon Orem

Jennie Reynolds

**Lincoln Elementary**

203 N. Lincoln St.

Warsaw, IN 46580

Contact: Marcia Randolph

**Johnston Elementary**

8220 5th Street

Highland, IN 46322

Contact: Mrs. Ellen Arnold

**Perry Central Elementary**

Old Highway 37

Leopold, IN 47551

Contact: Francie Wagner

**Westwood Elementary School**

1015 S. Greensboro Pike

New Castle, IN 47362

Contact: Taylor Newby

Williams Upchurch

**Maple Park Elementary School**

113 Jackson

Huntingburg, IN 47542

Contact: Butke, Townsend, and Potter

**Liberty Elementary School**

50 - 1 W 900 N

Chesterton, IN 46304

Contact: Richard E. Piechnik

**Orleans Elementary School**

637 E. Washington Street

Orleans, IN 47452

Contact: Laura Carroll

**West Side High School**

9th Avenue and Gerry Street

Gary, IN 46402

Contact: Shirley S. Moorehead

**Rockcreek Elementary Outdoor Lab**

13000 E. 200 S  
Columbus, IN 47201  
Contact: Vera Brown

**Taylorsville Elementary**

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Taylorsville, IN 47280  
Contact: Betty Black  
Brenda Christophel

**Battell Elementary**

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Mishawaka, IN 46545  
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Contact: Kelly Freels

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1000 Moore Rd.  
Michigan City, IN 46360  
Contact: Rosemary Braun

**Our Lady of Grace School**

3025 Highway Avenue  
Highland, IN 46322  
Contact: Sister Patricia Ann

**Elliott Elementary School**

8718 White Oak Avenue  
Munster, IN 46321  
Contact: Mrs. Bella Webb

**Rose Hamilton Elementary School**

1281 S. Round Barn Road  
Centerville, IN 47374  
Contact: Marge Benner  
Lis Gaddis

1994

EARTH  
TO BE EVER!

EXEMPLARY  
PROGRAMS

**Webster Elementary School**

1101 S. Michigan Street

Plymouth, IN 46563

Contact: Jim Keister and Lynn Ramsbey

**Description:** Webster Elementary School celebrates Earth Day every day of the year. All grade levels have developed their own curriculum to make students aware and knowledgeable about the importance of protecting the environment for present and future generations.

1. Webster's Student Council sponsored a poster and essay contest for all grade levels.
2. The Fifth Grade Choir presented an environmental program for the entire school from Webster's wild bird observation deck.
3. Third graders designed, funded and established a butterfly garden for the school. They gathered seeds in the fall to plant during spring. They also researched the type of flowers that would grow in their garden.
4. Webster school sponsored a "Family Outdoor Lab Improvement Day." Parents and their children purchased and planted trees and shrubs in the outdoor classroom. Students exhibited art work which focused on trees and the environment.
5. Parents purchased trees, shrubs and grasses for a bird sanctuary. The Webster Outdoor Lab Committee designed and constructed a wild bird observation deck. A local nursery (Price) provided assistance and resources.
6. Students and faculty joined forces with the Marshall County Solid Waste Committee to begin a recycling program for Webster school. Cans were collected, recycled and the money earned was donated to Riley's Children Hospital.
7. Fifth grade students sponsored a used clothing drive, "Rags to Rainforests," with proceeds going to the rainforest program.
8. Students planted pine tree seedlings to create a windbreak for the school and to prevent soil erosion.
9. First graders collected Monarch caterpillars found on milkweed plants. They placed them in jars and observed the life cycle of the Monarch from the caterpillar to the chrysalis stage and finally to adult butterflies. They were released in the Webster Butterfly Garden.



Webster's students and staff planted a tree on Arbor day.



Webster's students observed wild birds from sanctuary deck.

**Oaklandon Elementary School**

6702 Oaklandon Road

Indianapolis, IN 46236

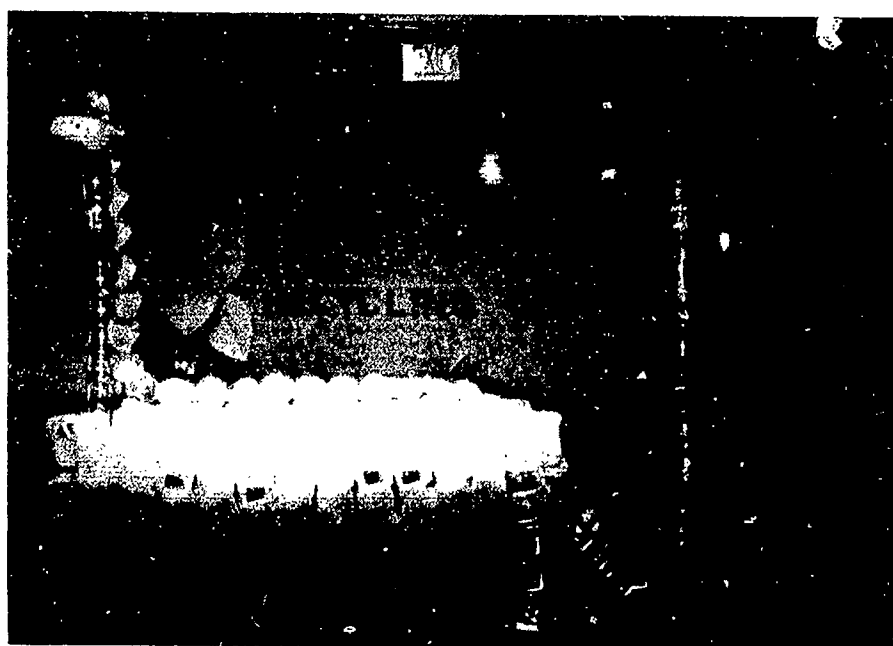
Contact: Debbie Clark

**Description:** Oaklandon Elementary School students and staff participated in a variety of interdisciplinary environmental education activities throughout the school year. All grade levels were involved in the program.

1. Students collected money and adopted an Orca Whale named "Granny" from the Whale Museum and Earth Island Institute.
2. Students collected plastic milk jugs, pop bottles, and created "Trashasaurus." During this project, students learned about dinosaurs and recycling.
3. Students planted herbs, vegetables, peanuts, and wildflowers in the school garden.
4. Students started an earthworm farm and learned their importance in helping make soil.
5. Students observed the hatching of butterflies, toads, Praying Mantises and duck eggs.
6. The Oaklandon Parent Faculty Organization, students, and staff created and completed a nature center for use year round.
7. Chapter One students made bread and peanut butter ornaments to feed wild birds in the nature center.
8. Students participated in activities about endangered species. The students adopted and now care for a pet green Iguana.
9. Students searched their pond for tadpoles, observed butterflies in a butterfly garden, observed baby birds learning to fly and charted the progress of a mother duck hatching her eggs.
10. Staff and students have planned a dinosaur study area complete with a dinosaur egg, nest, and dinosaur footprints.
11. The enrichment classes collected pennies for the planet. The money collected will fund the planting of 270 trees in the rainforest. Students in the rainforest area will plant the trees and become pen pals for Oaklandon students.
12. All third grade students received Tulip Poplar trees and planted them on Arbor Day. The students and staff are currently awaiting the arrival of a Sycamore tree that has been in space aboard a NASA shuttle.



Students and staff created this lovely butterfly garden.



Students created trashasaurus from recyclable materials.



**Woodrow Wilson Middle School**

301 South 25th Street

Terre Haute, IN 47803

Contact: Dennis Skelton

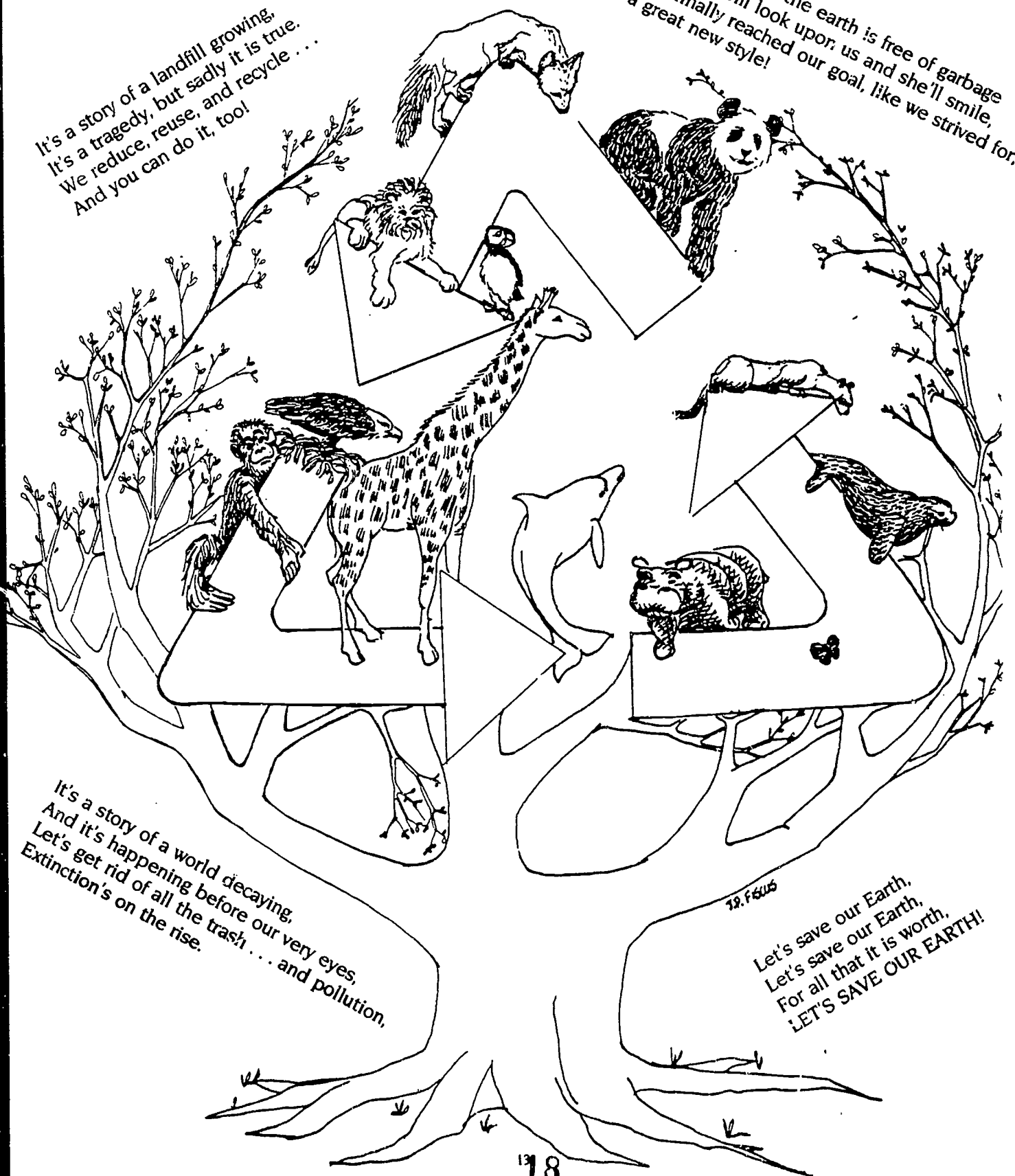
**Description:** The Woodrow Wilson staff formed an interdisciplinary committee of teachers to design a program for Earth Forever. The committee's plan included strategies for integrating Earth Forever with the curriculum. The program focused on the acronym E.A.R.T.H. Activities centered around five themes:

- a. E-Environmental Awareness
  - b. A-Animals and Their Habitats
  - c. R-Retreat to Nature
  - d. T-Trash Reduction
  - e. H-Honor the Earth
1. Students tested the pH of Terre Haute rainwater to demonstrate its effects on groundwater.
  2. Students conducted an environmental home survey to determine how much money could be saved by using energy-saving devices. They calculated how much money and energy could be saved by installing energy efficient light bulbs.
  3. Students designed and built solar cars which were entered into state competition.
  4. Choir students were encouraged to enter an Earth Lyrics Contest. Students selected a melody from a song they knew and wrote original words. Prizes were awarded to the best lyrics. Over 120 students participated. A booklet containing the top thirty entries was published by the Central Office.
  5. Students planted herbs in the herb garden and used the herbs to prepare salads.
  6. Students and staff participated in the Indiana "Adopt-A-Highway" program.
  7. Students participated in an interdisciplinary unit on WATER. Activities included a river study at Fairbanks Park and a wetland study at Hawthorne Park. Students researched wetland information, made edible wetlands, debated about community use of wetlands with students role playing farmers, ecologists, government officials and investors.
  8. Students selected novels to read with water playing a pivotal role in the plot. The books read included: *Call it Courage*, *On My Honor*, *Minn of the Mississippi*, *Trouble River*, and *the River*. Students wrote original poems, stories and songs after reading the books.

Tune: The Brady Bunch—1st PLACE WINNER  
Lyricist: Gretchen Scheidler

It's a story of a landfill growing,  
It's a tragedy, but sadly it is true.  
We reduce, reuse, and recycle . . .  
And you can do it, too!

Then one day when the earth is free of garbage  
Mother Earth will look upon us and she'll smile,  
We have finally reached our goal, like we strived for,  
It is a great new style!



It's a story of a world decaying,  
And it's happening before our very eyes,  
Let's get rid of all the trash . . . and pollution,  
Extinction's on the rise.

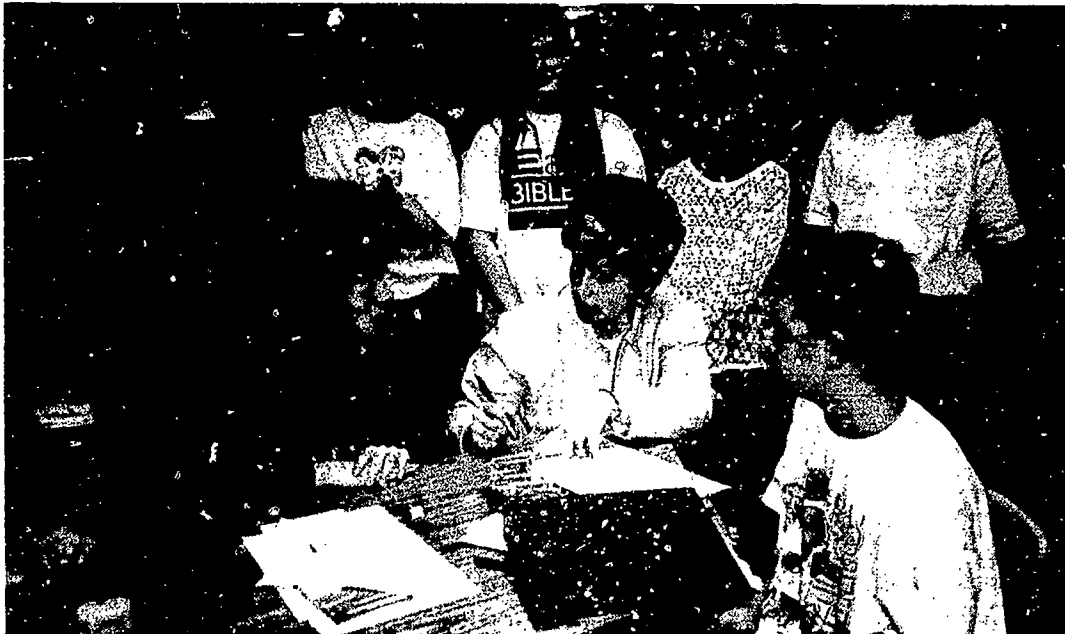
Let's save our Earth,  
Let's save our Earth,  
For all that it is worth,  
**LET'S SAVE OUR EARTH!**

**River Valley Middle School**  
2220 Charlestown NA Pike  
Jeffersonville, IN 47130  
Contact: Linda Bentley

**Description:** The Earth Forever program is an extension of the Earth Year program involving a partnership between students, teachers, and the school community. Many activities began the first day of school and continued throughout the year. The entire school community joined forces during the months of March and April in an effort to develop and model earth-saving activities. The level of participation has increased over previous years and the community continues to participate in and support all Earth Forever activities.

1. The Help Organize for Protecting Earth (HOPE) club collected and recycled cardboard and mixed office paper. Students calculated that 4 trees were saved per month. Aluminum cans were also collected and recycled.
2. Sixth grade students started a business called T.R.E.E.S. (To Renew Earth's Environmental System). Students typed, edited and produced a cookbook. Over \$500 profit was made and used to: plant trees, plant shrubs and flowers, and contribute to the Hardy Lake Rehabilitation Center. Students also used funds to adopt a wolf, a manatee and a whale. Three acres of rainforest were also purchased.
3. Students researched landfills, made "landfill" pies using chocolate pudding, graham crackers and various candies, and visited the Clark/Floyd County landfill.
4. Students participated in the "Pennies for the Planet" campaign to sponsor tree planting in countries where deforestation has become a problem. Over \$200.00 was collected and contributed to this international tree planting effort.
5. Students took part in EARTH EXPO '94 at River Falls State Park. Plays, skits, songs, and an environmental booth displaying student work were included in their exhibit.
6. "R" days were declared from April 25, through April 29. Students recycled glass, aluminum, steel, and plastic. They also took part in a schoolwide cleanup. Environmental games such as trash relays and can crushing were a big hit with the students.
7. Students collected and donated "recycle" books for the library in Kahoka, Missouri. This activity was coordinated with the Clark County 4-H junior leaders program.

8. Over 600 students voted in the, "Plan It For The Planet" election, to choose an environmental issue that "Earth Force," an organization representing 300,000 students throughout the world, discussed with Vice President Al Gore.
9. "Partnership for Planet Earth," an organization representing 21 local business leaders, participated in Earth Forever activities.



T.R.E.E.S. (To Renew Earth's Environmental System). Students signed for a bank loan to begin their new corporation.

All profits from this corporation will be used to support earth-saving activities and projects and River Valley Middle School. We appreciate your support. (Examples of projects: Adopt-a-Manatee and whale, purchase rainforest acreage, recycling projects).

Please make checks payable to: T.R.E.E.S. - RIVER VALLEY MIDDLE SCHOOL.

Send to: T.R.E.E.S. Corporation  
River Valley Middle School  
2220 Charlestown - New Albany Pike  
Jeffersonville, IN 47130  
ATTENTION: Adam Miller/Mrs. Bentley's Class

**Loogootee Elementary/Middle School East**

510 Church Street

Loogootee, IN 47533

Contact: Diane Jahn

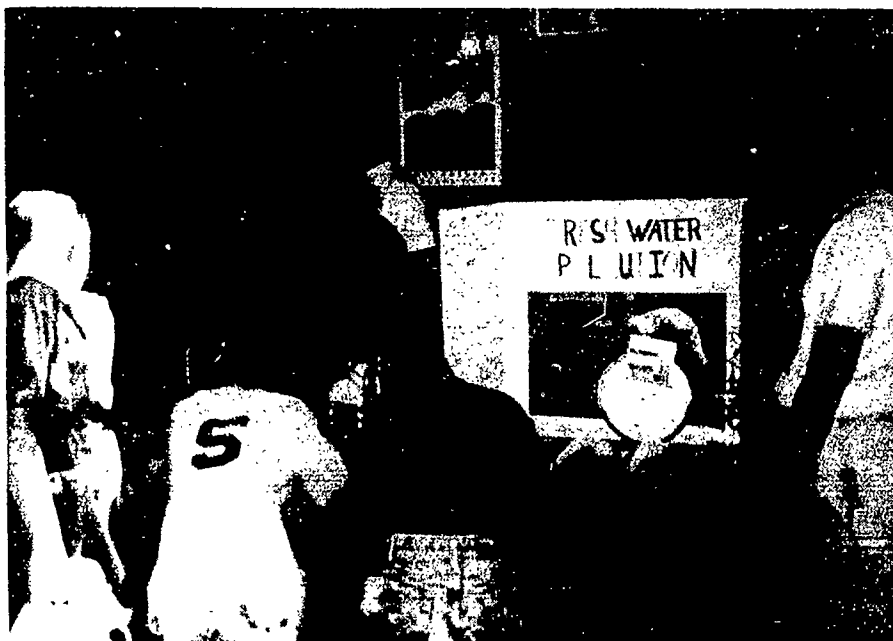
Regina Wininger

**Description:** Students in Miss Jahn's and Mrs. Wininger's classes made 70 presentations to fourth, fifth, and sixth grade students to make them aware of their responsibility to the earth. This years' theme was an Ecology Carnival. Students emphasized seven environmental concerns during their presentations.

1. **ANIMAL PROTECTION:** Cooperative team members taught students to exercise their pets and cut six-pack plastic rings to prevent animals from getting trapped. Nine stuffed animals were exhibited in their booth during the carnival. They represented the nine out of twenty animals that starved to death when trapped in six-pack rings.
2. **FRESH WATER POLLUTION:** Six students taught classmates about run-off pesticides from farms, acid rain, and pollution in the water. The students tested tap, pond, and rain water. They designed a maze game for the carnival which represented fish trying to get out of trash in a stream.
3. **ENDANGERED SPECIES:** Team members presented a program about whales and other endangered species to classes in the school. They presented facts about whales. They designed a game called Whale Jeopardy and asked questions about whales. Students answering questions correctly received a piece of candy.
4. **RAINFOREST:** This team taught other students about animals and plants that live in a rain forest. They recommended ways to preserve and protect them. The team created a board game, "The Rainforest," for the fair.
5. **RECYCLING TRASH:** For their project, team members researched and presented facts about recycling and about how much trash is consumed by Americans. Their hands-on project involved objects of various shapes and sizes. Students were asked to estimate how long it would take for each object to decompose. Their game involved a bowling ball made of recycled plastic bottles.
6. **PAPER RECYCLING:** Team members stressed the dangers of deforestation. They taught other students that paper should be recycled. They created a game for the carnival "Recycling Feud," which involved students guessing/selecting the most recycled products in America.
7. **SOLAR ENERGY:** This team described to students how a solar converter works and how sundials are used. A game "Solar Jeopardy" was created for the Ecology Fair.



Students participated in the Tropical Rainforest game.



Students participated in the Fresh Water Pollution game.

**Northwestern Junior/Senior High School**

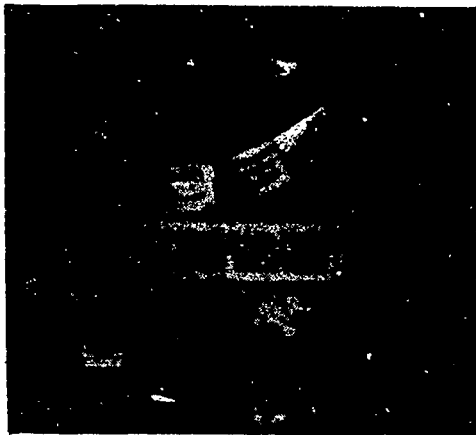
3431 North County Road 400 West

Kokomo, IN 46901

Contact: Patricia Zeck

**Description:** The Northwestern Junior and Senior High School science faculty invited fellow staff members to participate in an Earth Forever program. The tropical rainforest was selected as the major theme. During one of the faculty meetings, the science staff presented its plan. Fresh tropical fruit and baked goods using rainforest products were served. The majority of staff decided to participate. Over 50 interdisciplinary lessons were developed and taught. The school cafeteria also got involved by featuring a rainforest food product each day—pineapples, nutmeg, cinnamon, vanilla, cocoa, etc.

1. Students composed Earth and rainforest songs and had them published. Several songs were shared with the school and community. Students read *Silent Spring*, by Rachel Carson and viewed the movie, *The Lorax*.
2. The students, staff and administration collected aluminum cans, printed environmental messages on pay checks, explored the possibilities of purchasing recycled paper products, and encouraged all classes to use both sides of paper.
3. Two environmental convocations were planned for students and staff. Jeff Cardwell, tropical fish collector, gave a slide presentation about the tropical rainforest—its people, plants, animals, and problems.
4. Students wrote creative stories about the rainforest.
5. Students participated in composting, organic gardening, and soil conservation activities.
6. Students estimated, and calculated costs for developing a landfill, building an incinerator, and disposing of solid and liquid wastes.
7. Students researched how plastics impact the environment.
8. Students researched and discussed the effects chemical toxins have on food chains and how these toxic food chains impact humans.
9. Students traced the origination of the water that fills their school swimming pool, calculated how many gallons of water it took to fill the pool, and also participated in a variety of non-competitive environmental games (snake tag, predator/prey, and owl house from Project WILD).



Tropical rainforest  
display designed by  
students.

EARTH DAY  
Northwestern Jr. High

KARA STEPHEN  
7th Grade

Ap ril twen ty sec ond is Earth Day. If you clean it it will stay;  
 Trash are plates, cans and cups; so come on, Help us pick it up  
 The rain for est is help ing us, Giv ing us ox y gen which is a must.  
 Ap ril twen ty sec ond  
 is Earth Day. If you clean it it will stay; Trash are plates,  
 cans and cups; so come on, Help us pick it up



**Elliott Elementary School**  
8718 White Oak Avenue  
Munster, IN 46321  
Contact: Bella Webb  
Julie A. Parker

**Description:** Elliott School's participation in Earth Forever '94 fostered environmental awareness among students, faculty, and parents. The school staff and students developed a program that included a week-long Earth Forever celebration with a major focus on the fledgling outdoor laboratory.

1. Students and faculty wore t-shirts with an environmental motif or message on Monday and Friday.
2. Tuesday was declared "Environment Information Day." Various environmental materials were made available to each classroom.
3. Students brought their lunches in reusable containers on Wednesday. Packets of Marigold seeds were given to the students.
4. Students and staff wore green on Thursday to symbolize a healthy Earth.
5. Kindergarten students planted sunflower seeds, observed and measured their growth, harvested and counted seeds, and provided seeds to the bird habitat area in the outdoor laboratory.
6. First grade students planted, maintained, observed, and harvested apple trees.
7. Second grade students selected herbs as their plant. They identified, planted, managed, collected, and used their herbs to cook different foods. Dates and measurements were recorded each week. Photographs were taken during different time periods to record phases of growth.
8. Third grade students created a tall grass prairie that attracted birds and butterflies and facilitated the growth of prairie flowers. They observed, measured, and recorded the growth rates of the grasses and flowers.
9. Fourth graders decided to observe and classify wild birds in the outdoor classroom. Bird feeders were installed and special bushes were planted to attract birds.
10. Fifth graders grew and planted flowers and trees in the outdoor classroom.
11. EARTH FOREVER'94 culminated with a ground breaking ceremony for the Elliott School Outdoor Laboratory. The event was a combined effort of Elliott's PTO, faculty, students, administration, and community business partners.



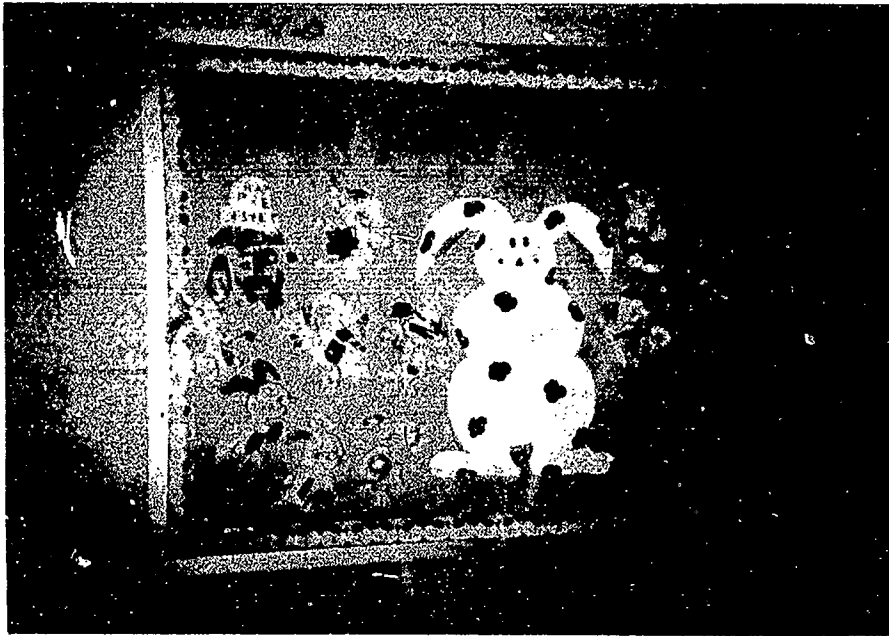
## *Earth Day Ground Breaking Ceremony*

1. *Introduction*
2. *Grade Level Description of Plantings*
3. *Tom Allen*
4. *Presentation of Bird Bath and Bird House  
by Munster Garden Club*
5. *Ground Breaking Ceremony*
6. *Clean up of area*

**Croninger Elementary School**  
6700 Trier Road  
Fort Wayne, IN 46815  
Contact: Linda Lucenta  
PTA President

**Description:** Croninger Elementary School PTA Environmental Committee organized an Environmental program for the students and staff. The goal of the program was to increase students' awareness of the importance of Recycling, Reusing, and Reducing.

1. The Croninger PTA produced a film "That's Perfect" to increase students' awareness of the Three R's and to motivate them to participate in planned activities.
2. Students and families completed and returned a recycling contract. The contracts demonstrated a commitment from families to help create a clean environment. Students who completed and returned the contracts received a recycling button.
3. A Recycled Creations Day provided students with opportunities to reuse materials to design or invent useful products. Participants were awarded with certificates and a package of seeds. The most unique creations were displayed for a week in the school. The classroom with the most participants earned a recycling poster and recycling stickers.
4. Reduce day was called Green Day. Students were encouraged to wear green and to reduce the amount of throw-away litter they usually carry in their lunch sacks and boxes. All students were encouraged to bring their lunches to promote a cleaner environment.
5. An aluminum can collection was held for the recycling part of the program. Students collected 450 pounds of aluminum cans in three weeks and made \$160.00. The Student Council will decide which student suggestions should be funded: rainforest, bins for recycling, donation to the Fort Wayne Zoo's rainforest section, trees for school site, playground equipment, or resources for environmental units.
6. Students announced a fact about recycling to the student body over the intercom system daily.
7. Environmental and recycling facts were researched and the most important ones shared with the students, staff and parents.  
Example: "The energy saved from recycling one glass bottle will keep a light bulb burning for 4 hours."



Students designed an exhibit for their hallway.



Croninger students shared recycled creations.

**Mohawk Trails Elementary School**

4242 East 126th Street

Carmel, IN 46033

Contact: Scott Raftery

**Description:** Mohawk staff and students planned and participated in a variety of exciting environmental experiences throughout the school year. Many of the experiences took place in their outdoor classroom. Parents, community groups, and national and state environmental organizations were also involved in their Earth Forever program.

1. Students "Celebrated Salad" by eating the vegetables they had grown in their GrowLab. GrowLab is an indoor gardening program purchased through funds from the Carmel-Clay Educational Foundation.
2. Students measured and graphed plants and recorded observations in a plant journal. Radishes, three types of beans, and three types of lettuces were grown and harvested. Each class grew a different type of sprout for their salads.
3. Students planted seeds for the school butterfly garden. Students worked in cooperative teams to start seeds in peat pots which were placed in the GrowLab. Their seedlings were planted in the school butterfly garden which is part of a wildlife habitat area. Mohawk Trails is certified by the National Wildlife Federation as a Backyard Wildlife Habitat program.
4. Students and staff planned a new addition to their habitat area. A wildlife food plot was started near the butterfly garden. Kindergarten students planted sorghum and buckwheat seeds. These grains were left standing to provide food and cover for small mammals.
5. Second grade students planted the "Three Sisters"—corn, beans, and squash. Over the summer, second graders and their families will care for the plantings by adopting them for a week. In the fall, the area will be used for the Indian Life Unit in social studies.
6. A Hallway Environmental Fair was held during April 25-29. Each class exhibited their environmental projects and creations. Students visited each exhibit to learn about other student ideas and projects.
7. A musical convocation was held for grades K-3. First, second, and third graders performed environmental songs with everyone joining in the finale.
8. Students and parents mulched trails, cleaned flower beds and upgraded the outdoor classroom during the Mohawk Outdoor Lab Work Day on March 26.



Third grade students participated in "Salad Celebration" activities.



Fourth grade students planted seeds for butterfly garden.

**Riverview Middle School**  
**Horace Mann Elementary School**  
2465 Waterworks Road  
Huntington, IN 46750  
Contact Vicki Giordano  
Pat Hauenschein

**Description:** Both schools have been involved in a variety of environmental activities throughout the school year in their outdoor classroom. The 30 acre outdoor classroom includes a grasslands, wetlands, and forest along the Wabash River. All subjects areas are included in the outdoor classroom. The staff of both schools use the facility as an interdisciplinary teaching facility.

1. Geology was an exciting topic featured in the outdoor classroom. Students were able to experience various types of rocks—they were able to pick them up, examine them, and learn where they originated and how they were formed.
2. Students constructed solar cookers and used them in the outdoor classroom to make cookies and prepare a meal.
3. Students observed and learned about ladybugs and released them in the outdoor classroom.
4. Students participated in a variety of wetlands activities.
5. Students constructed a rainforest habitat terrarium.
6. Students researched the importance of trees and planted a variety of them in the outdoor classroom.
7. A beekeeper from the local community visited students in the outdoor classroom to discuss the importance of bees in the environment.
8. Students constructed bat mobiles after discussing and researching the importance of bats in the environment.
9. Students constructed bird houses and placed them in the outdoor classroom. Students also researched how important wild birds are to the outdoor classroom and the environment.
10. Students used their creative skills to design wood chip insects. Their insects were displayed so that other students could see them.
11. Students participated in a recycling program sponsored by the county solid waste management district. Students also picked up 46 bags of trash along Waterworks Road.



Students created rainforest habitat terrariums.



Students made wood chip insects.



**Fremont High School**  
Environmental Club  
P. O. Box 655  
Fremont, IN 46737  
Contact: John Ludy  
Greta Lanier, Chair

**Description:** The Fremont High School Environmental Club scheduled activities during the month of April. Important environmental facts were presented to students about the environment. A new program, Ecolympics, was held during the week of April 18-22. Ecolympics consisted of an environmental knowledge test, tree plantings, dress-up days, aluminum can collection, plastics collection, recycle art, can-crushing during environmental dance, digging for worms, and Environmental Blackjack. Points were kept for each event. The class with the greatest amount of points won the Ecolympics.

1. A Saddle Hawken Dance was planned. The money raised went to purchase trees for the outdoor classroom. The third annual co-ed can crushing event was held during the dance. Contestants were timed on how long it took them to crush twenty cans. The winning time was a 46.63 second performance.
2. An environmental knowledge test was administered to participating teams. Each team consisted of three students.
3. A tree planting event was planned. Each team was judged on speed and proficiency.
4. Dress-up days were planned for the entire week of April 18-22. Each day represented a different challenge—animal day, earth tone, wet hair, recycled clothes, nature (bright, flowery). The class with the most dressed up students was declared winner.
5. Aluminum can and plastic collection contests were held. Classes that collected the most were declared the winner.
6. Recycle Art—students worked in teams to create an object from recyclable materials. Students had to explain their creation and how it impacts the environment.
7. Dig-for Worms—a representative from each class was given 15 seconds to find the most worms. Their hands were tied behind them—worms were collected on plastic sheets.
8. Environmental Blackjack—each class was represented by five students. Students ran to the opposite end of the gymnasium, picked up a plastic container with a number hidden on the bottom and placed the plastic container in a sack. The class scoring closest to 21 was the winner.

# SADDIE HAWKEYS DANCE



Environmental Club members are ready to deposit money raised from dance to purchase trees.



Tin can crushing was a popular activity during dance.

**East Side Elementary**  
810 E. Main Cross Street  
Edinburgh, IN 46124  
Contact: Ellen Brand  
Katie Jerome

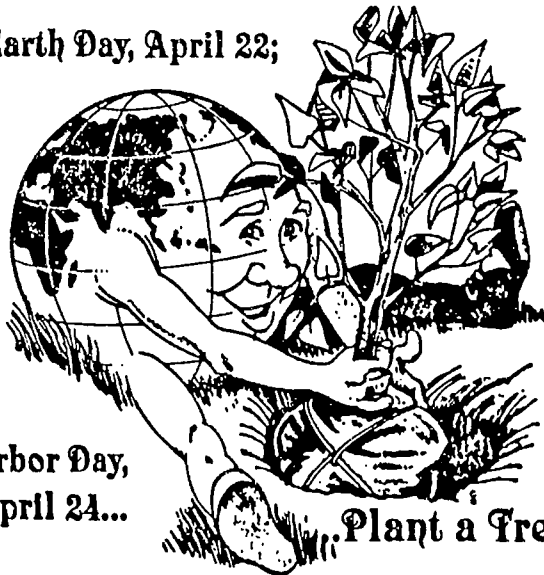
**Description:** East Side Elementary School participated in a variety of interdisciplinary environmental education activities throughout the year to help increase student awareness and knowledge to develop values, which encouraged students to become better stewards of Earth's natural resources. The planting of trees in the outdoor laboratory served as a culminating experience for the Earth Forever program.

1. Students sold cinnamon bread, bookmarks, posters and used the money to purchase three acres of rainforest and to adopt a whale.
2. Students collected pennies to help children in ten schools from around the world plant trees.
3. Students sponsored a read-recycle book exchange program. Used books were brought to school and exchanged for other books. First grade students sold new and used books. The money was used to purchase two acres of rainforest and plants for the outdoor classroom.
4. A "Tree of Life" was designed and placed at the front entrance of the school. Each student created a leaf with an environmental tip and added it to the tree.
5. Students participated in an environmental essay contest, "What Earth Day Means to Me." Essays were displayed in the hall and prizes were given to the winners. The winners read their essays over the intercom to all classes.
6. The school received grants from the U. S. Forest Service and the Indiana Department of Natural Resources to develop an urban nature trail throughout the town of Edinburgh. Sixth grade students are helping to write and to design a publication which will emphasize forestry and other important resources in the community.
7. Students used the new East Side Elementary greenhouse to start seeds for their school gardens in the outdoor classroom. Each grade level cleared plots and planted flowers.
8. Students adopted a wolf, made badges for Earth Week, participated in a trash sculpture contest, and took field trips to Bartholomew County landfill, and also to the recycling center.



Students collect pennies for the planet.

**Earth Day, April 22;**



**Arbor Day,  
April 24...**

**...Plant a Tree!**

## *East Side to celebrate Earth Day*

This Friday, April 22, is Earth Day. It marks the twenty-fourth anniversary of the first Earth Day held in 1970.

Earth Day was first organized by college students to educate the general public about environmental matters, such as air pollution and water pollution. Since its incarnation nearly a quarter century ago, it has grown into a major media and environmental event.

Sunday, April 24, is Arbor Day. On this day, people are asked to plant a tree. (Arbor is the Latin word for tree.) Arbor Day goes hand-in-hand with Earth Day, since the more trees there are, the better the air is cleansed of pollution.

Both holidays are observed in schools around the country. In Edinburgh, East Side Elementary has a whole list of things planned in observance of Earth Day.

Grades kindergarten through three are involved in a poster contest. "Earth Day, Every Day" is the theme of the contest

which features monetary prizes.

Older students can get in on an Earth Day essay contest. Students in grades 4 through 6 will be writing essays with the theme, "What Earth Day Means to Me." There are monetary prizes for this contest, also.

"Pennies for the Planet" is a program being tried at East Side this week as well. For every 10 pennies collected, tree seeds will be sent to a school in a foreign country. The school where the seeds are sent will then become a "sister school" to East Side with the possibility of future correspondence taking place between the schools' students.

Also in observance of Earth Day and Arbor Day, students are asked to wear green to school this Friday.

Finally, there will be two tree-planting ceremonies at East Side on Friday. Grades K - 3 will plant a tree at 1:30, and grades 4 - 6 will plant their tree at 2:00 p.m.

**Parkwood Elementary School**

748 Spicewood Drive

Clarksville, IN 47129

Contact: Sonia Gardner

**Description:** The theme for Parkwood's Earth Forever program was "Pollution Solution." The majority of environmental activities were planned around the 3 R's: Reuse, Reduce, and Recycle. These activities were coordinated with the Clark County Solid Waste District.

1. A "Trash Critter" contest was held. Each class created a critter using at least one garbage bag filled with recyclable materials.
2. The Clark County Solid Waste District assisted the program by providing speakers, resource materials and "TRASH" books for all students.
3. Students created "Litter Bugs" and displayed them throughout the school.
4. Acid rain and other pollution experiments were conducted by students.
5. Research projects, cooperative learning collages, posters, special reading projects and creative writing activities were a part of the Earth program.
6. The school's courtyard became an oasis for environmental picnics, readings, art, and science. In addition, the courtyard became a home for three ducks, three turtles, several frogs and toads, goldfish, and a variety of butterflies and birds.
7. Parkwood's Nature Club designed a school beautification plan. Club members planted over 100 tulips, raked, cleaned, installed a new fountain in the courtyard pond, landscaped the courtyard and flagpole area, and also created Earth shirts. The Earth flag flew over the school for the entire month of April.
8. Fifth graders presented an environmental play, "The Awful 8" to students and staff. Classes went on daily "Litter Patrol" walks, wrote letters to a local newspaper stressing the need for pollution control, planted Tulip Poplar tree seedlings, and made Earth shirts and hats.
9. Parkwood staff involved several community organizations in their program. PSI Energy's "Safari Sam" presented a program laboratory about ecology and the Indiana Cities and Water Small Change Theater presented a play about water conservation.



Teachers wore Earth Shirts on Earth Day.



Earth Day ceremonies in Parkwood outdoor classroom.

**Charlestown Middle School**

8804 High Jackson Road

Charlestown, IN 47111

Contact: Laura Myers

**Description:** The middle school staff designed a variety of exciting earth awareness activities for their Earth Forever program: "Away With Waste," "Here Today, Gone Tomorrow," "Extinction," "Compost Critters," and "Brachiopod Boogies" were the themes selected by students and staff.

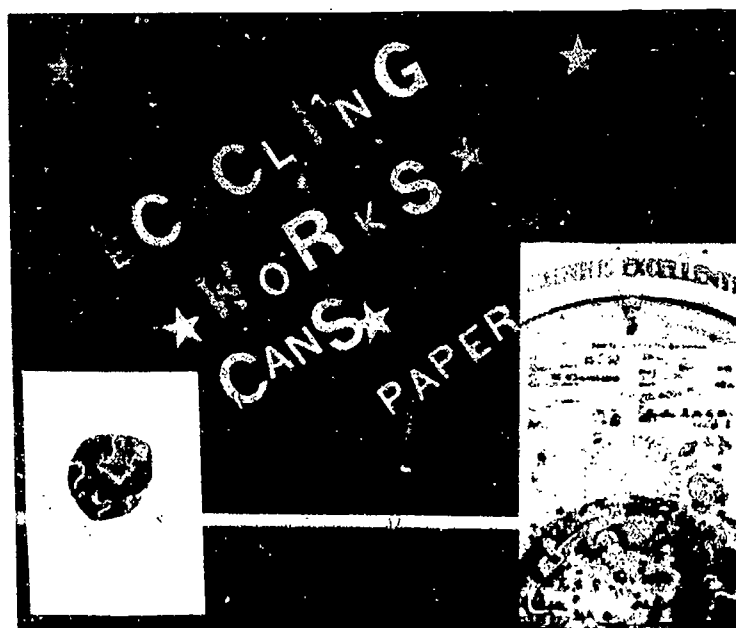
1. Students wrote and performed environmental songs and poems in science and english classes.
2. Students and staff arranged for guest speakers to visit the school and address energy conservation, electricity, recycling, and the falls of the Ohio River.
3. Students participated in a compost study to determine the best compost system for Clark County.
4. Students raised \$500 to purchase a brick for the Falls of the Ohio Interpretive Center by selling paper dinosaurs, pledges for \$1.00 to swim for a class period, and tickets for a night at the movies.
5. Students participated in a wild bird seed study which was sponsored by the Cornell Laboratory of Ornithology.
6. Students participated in a project to design Earth awareness murals in the school.
7. Students developed environmental collages, wrote letters supporting environmental causes, and wore shirts or ties that reflected their concerns for the Earth.
8. The Outdoor Lab Club sold earth awareness t-shirts to raise money for the outdoor laboratory.
9. Students and staff designed WE-CYCLE, a program which emphasized recycling, reducing, and reusing. Recycling featured the collection of soft drink cans by the Music Department. The English Department collected aerosol cans, stored them, and took them to the community recycling center. The CMS students made a conscious effort to reduce the amount of material sent to the landfill. Over 14 suggestions were made and implemented to reuse various materials within the school.





Students at Charlestown Middle School believe in recycling to help the earth.

Students designed recycling posters for their school.





**Hobart High School**  
36 E. 8th Street  
Hobart, IN 46342  
Contact: Art Henderlong

**Description:** The HELP (Help Earth Live Prosperously) Club collected paper from each classroom for recycling. The club also collected plastic, metals, and cardboard from the school. Lake George was the major clean-up project.

1. HELP members created a video to start a new recycling program. It was played in all the classrooms.
2. Club members worked through the mayor of Hobart. As a result, the mayor and his staff donated recycling bins for all classrooms and offices at Hobart High School.
3. Students started working with school cafeteria staff to begin the recycling of milk cartons.
4. Club members sponsored the Lake George Clean-Up program. Through the efforts of club members, the following donations, services, and resources were provided:
  - a. Hobart grocers donated food.
  - b. Dump trucks were provided by the Hobart community.
  - c. The lake level was lowered by the city.
  - d. Donations were provided by many businesses—McDonalds, Burger King, Dairy Queen, Menard's, Pizza Hut, Diner's Choice, Strack and Van Til Mega Mart.
5. Club members sponsored a contest for the most unique objects pulled from the lake.
6. Students and over 300 volunteers collected enough garbage to fill two dumpsters and a dump truck.
7. HELP members donated monies collected from recycling to a scholarship fund in the name of Mr. Jim Fisher, a Hobart High School chemistry teacher, who died during the last school year.
8. HELP members did an outstanding job promoting environmental education throughout the city of Hobart. Businesses, governmental organizations, parents, students, news media personnel and environmental groups were contacted and involved in the recycling and cleanup program. The

program was so successful that a commitment has been made by HELP to continue and expand the program during the 1994-1995 school year.



HELP (Help Earth Live Prosperously) Club members canoe as a team to clean up Lake George.



Teamwork was an important part of Earth Forever activities.

**Warren Elementary School**  
2901 100th Street  
Highland, IN 46322  
Contact: Anne Marie Fitzwater

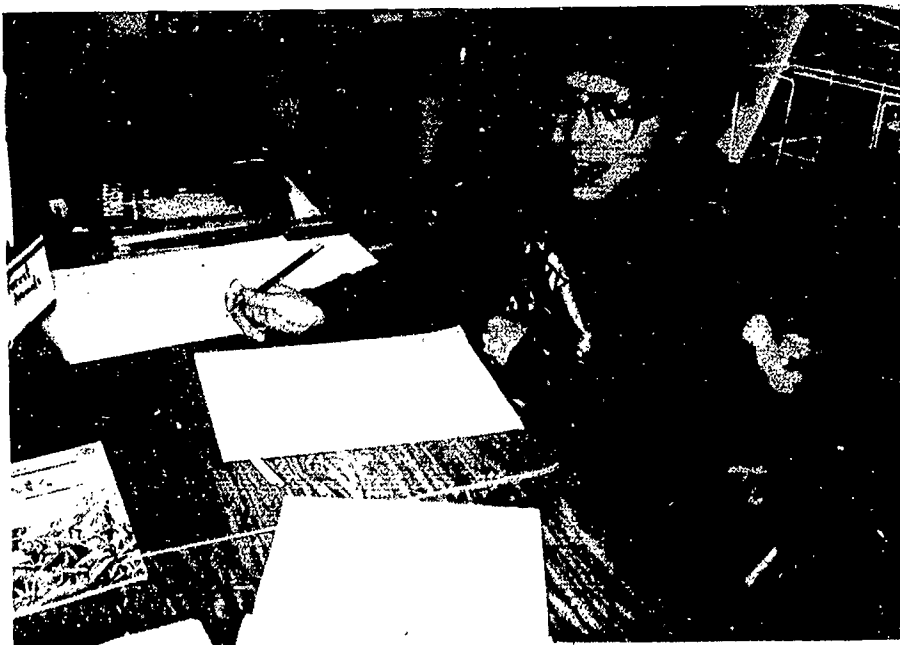
**Description:** As part of the Earth Forever program, students in second grade selected an area of interest to research. The topics they could select from were:

- |                |                       |
|----------------|-----------------------|
| a. Acid Rain   | f. Air Pollution      |
| b. Forests     | g. Water Pollution    |
| c. Garbage     | h. Oil Soils          |
| d. Recycling   | i. Endangered Animals |
| e. Rainforests | j. Wetlands           |

1. Students worked cooperatively and selected an environmental topic to research and experience. Students used teacher resource materials in the school library and other resources for their research. They began by defining their environmental topic and then did research to locate accurate data and information.
2. Students created word webs showing the significance of their study in an outline. Pictures and posters were located and created to help illustrate their topics. Students located science trade books, factual stories, and poetry to help illustrate and make their topics more interesting to other students.
3. Students wrote and illustrated a booklet to teach other students about what they had learned and what they had done to help the Earth. They presented their displays, poems, story webs, charts, posters and story summaries to the class. Presentations and exhibits were taped and provided to other classes to view.
4. Students investigated Meadows Pond in their community to observe life forms and pollution. They discovered the pond and the area around it had been polluted. They wrote letters voicing concerns and recommendations to town park officials.
5. Students volunteered to share their topics and concerns with other classes. The children were excited about their projects and pleased to discover they had become experts within their topical areas.
6. Students researched what parts of the human body are affected by pollution. This interest has led the way for newly developed environmental lessons in health and social studies.
7. Second grade students developed new research, communication, leadership, observation, decision making, creative, and team-building skills to explore and investigate environmental topics.



The rainforest teams were proud of their exhibit and research.



The forest team did research to locate important information and data.

# SUGGESTIONS for EAGLE

This program encourages students and educators to create their own projects. Listed below are some suggested activities that you and your students might consider.

- A) **WATER RESOURCES** - Students could create a dramatic production to illustrate the dependence of the public on rivers, streams and reservoirs for health, recreation, water supply, sewage, and economics.
- B) **AIR QUALITY** - Students could design an audiovisual presentation which shows the effects of air pollution (such as acid rain) on public and private forests, plants, buildings, and property.
- C) **WILDLIFE IMPROVEMENT** - Students could plan and implement projects to attract acceptable forms of wildlife to the school site or other public and private lands.
- D) **EROSION CONTROL** - Students could design and build projects to control erosion of soil from wind and water on school grounds or in local communities.
- E) **EAGLES** - Students could research actions taken by Indiana Department of Natural Resources (IDNR) to reintroduce wild eagles in Indiana. "Project Wild," 6013 Lakeside Blvd., Indianapolis, Indiana 46278.
- F) **SCHOOL SITE IMPROVEMENT** - Students could design and implement projects to utilize the school site. (Examples: an outdoor education area, a beautification project, an arboretum, a school garden, a windbreak, a recycling site, etc.)
- G) **STEWARDSHIP - MANAGEMENT OF RESOURCES** - Students can develop special projects to practice natural resources management of public and private lands. (Examples: Planting trees, landscaping parks, and streets; helping maintain parks, such as painting facilities or making signs; creating special habitats, such as planning a prairie or an outdoor classroom; recycling, etc.)
- H) **AUTOMOBILE, BOAT, OR HOUSING IMPACT** - Students may conduct studies to determine the environmental and energy impact of automobiles, boats, or houses in a natural environment on public and private land, and design a program which could reduce this impact.
- I) **ABUSES OF PUBLIC LANDS** - Students could implement a "WATCH" program to encourage students and adults to report abuses of public and private lands and resources.

- J) INVOLVING SENIOR CITIZENS - Students could create programs to involve senior citizens in stewardship activities on school, public, and private lands. (Examples: recycling, energy conservation, planting trees, building trails, etc.)
- K) VOLUNTEER ACTIVITIES - Students could design and implement volunteer action programs to help manage and protect public and private forests, trails, soils, historical sites, and water resources.
- L) PHOTOGRAPHY PROGRAM - Students could design a photography program encouraging participants to submit pictures that depict environmental concerns on planet earth.
- M) RESEARCH - Students could volunteer to do research on their school site or for public and private land owners. (Examples: bird counts, deer counts, wildlife migration patterns, etc.)
- N) ECOLOGY STUDENT SPEAKERS GROUP - Students could organize a speakers group to educate students and adults about the earth's environmental problems.
- O) CREATIVE WRITING - Students could design an essay program which recognizes those students who write about what the earth means to them.
- P) NATURE TRAILS - Students could design brochures, posters, signs, and displays to inform, feature, and interpret outdoor classrooms and nature trails on school and other public and private lands.
- Q) COMMUNITY RECYCLING/BEAUTIFICATION - Students could work through the Mayor's Office or Chamber of Commerce to jointly plan and implement a community recycling/beautification project.
- R) ENVIRONMENTAL CONSERVATION - Students could develop a slide show, video, or an eight millimeter presentation (10 minutes or less), emphasizing environmental concerns and ways to care for the community's public and private lands.
- S) ENVIRONMENTAL WRITING - Students could write to a resource agency listed in "EAGLE" and share the agency's resources and responses with the class.
- T) NATIVE AMERICANS - Students could design programs to teach others about how Indians lived as part of the earth, not separate from the earth.
- U) RECYCLING - Students could design and implement paper, glass, and aluminum recycling programs for their school and community.

- V) ENERGY, ECONOMICS, ENVIRONMENT (EEE): - Involve students in this new and exciting nationally recognized curriculum. Case studies, activities, (EEE) actions, community investigations, natural resource background information, and EEE resources are included.

Ask for:

- a. K-6 EEE
- b. 6-9 EEE
- c. 9-12 EEE

Costs: \$6.00 per guide.

Contact: Energy Economics, Environment (EEE)  
Office of Program Development  
Department of Education  
Room 229 State House  
Indianapolis, Indiana 46204-2798

Make check payable to: Indiana Department of Education

- W) TAKE PRIDE IN INDIANA (TPII) - Students can design programs and activities to protect, conserve and manage Indiana's natural and cultural resources.  
(See enclosed form)

# EAGLE RESOURCES

These are some of the organizations that produce environmental education materials:

Acid Rain Foundation, Inc.  
1410 Varsity Drive  
Raleigh, NC 27606  
(919) 828-9443

America The Beautiful Fund  
219 Shoreham Building  
Washington, DC 20005  
(202) 638-1649

American Cetacean Society  
P.O. Box 2639  
San Pedro, CA 900731-0943  
(213) 548-6279

American Water Works Association  
6666 West Quincy  
Denver, CO 80235  
(303) 794-7711 ext. 2308

Animal Welfare Institute  
P.O. Box 3650  
Washington, DC 20007  
(202) 429-5609

Citizens Clearinghouse for  
Hazardous Wastes  
P.O. Box 926  
Arlington, VA 22216  
(703) 276-7070

Defenders of Wildlife  
1244- 19th Street, Northwest  
Washington, DC 20036  
(202) 659-9510

Department of Water Resources  
Water Education Programs  
1416 9th Street, Room 338  
P.O. Box 942836  
Sacramento, CA 94236-0001  
(916) 445-9371

Global Tomorrow Coalition/West  
708 Southwest 3rd Avenue Suite 227  
Portland, OR 97204  
(503) 295-0382

Izaak Walton League  
1401 Wilson Boulevard, Level B  
Arlington, VA 222209  
(703) 528-1818

Keep America Beautiful  
Mill River Plaza  
9 West Broad Street  
Stanford, CT 06902  
(203) 323-8987

League of Women Voters  
Education Fund  
1730 M. Street, Northwest  
Washington, DC 20036  
(202) 429-1965

National Arbor Day Foundation  
100 Arbor Avenue  
Nebraska City, NE 68410  
(402) 474-5655

National Audubon Society  
950 3rd Avenue  
New York, NY 10022  
(212) 832-3200

National Institute for Urban Wildlife  
10921 Trotting Ridge Way  
Columbia, MD 21044  
(301) 596-3311

National Wildlife Federation  
1412 16th Street, Northwest  
Washington, DC 20036  
(202) 797-6800



Public Focus  
92 Shaftsbury Avenue  
Toronto, Ontario M4T 1A5  
CANADA  
(416) 926-8121

Soil Conservation Society  
7515 Northeast Ankeny Road  
Ankeny, IA 50021  
(515) 289-2331

Wildlife Management Institute  
110a 14th Street, Northwest  
Suite 725  
Washington, DC 20005  
(202) 371-1808

World Resources Institute  
1709 New York Avenue, Northwest  
Washington, DC 20006  
(202) 638-6300

These are some of the organizations that distribute environmental films:

Bullfrog Films  
Oley, PA 19547  
(215) 767-8226

The Conservation Foundation  
1717 Massachusetts Avenue, Northwest  
Washington, DC 20036  
(202) 293-4800

Green Mountain Post Films  
P.O. Box 229  
Turner Falls, MA 01376  
(413) 863-4754

National Audiovisual Center  
National Archives and Records Service  
General Services  
Administration  
Reference Section CH  
Washington, DC 20409  
(202) 763-1896

National Geographic Films  
17th and M Streets, Northwest  
Washington, DC 20036

Umbrella Films  
60 Blake Road  
Brookline, MA 02146  
(617) 277-6639

University of California  
Extension Media Center  
2223 Fulton Street  
Berkeley, CA 94720  
(415) 642-0460

Michigan Media  
University of Michigan  
Resources Center  
400 4th Street  
Ann Arbor, MI 48109  
(313) 764-5360

# SIERRA CLUB RESOURCES

## SLIDE SHOWS

Each show consists of a 35mm slide carousel for Kodak projectors and a voice and music soundtrack on cassette tape. The tapes have audible tones to cue the advance of slides." "We are the Sierra club," "Acid Rain: The Choice Is Ours," and "The Tropical Rainforests" also include tapes with inaudible tones for automatic advance of slides when using a Wollensak or similar playback equipment.

### **Acid Rain: The Choice Is Ours**

(20 minutes, produced in 1980 by Friends of the Boundary Waters Wilderness) Describes the causes of acid rain; its impact on lakes, fisheries, agriculture, buildings, and health; and corrective measures.

### **THE TROPICAL RAINFORESTS: DIVERSE, DELICATE, DISAPPEARING**

(30 minutes, produced in 1988 by Sierra Club's International Committee) Explores the complex ecology of tropical rainforests, highlighting plant and animals species, and indigenous peoples; explains the causes and effects of forest destruction; and suggests protective action to be taken.

### **We are the Sierra Club**

(14 minutes, produced in 1985 by the Sierra Club) An overview of the Sierra Club's history, conservation efforts, and outing program, with emphasis on opportunities for member participation. (Also available for sale, \$75 per copy.)

## VIDEOCASSETTE (VHS)

### **Arctic Refuge: Treasure of the North**

(25 minutes, produced in 1987 by the Northern Alaska Environmental Center. Also available by special request in a 3/4" tape for broadcast.) Highlights the importance of protecting Alaska's National Wildlife Refuge from the damaging effects of oil development. Features interviews with Native Alaskans, comments of a caribou biologist, and scenes of pollution impacts at the nearby Prudhoe Bay oil field.

### **Global Warming Activist Video**

A special training video comprised of seven public service announcements produced by Sierra Club and an 11-minute global warming documentary produced by the Union of Concerned Scientists, which presents not only the threats to our environment posed by global warming, but also the solutions. Rental \$10 member/\$15 nonmember (one-week booking) sale \$20 member/\$25 nonmember.

### **What is the Limit?**

Produced for the National Audubon Society, this film surveys the environmental problems created by modern industry and agriculture. It also points to rapid population growth as a factor responsible for threatening the prosperity of all people, and warns of a population crash if births continue to rise and the earth's carrying capacity is exceeded. The film concludes with a discussion of the responsibility of developed countries, focusing in particular on the current United States policy on family planning. 23 minutes, 1987, rental \$10 member/\$15 nonmember (one-week booking)

### **The Silent Explosion**

This film focuses on the consequences of overpopulation on the world's economies, environments, and food supplies. It provides examples of solutions with film footage from developing countries. An excellent tool for stimulating student discussion and increasing awareness of population issues. 20 minutes, produced in 1987 by the Population Institute, rental \$10 member/\$15 nonmember (one-week booking)

### **Re-Use it or Lose it**

This documentary video examines the components of the solid waste streams and explains the reasons for recycling a wide range of materials. It looks at recycling programs in various communities, what they have achieved and the problems they are encountering. Produced by Doug Prose for the Sierra Club Solid Waste Committee. 10 minutes, 1990, rental \$10 member/\$15 nonmember, sale \$20 member/\$25 nonmember

### **The Tropical Rainforest: Diverse, Delicate, Disappearing**

A slide presentation on videotape. Rental \$10 member/\$15 nonmember (one-week booking), sale \$20 member/\$25 nonmember

## **FILMSTRIPS**

**Exploring Our World** is a collection of six environmental education filmstrips, available for rental to chapters, groups, and others interested in environmental education. They are suitable for K-7. For a descriptive brochure, write to Sierra Club Public Affairs.

### **The Interdependence of Nature**

This four-part program emphasizes the importance of conservation by demonstrating interrelationships in nature. Part 1 explains the interdependence of various branches of nature. Part 2 shows how a wildlife community is presented through a balance of nature. Part 3 discusses the effects of the changing seasons on

wildlife and humans. Part 4 shows how natural resources are destroyed through reckless or careless use. Includes four filmstrips and two cassettes. For Grade Levels 4-6, produced by University Education and Visual Arts rental \$12 (two-week booking).

### **The Lorax**

This faithful adaptation of the Dr. Seuss book is an excellent introduction to ecology and conservation. Children will respond to this dramatic story as they watch the Truffula trees chopped down and a once-beautiful forest become a smog-covered dump. The loud and dire warnings of the Lorax are ignored for short-term monetary gains. Includes two filmstrips and two cassettes. For Grade Levels 2-5, produced by Random House, Inc. rental \$12 (two-week booking).

### **Pollution: Don't Just Stand There - Do Something**

Through special examples, children learn what pollution is, how it is caused, why we should be concerned about it, and what people can do to help solve the problem. The first three filmstrips examine air, land, and water pollution; the fourth surveys efforts to reduce pollution. Includes four filmstrips and two cassettes. For Grade Levels 3-7, produced by Eye Gate Media, Inc. rental \$12 (two-week booking).

### **Will They Survive?**

Today the single largest threat to wildlife is the destruction of animal habitats by humans. This two-part program on endangered species discusses in detail the present situations of the American alligator, the bald eagle, the California condor, the whooping crane, the grizzly bear, the black-footed ferret, and the peregrine falcon. It examines the reasons these animals are endangered, the efforts that have been made to save them, and their chances for survival. Includes two filmstrips and two cassettes. For Grade Levels 3-7, from the Aerie Nature Series by Perry Conway, produced by Center Productions, Inc. rental \$12 (two-weeks booking).

## **FILMS**

The Sierra Club Film Library is a distinguished collection of conservation films available for sale or rental. For information, write to the Film Distribution Center, 13500 Northeast 124th Street, Suite 2, Kirkland, WA, 98034-8010. Telephone (206) 820-2692.

### **Alaska: Land in Balance**

Alaska is so spectacularly beautiful that many feel the whole state should be a national park. Judy Irving and her crew took over a year to create this sensitive and poetic picture of Alaska, which captures its extraordinarily rich diversity of mountains, lakes, rivers, and glaciers, as well as its caribou, bear, and salmon. It also features the native people. Winner, Chris Bronze Plaque, Columbus Film

Festival; Bronze Award, International Film and TV Festival, New York. 25 minutes, for elementary school through adult, 1979. Rental \$15 (one-day booking), sale \$350.

### **Nature Next Door**

Informative narrative and fine photography combine an educational program that shows how insects, reptiles, birds, plants, and mammals relate to one another in a common area. In the words of the narrator, "It is something children really know and many other people have almost forgotten, that wild creatures still live around us, in the woods and fields, in vacant lots, on wildland. Wild creatures are everywhere, most of them hiding, in trees and grass, in water and soil." 28 minutes, for elementary through junior high school, 1962, rental \$15 (one-day booking), sale \$350.

### **No Room for Wilderness?**

Professor Robert C. Stebbins uses examples from Africa to demonstrate the workings of a natural ecology and the devastating impacts of technology and exploding population on that environment. A sound track of indigenous African music, and bird and animal sounds enhances the film's impact. Recommended by Landers Film Review. 26 minutes, for upper grade school through adult, 1968, rental \$15 (one-day booking), sale \$350.

### **Oil! Spoil! Patterns in Pollution**

Industrialized society's demands for oil, gas, and coal have resulted in the rash exploitation of our natural resources-and in terrible environmental disasters. This film discusses America's energy problems with striking impact. **Oil! Spoil!** is one of the Sierra Club's most effective films. Winner, CINE Golden Eagle Award. 17 minutes, for junior high school through adult, 1972, rental \$12.50 (one-day booking), sale \$275.00.

### **The Redwoods**

Stands out among Sierra Club's award-winning films; it received the Academy Award for Best Short Documentary. As coveted as that award was, the creation of redwoods National Park was more meaningful. **The Redwoods** was a major factor in helping to build public and congressional support for park designation. **The Redwoods** provides a conservation message for all ages and for all the ages. "A poetically timed journey through one of nature's most beautiful and wonderful forest areas," says Film News Review. Winner, CINE Golden Eagle Award. Ten minutes, for junior high school through adult, 1968, rental \$12.50 (one-day booking), sale \$250.00.

## ORDERING SLIDE SHOW/VIDEOCASSETTE/FILMS/FILMSTRIPS

The cost for rental is \$20 for slide shows, \$15 for video cassettes, \$15 for films, and \$12 for filmstrips. The borrower is also responsible for return or forwarding postage (usually under \$5). Programs are sent via United Parcel Service, and may take up to two weeks for delivery. UPS does not deliver to Post Office Boxes. Please send all requests and payments to:

Sierra Club Public Affairs  
730 Polk Street  
San Francisco, CA 94109  
(415) 776-2211

# AMOS W. BUTLER AUDUBON SOCIETY

## EDUCATION COMMITTEE VIDEO LIST

Reserve the videotapes of choice by calling the Chairman of the Education Committee, Alicia F. Craig at Wild Birds Unlimited (317) 251-5904.

Videotapes can be picked up between 9:30 a.m. and 5:45 p.m., Monday through Friday, from 9 a.m. to 4:45 p.m. Saturday, and 12 noon to 4:45 p.m. on Sunday at Wild Birds Unlimited, 6425 North Keystone Avenue, Indianapolis, IN 46220

Videotapes can be checked out for a period of three days with a limit of three tapes per time. Videotapes must be rewound and returned in the conditions in which they were received.

The Ancient Forests  
By Project Lighthawk  
8:52 minutes

The Endangered Species Act: A Commitment Worth Keeping  
National Audubon  
8 minutes

A Message from Congress on Sustainable Development in United  
States Foreign Assistance  
National Audubon  
11 minutes

Arctic Refuge: A Wilderness in Peril  
Wilderness Society  
8 minutes

Ancient Forests: A Call To Action  
Project Lighthawk  
8:52 minutes

Ancient Forests: Vanishing Legacy of the Pacific Northwest  
Wilderness Society  
8 minutes

Arctic Refuge: Treasure of the North  
Northern Alaska Environmental Center  
25 minutes

Rage Over Trees: Ancient Forests  
National Audubon  
1 hour

What Is The Limit?  
National Audubon  
23 minutes

Wild In The City  
Wild Hare Video  
30 minutes

Owls Up Close  
National Audubon  
35 minutes

Rainforest Voices  
Nature Science Network  
28 minutes



# SPONSORS

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2. Indiana Wildlife Federation
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4. Soil Conservation Service
5. Indiana Department of Natural Resources - Project Learning Tree and Project Wild
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7. Soil and Water Conservation Districts (92)
8. Hoosier Environmental Council
9. Indiana Department of Environmental Management

## EAGLE CHALLENGE

BEGIN NOW to organize an EAGLE program for your school. Take advantage of the outstanding ideas, programs, and resources in this publication, or create your own activities programs.

TAKE  
PRIDE IN  
AMERICA

Although the  
**Take Pride in America**  
program is gone,  
we can still



## **Take Pride in Indiana!**

This program recognizes individuals and groups  
for outstanding projects and/or awareness efforts  
that manage, protect, or preserve  
environmental, cultural, or historical resources within  
Indiana.

THIS PROGRAM IS JUST GETTING STARTED...  
So if you're interested in receiving information  
about this recognition program,  
please let us know!



☐ Yes! I would like to receive an information packet for this program.

Name: \_\_\_\_\_  
Title (if applicable): \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Daytime phone: (\_\_\_\_) \_\_\_\_\_

Please return this slip to:  
Georgia O'Malley, Planner  
IDNR Division of Outdoor Rec.  
402 W. Washington St., Room W271  
Indianapolis, IN 46204

# EAGLE PLEDGE

I pledge to become an **Earth Guardian** for our home. As a guardian for the **Earth**, I will take care of my health. I will watch over the water, wild and domestic animals, wild flowers, trees, air, soil, birds, snakes, and other precious resources. When I observe these animals, plants, and resources being abused, I will either call the proper authorities or, take a stand immediately to stop the abuse.

I pledge to take time to visit, and observe the streams, lakes, ponds, trees, flowers, rocks, soil, and wildlife in my community. I will take time to listen to the wind, to smell a beautiful flower, to see the beauty in a forest or in my backyard, to feel the coolness of water in a lake or a stream and to taste the sweetness of a fresh apple or a wild blackberry. I will make certain to leave only footprints when I visit a wild area.

I pledge to do everything in my power to help make the **Earth** a better place to live for all types of life; the plants, the animals, the children, and the adults. I will take responsibility for all the resources I use each day, month, and year. I will take care of my bicycle, clothing, pets, and personal items. I will also teach my parents, brothers, and sisters to help take care of **Earth's** resources, and I will encourage them to take care of their health.

I pledge to teach others that we are part of the **Earth**, and that **Earth** is a part of each of us. I will teach others to not abuse the **Earth**, for it is the home for present and future wild animals, plants and humans. I will teach others that we make a difference when we recycle, improve wildlife habitats, prevent soil erosion, plant a tree, take care of our pets, guard our streams and waterways, conserve energy, and eat nutritional food.

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**EARTH GUARDIAN MEMBER**

# THE STREAM

*I kneel beside a flowing stream  
I look and think, think and dream.*

*I dream about the wondrous day  
When death and suffering go away.*

*When air is clean, and water clear  
I'll look outside and see a deer.*

*An eagle soars high above  
And all around are things I love.*

*My dream fades as I look in the stream  
In the water is a six-pack ring.*

*I see a fish, belly up  
And farther down, a paper cup.*

*My heart tells me, if we work together  
We can make the world much better.*

*I pick up the ring, and the paper cup  
And bury the fish, belly up.*

Written by Christine Morris  
Seventh Grade Earth Guardian  
Peachtree City, Georgia

# INDIANA

## LAND of INDIANS

*In search of a home and freedom  
Their spirits led them here  
To the streams and wild rivers  
To the beaver, fox, and bear.*

*Lived in total harmony  
With the water and the land  
Took only what was needed  
Here they took a stand.*

*Their families were united  
So strong and so true  
Their love was long lasting  
They prospered and they grew.*

*Many tribes found their way  
To this new wilderness  
They loved the beauty of the land  
Discovered true happiness.*

*This new land of Indians  
With new homes and spiritual source  
Brought the dreamers and warriors  
To new power, beauty, force.*

*Potowatomi, Kickapoo, Munsee  
Delaware, Wyandot, Shawnee  
Miami, Wea, Piankashaw  
And the invading Iroquois.*

*Indiana, so wild, so free  
Giant forests touched the sky  
Shared the rain and sunshine  
With the beaver and osprey.*

*Native Americans adapted well  
The earth, their mother  
Left only footprints on earth  
The eagle was their brother.*

*Loved their families dearly  
Each child, a delight  
Special names were given  
Little Fawn, Red Hawk, Star Bright.*

*The women were guardians  
When family needs intensified  
Kept the gardens, children, fires,  
Families grew strong and unified.*

*The men would hunt and fish  
Learned the skills to survive  
Fought as warriors when invaded  
Trying hard to stay alive.*

*The tribes lived peacefully  
Near the lakes, forests, streams  
Shared stories around camp fires  
Under star filled sky, moon beams.*

*Communicated with the wind  
The water, plants, and trees  
Special prayers to their creator  
Were carried with the breeze.*

*Thousands of Indians lived here  
They lived so brave and pure  
Until they were visited  
By the French Voyageur.*

*These fur traders in canoes  
Brought new goods this way  
Muskets, knives, traps, and rum  
How could the natives pay?*

*They paid by trapping beaver  
A good portion of their life  
Brought back beaver pelts  
For a musket, rum, and knife.*

*The native families weakened  
They were no longer strong  
It was easy to move them  
Freedom would soon be gone.*

*How could the rivers fail them?  
The land of beaver, gone!  
The families, now divided  
The voyageurs went home.*

*Who're those strangers coming?  
With horses, wagons, plows  
Forced Indians off their land  
To plant seeds and raise cows.*

*Soldiers came to Indiana  
After treaties took the land  
From the tribes who came for freedom  
For awhile, they took a stand.*

*Tribe by tribe, they disappeared  
To Kansas, so far way  
Loved ones buried in the soil  
They cried so hard to stay.*

*What we did was cruel  
To the Potawatomi and Shawnee  
And the other Indian tribes  
Who came here to be free.*

*Listen carefully to the wind  
Hear their cries of pain  
These wind cries will teach us  
To never do this again.*

*Native Americans are back in force  
5,000 are here today  
They represent over 300 tribes  
Sent here to lead the way.*

*They are a force united  
Throughout this Indian state  
Fighting for recognition  
With love, not with hate.*

*You can feel the spirit  
Of those who came and died  
And the natives who returned  
They will not be denied.*

*Don't take freedom lightly  
Give it your best try  
Or it will disappear  
In the blink of an eye.*

Written by Joe Wright  
(Grey Eagle)  
Office of Program Development  
Indiana Department of Education

# YOU CAN MAKE A DIFFERENCE

*You can make a difference  
In everything you do  
For our precious planet  
So beautiful and blue*

*Walk softly on the planet  
Leave no wounds or scars  
Teach the children to value  
The plants, the soil, the flowers*

*The flowers, trees, and wildlife  
Need your loving touch  
Especially the children  
Who depend on you so much*

*Hear the Earth cry  
Take a stand for action  
Leave only footprints  
And waves of interaction*

Written by Joe Wright  
(Grey Eagle)  
Office of Program Development  
Indiana Department of Education

### **Policy Notification Statement**

It is the policy of the Indiana Department of Education not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap, in its programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with Title IX may be directed to the Human Resources Director, Indiana Department of Education, Room 229, State House, Indianapolis, IN 46204-2798, or to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, DC; **Dr. Suellen Reed, State Superintendent of Public Instruction.**





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