A Study to Engage Older Children in Discipleship

by Mike Poteet
God's Creation, Our Health: Taking Action Together
by Mike Poteet

© 2011

The Office of Child Advocacy
in partnership with the
Office of Environmental Ministries
and Jed Koball, mission co-worker
and companionship facilitator for Joining Hands Peru,
a network of Joining Hands Against Hunger,
The Presbyterian Hunger Program.
Compassion, Peace and Justice Ministry,
Presbyterian Church (U.S.A.)

Available online for download at www.pcusa.org/child, or for purchase through Presbyterian Distribution Service for $8.
To order, call (800) 524-2616 or go to www.pcusa.org/churchstore. Specify PDS # 24354-11-004 when ordering.

This resource is made possible through your generous gifts to the Pentecost Offering and Basic Mission Support.

All biblical quotations, unless otherwise noted, are from the New Revised Standard Version of the Bible, copyright 1989 by the Division of Christian Education of the National Council of Churches of Christ in the United States of America. Used by permission. All rights reserved.

Printed in the United States of America.

About the Author

Mike Poteet is a teaching elder in the Presbyterian Church (U.S.A.), currently serving the larger church as a freelance writer. He regularly writes youth Christian education resources for the United Methodist Publishing House, served on the initial writing team for the Feasting on the Word Sunday school curriculum, and has authored several literature study guides for Progeny Press, a Christian homeschooling publisher. He also contributes reflections on the intersections of science fiction, fantasy, and faith to “The Sci-Fi Christian” blog (www.thescifichristian.com.) Mike and his wife are the proud parents of two children and live near Philadelphia, Pennsylvania.

Photos by Jed Koball
**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Session 1: Caring for God’s Good Creation</td>
<td>9</td>
</tr>
<tr>
<td>Session 2: Sustaining a Healthy Creation</td>
<td>15</td>
</tr>
<tr>
<td>Session 3: Learning from La Oroya</td>
<td>21</td>
</tr>
<tr>
<td>Session 4: Working for Change</td>
<td>27</td>
</tr>
<tr>
<td>Resources</td>
<td>33</td>
</tr>
</tbody>
</table>
Welcome!

Welcome to God’s Creation, Our Health: Taking Action Together. During these four sessions, you and the children with whom you minister will celebrate God’s good gift of the natural world, as well as God’s calling of human beings to be caretakers of it. You will learn about the failure of humankind to live up to that calling; specifically, you will become familiar with the chronic lead poisoning facing the people, especially the children, of La Oroya, Peru, one of the ten most polluted cities on the planet. But you will also take steps toward making a positive difference, not only in La Oroya but also in your own backyard. Following the lead of CAMBIALO (“Construyendo un Ambiente Adecuado en La Oroya,”— or “Building a Better Environment in La Oroya”— the acronym means “Change it”), a group of concerned and active young people in La Oroya, you and the children will practice ways of speaking out on behalf of both the rights of children and the health of the environment. You’ll see that such activism is more than a good idea, and is bigger than any social “cause”— it’s an important part of living as a faithful disciple of Jesus Christ.

About La Oroya

Jed Koball, mission co-worker in Peru and companionship facilitator for Joining Hands Against Hunger Peru, describes the situation in La Oroya:

La Oroya, Peru, with a population of approximately 35,000 people, is located at 13,000 feet above sea level in the central Andes. In 2005, a study conducted by the St. Louis University School of Public Health, and facilitated by Joining Hands Against Hunger in Peru, showed that 97.2% of children between the ages of 6 and 12 had levels of lead in their blood, surpassing the World Health Organization’s safe blood lead level threshold of 10 milligrams per deciliter (one tenth of a liter). Some children were found to have blood lead levels above 70 mg/dL.

The source of the pollution is a metallurgical processing plant. Operated since 1997 by Doe Run Peru, it is a subsidiary of the New York City-based Renco Group, Inc. The metallurgical processing plant is a unique operation able to reduce complex Andean rock into high quality metals, including gold, silver, copper, zinc and lead, for sale on the global market.

Built in 1922, the plant was originally operated by Cerro de Pasco Corporation (a U.S. based company). In the early 1970’s it was taken over by the Peruvian State company Centromin. During a 1997 privatization movement, the State of Peru sold the plant to Renco Group in a non-transparent bidding process. It was sold under the condition that the operating company, Doe Run Peru, complete a nine-step Environmental Adequacy and Management Program (PAMA) that would reduce the levels of toxic emissions to measurably safe conditions within ten years of purchase.
With contamination having built up over those 75 years of non-stop operations since 1922, there was an expectation that the sale of the plant would bring environmental change to the town. And change did occur upon turning the operations of the plant over to Doe Run Peru; however, it was not the change that people expected.

Citing increased health problems, residents of La Oroya called for environmental tests to measure levels of toxic emissions in the atmosphere. A 1999 study by the Peruvian Ministry of Health had reported that almost 20 percent of children had levels of lead high enough to warrant immediate medical attention.\(^1\)

Yet, Doe Run Peru claims to have invested in making La Oroya a healthier place. A message at their website (http://doerunperumedia.com.pe/english/our-message/) states, “To date, we have invested over $100 million in facility improvements and $30 million in social responsibility programs, which directly benefit both La Oroya and the surrounding communities.” The company points to reductions it has made in toxic emissions; however, it does not draw attention to the fact that when it took over the plant in 1997, pollution increased dramatically from previous levels.

In the late 1990’s, Joining Hands Against Hunger in Peru, a global partner of the Presbyterian Church (USA), realized that increased levels of toxins were being emitted into the atmosphere by Doe Run Peru. The network identified the environmental and health conditions of the citizens of La Oroya as a primary focus of their work. Joining Hands Against Hunger requested the support of the Presbyterian Church (USA) in addressing the root cause of the injustice.

Together with the Presbyterian Church (USA) and other allies in Peru, Joining Hands Against Hunger in Peru was instrumental over the next decade in attaining three significant achievements:

1. creating international awareness of the situation of La Oroya through media outlets such as the *New York Times*, *LA Times*, *Vanity Fair*, *Christian Century*, *National Public Radio*, and *CNN*;

2. facilitating the 2005 study by St. Louis University School of Public Health;

3. pressuring the State of Peru to begin enforcing the Environmental Adequacy and Management Program. The work of Joining Hands and the PC(USA) also aided the cause of finding the Peruvian Ministry of Health guilty in international courts for not providing adequate health care to the residents of La Oroya.

Despite these achievements over ten years, Doe Run Peru continued to avoid its responsibility to complete the PAMA, aided by extensions provided by the State of Peru. And the State of Peru still has not met international guidelines for providing adequate healthcare.

But, in 2009, three things happened that changed the landscape for the campaign for the health of La Oroya:

1. **Doe Run Peru entered into bankruptcy hearings.** Citing the world economic crisis and the temporary decline in world metal prices, Doe Run Peru unsuccessfully petitioned for a government bailout. In June of 2009, it closed operations for the first time in the history of the plant. It remains closed to this day.

---

Now the residents of the town have clean air to breathe; however, the soils are still deeply contaminated. Were the plant to start up again, it would do so without the necessary changes required by the PAMA. The risk for further contamination still exists as the bankruptcy hearings remain unresolved.

2. In 2011 Renco Group filed arbitration for $800 million against the State of Peru for violating the 2009 Free Trade Agreement implemented between the United State and Peru. Citing an Investors’ Rights clause within the agreement, Renco Group claimed that the high cost of the PAMA had led to the bankruptcy of Doe Run Peru. Renco claimed that this amounted to indirectly depriving them of their investment—a violation of the Free Trade Agreement. This case also remains unresolved.

3. A new voice for La Oroya was born – the voice of CAMBIALO! In 2009, Joining Hands Against Hunger in Peru received an email from a group of fourth and fifth graders in New York City. They wanted to learn more about La Oroya from the kids of La Oroya themselves. So Joining Hands gathered children born after 1997 along with their parents to see if there was a desire among them to tell the story of La Oroya. The desire was great! And so the group CAMBIALO was formed, and their mission defined. Among all the causes of the contamination, such as the irresponsibility of the company, the lack of will by the government of Peru, and even an international trade agreement that appears to allow the company to get away with the contamination, the kids of CAMBIALO recognize there is one more cause — a people and a culture who do not speak up and take a stand. This is the mission of CAMBIALO, to awaken a culture of care for the environment and for the rights of all to breathe clean air.
CAMBIALO Makes a Difference

As you will see during this study, CAMBIALO has been busy. In addition to their work within La Oroya, the kids of CAMBIALO have been reaching out to others, including classes of children like the one you’ll be leading. CAMBIALO is seeking allies and friends who will help them raise awareness of the plight of La Oroya, eventually leading to their goal of a meeting with the presidents of the United States and Peru. They aren’t just receiving help, though. They’re giving it, in the form of inspiration and practical advice about working for change. CAMBIALO wants to see children elsewhere speak up for themselves, even as they are doing. Their message to children is clear: You don’t have to accept being ignored or mistreated. You have the power to make a difference.

About Joining Hands

Joining Hands Against Hunger Peru (JHAH-PERU), or Uniendo Manos, is one of ten partnerships engaged in a unique approach to mission. Part of the Presbyterian Hunger Program, in Joining Hands presbyteries and congregations are invited to work within a denominational coalition that joins with marginalized people. The coalition includes churches, nonprofit organizations, community groups and members of other faith traditions; together these groups make up what are called communities of mission practice. These communities engage the world in disciplined ways through common spiritual and ethical values. The goal of Joining Hands is to organize together in both the Northern and Southern hemispheres to campaign for peaceful social change in a globalized world.

Most of the issues identified by global partners as contributing to poverty abroad are also relevant in the United States. This effort is not about going somewhere else to do mission. Instead, Joining Hands partners look together at the immense troubles we all face on a small planet. Together, they join in prayer, research, repentance, and in a process of mutual transformation that reflects a shared commitment to restoring the wholeness of God’s creation.

The mission of JHAH-PERU is to improve the quality of life of the most economically disadvantaged. To carry out this mission Joining Hands Peru has established three commissions, one of which is the Commission on Environmental Justice focused on children’s health in La Oroya and other mining towns.
About This Study

This study’s four sessions reflect both sides of CAMBIALO’s mission. The children in your group will gain a greater awareness of the problem facing La Oroya, and will also choose to focus on and respond to an environmental issue confronting them here at home. And they will pursue both goals as part of their growing understanding of discipleship. While other children work with CAMBIALO in other settings and for other reasons, this study assumes you and the children will be doing so as a response to the gracious God who created the world good “in the beginning” and who redeemed it in the life, death, and resurrection of Jesus Christ.

Each session, therefore, begins and ends with brief acts of Christian worship, including Scripture, song, statements of faith, and prayer. The lesson plans provide a wide range of activities, and options for extending your time are also provided. For a church school class or other session of between 45 minutes and an hour, plan to use the activities suggested in the body of the session. While all the activities situate your actions in the context of serving God and following Jesus, these activities are the most essential for meeting the goals of the study.

If, however, you are using the study in another setting, such as a midweek program or a vacation church school, check out the activities under “If You Have More Time” and use these to plan for a longer session of up to 90 minutes.

Model a Commitment to Environmental Justice

As you plan your study, incorporate that same mindset into your preparation and arrangements. Be a model of a wise use of resources:

- **Re-use materials whenever possible.** Don’t spend money on new packs of construction paper, for example, when your Christian education program may already have plenty of scraps you can utilize. And, when you do have materials left over, be sure to save them for future use, either in this study or others.

- **Reduce the amount of paper used.** This concern is especially important when it comes to photocopying. This study does include some reproducible resources, but we have attempted to limit the amount of photocopying you need to do; and we encourage you to make your photocopies on the blank side of previously used paper.

- **Value the resources you have.** This study, for example, avoids using food for any purpose other than eating it. You won’t find any macaroni art projects here! If you serve snacks, offer only healthy choices, and avoid bottled water or soda.

- **Work in natural daylight as much as possible.** You’ll save energy (and money on your church building’s electric bill!).

Connecting with CAMBIALO

One necessary energy expenditure will be whatever power you need to run a quality multimedia computer with Internet access. Although the Resource Section includes some of the information you can find at the CAMBIALO and “Kids for Kids” websites, and although emails to La Oroya are not absolutely necessary to complete the study,
the use of the computer is very strongly recommended in order to realize the study's full potential.

If such resources are simply not available to you at your church building, consider meeting, at least for a special session, in the home of a congregant or other interested adult who can provide them. (Be sure your children's parents or guardians give their permission before any session in a private home; and take at least two responsible adults with your group. You may want to distribute and collect permission slips; check with your congregation’s insurance policy.)

Again, each session provides enough variety of choice and alternatives of method to allow you to mount the study without online connections. Don't let the lack of Internet access prevent you from learning about what kids can do to make a difference, in Peru and at home! But going some extra distance to connect with the kids of CAMBIALO will make the study all the more meaningful, and will increase the chances that it will have a lasting impact on your children.

**Video Conferencing**

For groups that are interested in a real face-to-face connection between themselves and the kids of CAMBIALO, opportunities for video skyping can be arranged through communications with PC(USA) mission co-worker Jed Koball (jed.koball@pcusa.org).

To note, due to high demand of Skype calls and the logistical challenges of meeting all the demands, Skype calls will be limited to certain times of the year, month, week and day; furthermore, the calls will be limited to groups who have established a clear will to promote the work of CAMBIALO.

**Setting the Stage**

This study does not dictate any particular arrangement of meeting space. You can use it in a variety of settings. You may, however, wish to establish a worship center somewhere in your meeting space. The session plans call for gathering around a world map or globe and a cross, and you could have those items on display throughout the study in a given location. You may want to have tables and chairs for the worksheet-based activities (although this writer has found that kids often enjoy doing such work
spread out on the floor just as well). If you will be using the computer in your meeting space, have it positioned in a visible and easily accessible place (perhaps connected to a video projector, so that all children can easily see what is being done). As always, accommodate children with special physical needs in your space arrangements.

A Final Thought

A Brief Statement of Faith (1991) makes explicit reference to humanity’s failure to live as faithful caretakers of God’s creation: we “rebel against God,” including the ways we “threaten death to the planet entrusted to our care.” Consequently, “[w]e deserve God’s condemnation” (10.3). Thanks be to God, God forgives us and empowers us, through the Holy Spirit, for taking up again that holy task — and not all on our own. The Spirit “gives us courage . . . to hear the voices of peoples long silenced, and to work with others for justice, freedom, and peace” (10.4).

Children’s voices were too often silenced in Jesus’ day, and they are still too often silenced in our own — not just in Peru, but even in the United States. While much of our popular culture and consumer spending seems oriented around children, precious little of that energy is directed toward helping children express themselves: their true hopes, their real fears, their developing sense of identity. Rather than training consumers, your task as a Christian educator is to help children claim their true self — as beloved children of God — and encourage them as they work, individually and together, to live up to that name in all they do. Especially through studies such as this, you can show them how, even now, God can use them “to work with others for justice, freedom, and peace.” What a challenge! What a blessing! May God give you joy in your journey together.
Session 1
Caring for God’s Good Creation
Genesis 1:1-2:4, 15

Goals
• To experience the Creation stories of Genesis, and respond by praising and thanking God for making all things “very good” (Genesis 1:31).
• To learn about humanity’s calling to take care of what God has made.
• To be introduced to Peru — its geography, topography, flora and fauna; and its people — and to appreciate it as a part of God’s creation.

Preparation
• If the children in your group are not familiar with one another, you may want to use the icebreaker game, “How Does Your Garden Grow?” (Resources, p. 38)
• For the opening worship for all four sessions, you will need a world map or globe. Be sure to locate for yourself where La Oroya is in Peru so you can help the children find its general location. In the worship time a Peruvian hymn is suggested. Although it is found in Sing the Faith (#2033), it can also be found at http://www.hymnsite.com/fws/hymn.cgi?2033) where you can download the lyrics and hear the piano accompaniment.
• Print the children’s response in the Call to Worship on a sheet of newsprint or a chalk or white board.
• Read over “Enacting Creation” (Resources, pp. 36-38) to familiarize yourself with the actions the children will be imitating for the enacted scripture.
• Several activities point you to resources found at websites, including the website www.presbykids4kids.org. Internet access in the session is strongly suggested, but if that is not possible, download suggested information from the websites in advance.
• A good detailed map of Peru will be helpful.
• There are several activities in the four sessions that suggest the use of magazines with photographs of people and the natural world. Collect these in advance to have available.
• Make copies of Children’s Sheets 1 and 2. Check the lists located in the margin of the page for other materials and supplies for the activities.

Gather Together
1. Hold a Scenic Scavenger Hunt.
   Supplies: magazines, newspapers; copies of Children’s Sheet 1, large sheet of newsprint paper, scissors, glue
As children arrive invite them to look in newspapers or magazines for pictures of nature that match items on Children’s Sheet 1. They can cut or tear out the pictures and make a montage.

2. ¿Hablas Espanola?

Supplies: Copies of Children’s Sheet 1; one or more bilingual dictionaries, pens or pencils

Invite the children to work together using the bilingual dictionaries to translate the Scenic Scavenger Hunt items and the “¿Cómo se dice...?” words into Spanish. If any children speak Spanish, ask them to teach these words to the class.

Worship Together

3. Join in a Call to Worship.

Supplies: world map or globe; children’s response printed on newsprint, whiteboard or chalkboard

Gather around a world map or globe. Have a volunteer find the general location of your city or community on the map/globe. Then show the location of La Oroya, Peru. Say:

Even though we in [your location] and the children in La Oroya are far apart, we are connected because we are all people created by God, living in God’s world.

Invite the children to join you:

The earth is the Lord’s and all that is in it, the world, and those who live in it (Psalm 24:1).

Our help is in the name of the Lord, who made heaven and earth (Psalm 124:8).

4. Sing “Glory to God (Gloria a Dios).”

Supplies: lyrics and accompaniment at http://www.hymnsite.com/fws/hymn.cgi?2033 or Sing the Faith (#2033)

Sing “Glory to God (Gloria a Dios)” a traditional Peruvian hymn, using the music from the website, or another hymn or song of praise of your choosing.

5. Enact the Scripture.

Supplies: “Enacting Creation” (Resources, p. 36-38)

Using “Enacting Creation” (Resources, p. 36-38) Genesis 1:1-2:4, lead the children in enacting the creation story.

Discuss:

• What’s your favorite part of God’s creation? Why?
• How are human beings different from other living creatures God created?
• Have you ever been asked to take care of something very special? How did you feel when taking on that responsibility? What happened?
• What is dominion? (Tell the children it can mean “to rule over,” “to take care of” or “to be responsible for.”) Do you think having dominion is a
good thing, or a bad thing? Why?

• How are God’s instructions to the first human beings like and unlike that experience?

Read aloud this week’s Challenge Verse, in English and/or Spanish. Repeat the verse phrase by phrase, asking children to repeat each phrase.

Genesis 2:15:

The Lord God took the man and put him in the garden of Eden to till it and keep it (NRSV).

... Dios el Señor puso al hombre en el jardín de Edén para que lo cultivara y lo cuidara ... (DDH).

6. Pray Together.

Pray the following, or a prayer of your choosing:

Holy God, we give thanks for animals and plants, earth and sky and water. All of these are part of your creation, and it is very good! Through your Word, in prayer, and as we listen to one other, help us to find new ways to be caretakers of all you have created. Amen.

Learn Together

7. Map Peru.

Supplies: copies of Children’s Sheet 2; world map or globe; maps of Peru (from books, travel magazines, Internet; including vegetation map at http://en.wikipedia.org/wiki/File:Peru_veg_1970.jpg)

Distribute photocopies of Children’s Sheet 2, asking children to complete the map activities listed there, using a map of Peru as a guide. (For question 6, have copies of the vegetation map at http://en.wikipedia.org/wiki/File:Peru_veg_1970.jpg available.) As children work, tell them La Oroya is one of the world’s most polluted cities. Tell children that during your remaining sessions, you will find out how human beings failed to take care of God’s creation in La Oroya and how children’s health there has been affected. But they will also learn what human beings — especially kids — are doing to make life in La Oroya better for the city and its people.


Supplies: Pictures showcasing Peru’s natural beauty and people (visit such sites as http://travel.nationalgeographic.com/travel/countries/peru-photos, and/or look in travel books and magazines)

Tell children the name “Peru” may derive from a word in Quechua (the language of the ancient Incas, still spoken by many aboriginal South American peoples) meaning “land of abundance.” To see how Peru displays the abundance of creation, spend time with children looking at the pictures. Challenge children to find examples of the water, vegetation, living creatures, and men and women mentioned in Genesis 1.

2 http://travel.nationalgeographic.com/travel/countries/peru-facts/
9. **Make a Creation Comic Book. [C head]**

*Supplies: Two sheets of 8-1/2” by 11” paper per child; stapler; pencils (regular and colored), pens, markers, comic book layout templates, such as those at http://donnayoung.org/art/comics.htm*

Invite children to create a comic book illustrating Genesis 1:1-2:4. Have them fold both sheets of paper in half at once, then staple the sheets together close to the fold to make an eight-page “book.” Working individually or in small teams, let them make comic books with a front cover and a page (subdivided into panels, if children wish) per day of Creation. (Comic book layout templates such as those at [http://donnayoung.org/art/comics.htm](http://donnayoung.org/art/comics.htm) may prove helpful.) With children’s permission, scan or photocopy the comic books for distribution to the congregation.

---

**Celebrate Together**

10. **Affirm Our Faith. [C Head]**

Ask the children to repeat after you each of the following sentences based on questions 7-9, *Belonging to God: A First Catechism*

- God created all that is, seen and unseen.
- God made us, male and female, in the image of God.
- We are made to reflect God’s goodness, wisdom, and love.

11. **Close with Prayer.**

Teach the children the following response:

The Lord be with you.

And also with you.

Pray the following closing prayer:

*Creator and Ruler of everything in the air, on the land, and in the sea: Thank you for placing us in your beautiful garden as caretakers. Forgive us for having broken that trust. By your Spirit, strengthen us to make better choices and to cherish what you have made, sharing your delight in your good world’s wonders. Amen.*

If You Have More Time . . .

Take a group “nature walk” around your church building’s grounds, in the neighborhood, or in a public park or wooded area. Encourage children to find and point out items that make them feel thankful for what God has made. Take photographs of the items and create a montage or digital slide show, set to music, celebrating God’s good creation.

Recycle soda bottles into terrariums (“God’s Gardeners”, Resources, p. 38), or invite the children to plant seeds using potting soil in clay pots or biodegradable pots that can be planted in the ground. Ask the children to take their plantings
home and care for them. Set aside time in each subsequent session for them to report on their plants’ progress. You might also invite children who garden to share their experiences. Or you might find ways the children can help tend to any plants or gardens on your congregation’s property. Talk with children about how these activities are ways we can be good caretakers of God’s garden (Gen. 2:15). Ask them to brainstorm other ways they already do or can take care of God’s creation.

Sample some characteristic foods of Peru, and/or make and enjoy one of the Peruvian-inspired recipes provided in “Tastes of Peru” (Resources, p. 40-42). Be sure to share (rather than throw out) any leftovers.

Give children time to explore printed resources or trusted websites about Peru, locating facts about the country’s natural environment and people that interest them. Challenge them to write multiple choice or “Jeopardy!”-style trivia questions using these facts. Divide the group into teams, and have each team ask the other its questions.
Session 2

Sustaining a Healthy Creation

Psalm 104:10-24; Psalm 8

Goals

• To celebrate the diversity of living creatures in God’s world.
• To develop an understanding of how human actions can harm the world and all living in it, including people.
• To learn about lead and the health threats it poses.

Preparation

• Some activities in this session suggest the use of websites. If you will not have Internet access during the session, download pictures (such as the astronomical images for the worship activity) or other resources to your computer in advance, or print out pictures to display.
• Print the children’s response in the Call to Worship on a sheet of newsprint or a chalk or white board.
• Both the animal charades activity and the web activity could potentially take a significant amount of time. Plan to limit each of these activities to a maximum of five minutes.
• Make copies of Children’s Sheets 3, 4, 5 and 6. Check the lists located in the margin of the page for other materials and supplies for the activities.

Gather Together

1. **Play Animal Charades.**

   Divide the children into two teams. Players from each team take turns pantomiming animals for the other team to guess. For a fast-paced variation, challenge each team to see how many animals it can successfully pantomime for the other in one minute. Remind children that we, like the animals they’ve pantomimed, are living creatures made and valued by God.

Worship Together

2. **Join in a Call to Worship.**

   **Supplies:** world map or globe; children’s response printed on newsprint, whiteboard or chalkboard
Gather around the world map or globe. Have a volunteer locate your city on the map/globe. Then show the location of La Oroya, Peru. Say:

In [your location] and in La Oroya, we are connected by a world of natural wonders created by God.

Invite the children to join you:

You have set your glory above the heavens (Psalm 8: 1:b)
O Lord, our Sovereign, how majestic is your name in all the earth!
(Psalm 8: 9)

3. Sing “Glory to God (Gloria a Dios).”

Supplies: Sing the Faith (#2033) or http://www.hymnsite.com/fws/hymn.cgi?2033

Again in this session, sing “Glory to God (Gloria a Dios)” a traditional Peruvian hymn, using the music from the website or from the hymnal Sing the Faith, or sing another hymn or song of praise of your choosing.

4. Hear and See Scripture.

Supplies: astronomical images (such as those from the Hubble Space Telescope; http://hubblesite.org/gallery/), computer and video projector, or printed images or photos

As you read Psalm 8 aloud, show the astronomical images from the website or other photos of the heavens.

Discuss:
• What in the natural world fills you with wonder at what God has made?
• When do you feel most connected to the rest of creation?
• According to the psalm-singer, how important are humans in God’s world?
• How does the way God rules over us show how we should rule or have “dominion over” (v. 6) the natural world?

Read aloud this week’s Challenge Verse, in English and/or Spanish. Repeat the verse phrase by phrase, asking children to repeat each phrase.

Lord, you have done so many things! You made them all so wisely! The earth is full of your creations! (CEB)
¡Cuántas cosas has hecho, Señor! Todas las hiciste con sabiduría; ¡la tierra está llena de todo lo que has creado! (DDH)

5. Pray Together.

Pray the following, or a prayer of your choosing:

Creator God, You have made so many things that the earth is full of your creations. When we see all that you have made, we are filled with wonder! Help us to know how to enjoy your creation and use it wisely. Amen.
Learn Together

6. **Weave a Web of Life.**
   
   **Supplies:** ball of yarn
   
   Gather in a circle. Read aloud Psalm 104:10-23. Then holding its loose end, toss the ball of yarn to someone else as you name one way different parts of God’s creation are connected to each other, based on what you heard in the psalm. Have children do likewise. If some children can’t remember a specific example from the psalm, invite them to name some other way different parts of creation connect. Suggest connections — for example, bees pollinate flowers, or the sun provides light that plants need to grow. Continue until your group has created a “web.” Hold the web taut and have children experiment with plucking its various strands — how is the rest of the web affected? Explain that, in God’s world, nothing exists apart from everything else. What happens to one part of creation affects all creation.

7. **Read “A Tale of Two Cities.”**
   
   **Supplies:** Copies of Children’s Sheets 3, 4, and 5, pencils
   
   Invite confident readers to read “A Tale of Two Cities” (Children’s Sheet 3) aloud to the group as the others follow along. If you like, supplement the story with information from “What Does the Doe Run Company Do?” (Resources, p. 43-45). Have children review and engage with the content by completing the Word Search (Children’s Sheet 4) and by responding to the Discussion Questions (Children’s Sheet 5).
   
   If you have access to the Internet, encourage children to go to [www.presbykids4kids.org](http://www.presbykids4kids.org), click on “kids4being healthy” and then on the story “A Tale of Two Cities” to read the story on the website. They can also click on “What You Can Do” and explore the links, including a map and a link with information about lead.

8. **Learn about Lead.**
   
   **Supplies:** Children’s Sheet 6, pencils
   
   Challenge the children to answer correctly the multiple choice questions on Children’s Sheet 6 about lead and its effects on the human body (answers are in the Answer Key, Resources, p. 49) If time and available resources allow, let children research and write their own additional questions about lead.

Celebrate Together

9. **Affirm Our Faith.**
   
   Go over the meanings of any words or phrases in the affirmation, based on *The Confession of 1967*, 9.16, that you think the children might not know the meanings of (such as sphere, eye of faith). Ask the children to repeat each phrase of the following sentence after you.

   
   God has created
   the world of space and time
   to be the sphere of God’s dealings with us.
   The world reflects to the eye of faith
   the majesty and mystery of its Creator.

Use the following response from Session 1:

The Lord be with you.
And also with you.

Pray the following closing prayer:

Great God of endless imagination, we praise you for placing us in a world that overflows with an amazing variety of life. We confess we have not always used your creation’s riches wisely. We have done harm to other living creatures and to ourselves. May your Spirit give us new creativity and courage to protect your world and all living in it.
Amen.

If You Have More Time . . .

Invite children to find nature and wildlife scenes in magazines and to glue those images to cardstock (alternatively, ask children to draw such scenes directly on card stock). Have children cut apart the pictures to make jigsaw puzzles of several pieces and then swap puzzles with other children for solving. As children connect the puzzle pieces, ask them to name ways in which various living creatures are connected to each other in God’s world.

As you read aloud Psalm 104:10-23, have children paint a mural illustrating the psalm. When finished, spend time viewing pictures of La Oroya from the following websites:


Compare and contrast them with the image of creation in Psalm 104 (as well as, if you used them, pictures showcasing Peru’s natural beauty from Session 1, “God’s Land of Abundance”). Ask children to name other places, around the world or at home, where human action has harmed God’s beautiful, interconnected world. Ask them to brainstorm things humans can do to repair that harm.

Guide the children in conducting one or both experiments (“Fresh Air — An Experiment”, Resources, p. 42-43 and “What You Can’t See . . . An Experiment,” Resources, p. 42). Note that “Fresh Air” works best when conducted over the duration of the session.

Invite children who own pets to bring their animals with them for a time of “show and tell.” Be sure pet owners share what specific things they must do to take good care of these living creatures. Alternatively, or in addition, arrange a field trip to a local petting farm or zoo. Speak with experts about caring for animals.

Using pictures of the natural world — perhaps even the puzzle pieces of the natural world (see above) — make mobiles to illustrate the delicate balance of God’s good earth. Have the children cut out the pictures, mount them on card stock, punch holes in the tops and thread string or yarn of various lengths through the holes. Tie the pictures to the bottom of wire coat hangers, experimenting with the number
of pictures and the lengths at which they hang until the mobile hangs straight and is properly balanced. As children work, talk with them about what human actions tend to throw God’s creation “out of balance,” and how humans can also work to “rebalance” the natural world.

Study an example from church history of a Christian who, as an expression of faith, celebrated his relationship to the rest of God’s living creatures: Francis of Assisi (1181/2-1226). Read aloud Francis: The Poor Man of Assisi, by Tomie de Paola. Locate and display images of Francis surrounded by birds and other animals. Sing together “All Creatures of Our God and King” (The Presbyterian Hymnal, # 455) — its text is attributed to Francis. Share this quote about Francis: Francis called “creatures, no matter how small, by the name of brother and sister, because he knew that they had the same source as himself.” Invite children to draw or write about the lessons Francis can teach us today about caring for and living as a part of God’s creation.

---

Goals

• To meet peers living in La Oroya (through readings, video and online interaction), and to explore similarities and differences in their experiences.
• To investigate the health issues faced by children in La Oroya to see how lead poisoning is a “stumbling block” for them.
• To learn how the children of La Oroya speak out for themselves through CAMBIALO.
• To practice some of the activities used by CAMBIALO to learn and speak out about environmental contamination.

Preparation

• Decide how you will set up the obstacle course for the activity in Gather Together.
• Print the children’s response in the Call to Worship on a sheet of newsprint or a chalk or white board.
• Preview the video “A Spirit of Power” at http://www.presbykids4kids.org. Go to kids4being healthy, click on “A Tale of Two Cities”, and “What You Can Do”. Arrange to have a video projector to show it.
• If possible, locate one or more video cameras so the children can video tape each other. You can use flip cameras and then download the footage to a computer, or you can even use cell phones.
• Make copies of Children’s Sheets 7 and 8. Check the lists located in the margin of the page for other materials and supplies for the activities.
• Contact organizations such as the local chapters of the Sierra Club or the Audubon Society, or do an Internet search or check local news accounts. For one idea of how to get started, see what work is being done in your local watershed at http://cfpub.epa.gov/surf/locate/index.cfm

Gather Together

1. Experience an Obstacle Course.

Supplies and Preparation: Before children arrive, set up an obstacle course in or near your meeting space. Use overturned chairs and tables, traffic cones, large pillows, trash cans — be creative! Or simply place index cards or sheets of paper or children’s building blocks on the floor to represent obstacles.
Challenge children to complete the course as quickly as possible. (Alternatively, have children form pairs. Blindfold one member of the pair, and have the other guide him or her through the course.) Explain that in a game, dodging obstacles can be fun. But today’s session, is, in part, about learning to deal with harmful obstacles — things that stand between us and the full, healthy lives God intends us to live. Ask children to name what some of those obstacles might be.

Worship Together

2. Join in a Call to Worship.

   Supplies: world map or globe; children’s response printed on a sheet of newsprint or a chalk or white board.

   Again gather around the world map or globe as in past sessions. Have a volunteer locate your city on the map/globe. Invite someone else to show the location of La Oroya, Peru. Say:

   Even though we in [your location] and the children in La Oroya are far apart, we are connected because we are alike in many ways. We all need the same things to grow up strong and healthy, as God intended.

   Invite the children to join you:

   **Who is greatest in the kingdom of heaven?**

   Truly I tell you, unless you change and become like children, you will never enter the kingdom of heaven.

3. Sing “Glory to God (Gloria a Dios).”


   Again sing “Glory to God (Gloria a Dios)” using the music from the website or the hymnal, or another hymn or song of praise of your choosing. One suggestion is “Canto de Esperanza (Song of Hope)” (The Presbyterian Hymnal # 432). The tune for this hymn is an Argentine folk melody.

4. Hear and Discuss Scripture.

   Supplies: Bibles, Children’s Sheet 7

   Invite one or more confident readers to read aloud Matthew 18:1-7. Then discuss some of the following:

   - Jesus’ disciples wanted to know who matters most in God’s rule of the world. How do you think they reacted to Jesus’ answer, and why?
   - In Jesus’ time, children did not have power to speak out in their own best interests or make a difference in their own communities in ways that helped them. Do you think children today have the power to speak up and speak out for themselves and other kids? What does Jesus mean when he talks about “stumbling blocks”?
   - (Distribute Children’s Sheet 7) Why does Jesus talk about millstones when he warns against putting stumbling blocks in the way of children? (Jesus uses an exaggerated image — using a big, heavy stone to drown a
person — to communicate how serious a sin it is to keep children from the life God intends.)

• What does the fact that God values children tell us about God?

Read aloud this week’s Challenge Verse, in English and/or Spanish. Repeat the verse phrase by phrase, asking children to repeat each phrase.

Whoever welcomes one such child in my name welcomes me (NRSV).

Y el que recibe en mi nombre a un niño como este, me recibe a mí (DHH).

5. Pray Together.

Pray the following, or a prayer of your choosing:

We thank you, God, that Jesus valued children and welcomed them. Help us to learn more about the things that keep children from growing up to be the people you intend them to be. Help us to find ways to speak up and speak out. Amen.

Learn Together

6. See a Video.

Supplies and Preparation: video, “A Spirit of Power” (http://www.kids4kids.org), computer, video projector

Show the video “A Spirit of Power”.

7. Create Video Introductions.

Supplies: video cameras, flip cameras, or cell phones with video capability, newsprint sheet and marker.

Invite the children to brainstorm what things they would like to tell the kids of La Oroya about themselves, such as their name, age, some favorites (e.g., activities, foods), and some interest or cause they consider very important. On newsprint, print open-ended sentences that can serve as prompts, and encourage children to respond using these complete sentences (“My name is ______”). Show the children how to operate the video camera, cell phone or flip camera. Invite them to take turns recording each other to introduce themselves, as the CAMBIALO kids do in the video. (If you don’t have access to a video camera, ask children to imagine they are being recorded.) Remind children that God values them as the unique individuals they are. If possible, after the session edit the introductions into a video celebrating this truth (or ask a young person on your church to do so). Arrange to show the video to your congregation. You may also want to contact PC(USA) mission co-worker Jed Koball in Peru at jed.koball@pcusa.org to see if the video can be shared with the kids of CAMBIALO.

8. Connect with CAMBIALO.

Supplies: Newsprint paper and felt-tipped markers; computer with Internet connection

Invite the group to compose a group email to send to the kids of CAMBIALO. First have the group brainstorm things they would like to say: a sentence or two telling who they are as a group (i.e., First Church Fourth Grade Sunday School Class) and
where they live, some questions they would like the kids in Peru to answer, and so forth. Then organize the children’s thoughts into a short email message. Go online and type in the message (or have a child type it). Send it to jed.koball@pcusa.org. If you don’t have Internet access at church, plan to send the email from your home computer. Print off the message to share with the group. If you receive a response before the next session, print that off, too.

9. **Explore Issues Closer to Home.**

*Supplies and Preparation: information about local environmental issues, newsprint, marker; copies of Children’s Sheet 8.*

Share with the children the information you obtained from local agencies and groups about environmental problems facing your own community. List these issues on newsprint. If children know of other environmental concerns, also list those. Then vote on what the children see as the top environmental problem facing your community. Distribute Children’s Sheet 8, “Some Ways to Take Action”, and invite the children to read over the possibilities for action. **Ask:**

- “What specific actions can we take, ourselves, to start addressing this problem?”

Brainstorm possible actions. Before taking another vote to choose one specific action your group can take toward making this problem better, encourage the children to think carefully about what might actually be achievable in the short term, as well as long-term actions they might consider. Follow through with appropriate activities, including actions from the possibilities outlined on Children’s Sheet 8. *(Be sure to collect the copies of Children’s Sheet 8 from the children when you are finished; you will use this sheet again in Session 4.)*

Explore with the children how they would like to present what they have learned to the congregation. Could they present a minute for mission? Ask for time to present a report to the mission or outreach committee or the session?

**Celebrate Together**

10. **Affirm our Faith.**

Go over any words or phrases the children do not know the meaning of (such as gratitude; pursued; fulfillment) in this affirmation of faith based on *The Confession of 1967, 9.17*. Ask the children to repeat each phrase of the following sentence after you.

Life is
a gift to be received with gratitude
and a task to be pursued with courage.
We are free to seek life
within the purpose of God:
to develop and protect natural resources for everyone’s good,
to work for justice and peace,
and to use our creative powers for the fulfillment of human life.
11. **Close with Prayer.**

Again use the following response:

The Lord be with you.

And also with you.

Pray the following closing prayer:

God, you are higher than the heavens, but you love and care for even those people everyone else usually ignores. Forgive us for the times we have not treated others with dignity and respect. May we follow Jesus by seeing and serving all people as your children.

Amen.

If You Have More Time . . .

As children arrive, have them look for a picture of someone they would call “great.” On the wall, post a sheet of newsprint paper headed “The Great Ones.” Invite them to clip or tear out the picture and affix it to the newsprint. Ask volunteers to talk about why they included the people they did. Then ask which of these people they think God would consider great, and why. Discuss with the children what qualities make someone great in God’s eyes.

Create **“Get the Lead Out!” Posters** to create awareness about the problem of lead poisoning in La Oroya. Challenge children to make the posters visually exciting, and plan to display them around the church building and/or in your community (for example, in public libraries or shop windows — be sure to check with the appropriate officials and property owners for permission). Title the posters, “Get the Lead Out!” Take photographs of the posters to share (physically or digitally) with the CAMBIALO kids.

**Choreograph a Dance.** Show the CAMBIALO dance video at [http://www.youtube.com/watch?v=P9ATH-COYG8&feature=related](http://www.youtube.com/watch?v=P9ATH-COYG8&feature=related). Tell the children that we can proclaim God’s Word and respond to God’s grace through music and dance, among other physical activities (see Directory for Worship W-3.4402; W-5.4002). Encourage children to choose music they feel could be used to give thanks to God (it doesn’t have to be overtly “religious” music, but it should lend itself to a worshipful purpose) and to choreograph and practice a dance to go with the music. Help them to create a dance in which all children who want to take part can do so in some way. If possible, arrange for children to share the dance in an upcoming worship service.

**Create a Cheer** like the one the CAMBIALO kids created to make their voices heard. Encourage children, either as a whole class or in small groups, to create their own cheer, chant, or rap that will help them make their voices heard regarding the local environmental problem they are addressing. If possible, arrange to have children perform their cheer in worship as an act of self-offering.

**Arrange for a Skype call with the kids in La Oroya.** For groups that are interested in a real face-to-face connection between themselves and the kids...
of CAMBIALO, opportunities for video Skyping can be arranged through communications with PC(USA) mission co-worker Jed Koball at jed.koball@pcusa.org. Before pursuing a Skype call, be sure to read the stipulations noted in the introduction to the study.

In preparation for a call, ask children to write down one or two specific questions they want to be sure to ask the CAMBIALO kids. Ask what help your group can offer at the current time. After the call, discuss with children the similarities and differences they noted between their lives and the lives of people in La Oroya.
Goals

• To celebrate Jesus’ love for all children.
• To plan ways to speak out with and for children in La Oroya.
• To continue to explore ways to speak out about and take action regarding environmental problems in the children’s own community.
• To understand that advocating for their rights and for the environment are ways children can live as Jesus’ faithful followers.

Preparation

• Check www.presbykids4kids.org for a recording of the kids of CAMBIALO singing “Jesus Loves Me” in Spanish. Click on “kids4being healthy,” then on “A Tale of Two Cities,” then on “What You Can Do.”
• Print the children’s response in the Call to Worship on a sheet of newsprint or a chalk or white board.
• Preview the video “A Spirit of Love” at www.presbykids4kids.org. Click on kids4being healthy, then on “A Tale of Two Cities”, and then on “What You Can Do”. Arrange to have a video projector and computer to show it.
• Make copies of Children’s Sheets 9, 10 and 11, and again make available copies of Children’s Sheet 8. Also copy Children’s Sheet 12 on cardstock to make game cards, enough for every two or three children to have a set. Check the lists located below for other materials and supplies for the activities.

Gather Together

1. Explore an Art Gallery of Jesus.
   Supplies and Preparation: Gather three or four pictures of Jesus with children from old Sunday school materials, illustrated Bibles and religious storybooks, Internet sources of public domain pictures, and any art in your own church building. Aim for variety (of setting, cultures, etc.) among the images.

   Display the images for children and ask them to make comparisons and contrasts. Ask:

   • What do you like about these pictures? What do you dislike?
   • Which picture is your favorite? Why?
   • What do you think the artists wanted their pictures to say about Jesus and children?
Worship Together

2. **Join in a Call to Worship.**
   
   *Supplies: world map or globe; children’s response printed on a sheet of newsprint or a chalk or white board.*

   Again gather around a world map or globe. Have a volunteer locate the general vicinity of where your community is on the map/globe. Then show the location of La Oroya, Peru. Say:

   **Even though we in [your location] and the children in La Oroya are far apart, we are connected because we are all blessed by Jesus and beloved of God.**

   Invite the children to join you:

   **Children are a blessing**

   and a gift from the LORD. (Psalm 137:3 CEV)

3. **Sing Songs in Spanish.**

   *Supplies: Copies of Children’s Sheet 9*

   Distribute copies of Children’s Sheet 9. Lead children in singing “Jesus Loves Me” and/or “Jesus Loves the Little Children” in Spanish. You can find a recording of “Jesus Loves Me” sung in Spanish by the kids of CAMBIALO at [www.presbykids4kids.org](http://www.presbykids4kids.org/).

4. **Pantomime the Scripture.**

   As a confident reader reads Matthew 19:13-15 aloud, encourage volunteers to pantomime the roles of mothers and fathers and their children, Jesus’ disciples, and Jesus.

   **Discuss:**

   - Have you ever been told you couldn’t do something because you’re “just a kid”? What was it that you couldn’t do? How did it make you feel to be told you couldn’t do it?
   - Why do you think Jesus’ disciples tried to stop children from coming to him?
   - Jesus’ actions could mean he is blessing the children. What does it mean to be blessed by Jesus?
   - Jesus could also be healing the children. How do kids today — in our community, and in La Oroya — need Jesus to heal their bodies and their spirits?
   - How does Jesus bless and heal kids today through his followers, the church?

   Read aloud this week’s Challenge Verse, in English and/or Spanish (find audio recordings of the Spanish at [www.presbykids4kids.org](http://www.presbykids4kids.org)). Repeat the verse phrase by phrase, asking children to repeat each phrase.

   Jesus said, “Let the little children come to me, and do not stop them; for it is to such as these that the kingdom of heaven belongs.” (NRSV)
Jesus said: Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these (Mark 10:14).

5. **Pray Together.**

Pray the following, or a prayer of your choosing:

**Gracious God, we thank you for your son Jesus, who welcomed the children and blessed them. Help us to find ways to act as Jesus’ disciples in bringing Jesus’ blessings to children everywhere. Amen.**

**Learn Together**

6. **See a Video.**

*Supplies: video “A Spirit of Love” at [www.presbykids4kids.org](http://www.presbykids4kids.org), computer and video projector*

Show the video “A Spirit of Love”.

7. **Design a Logo.**

*Supplies and Preparation: paper, pens/pencils, Children’s Sheet 10, magazines and newspaper ad sections. Optional: iron-on transfer paper, t-shirts.*

Distribute copies of Children’s Sheet 10, the logo of CAMBIALO. Invite the children to examine it and tell what each part of the logo is and what it communicates to them. Remind the children that in the video, the kids at P.S. 58 develop a logo to represent their connection to the CAMBIALO kids. Challenge children to design a logo that communicates something they want to share with the congregation and community about caring for God’s creation, perhaps about addressing the local issue they identified. Share with children some characteristics of good logos: simplicity, attention-getting, effective in black-and-white or in color, and scalable (i.e., it can be easily enlarged or reduced in size without losing effectiveness). You might have children spend some time looking in magazines and newspapers to find examples of good logos. Encourage each child or small teams of children to create a logo, or work together as a total group. Be sure to brainstorm ways in which the logo(s) can be displayed and used (for example, make custom t-shirts by printing the logos on iron-on transfer paper).

8. **Remember Your Rights!**

*Supplies and Preparation: Photocopy Children’s Sheet 12 onto cardstock, then cut the cardstock into playing cards (enough for every two or three children to have a set). To make more sturdy, laminate or cover with clear self-adhesive shelf liner; also make copies of Children’s Sheet 11. Optional: computer and video projector*

If possible, project the home page of the website [www.presbykids4kids.org](http://www.presbykids4kids.org) with a video projector and invite the children to read what it says about children’s rights. Give each child a copy of “It’s Only Right!” (Children’s Sheet 11). Invite confident readers to read it aloud. Stop as desired or needed to discuss the rights listed in further detail (for example, ask, “What do you think it means ‘to have time’?” or “to live a good life?”). Deal the prepared cards face down in four rows of four. Play
a memory matching game: players turn over one card and then attempt to match it, not to another card with the same image (since there will not be one), but to a card depicting another right within the same “category.” For example, a player might turn over the picture of food and match it with the picture of the doctor’s office: both cards depict rights in the category, “Kids have the right to be healthy.” Play as many times as desired. As children play, encourage them to talk about how and why the different rights in each category belong together. Tell children that, as today’s Bible story shows, Jesus loves children and wants to see their rights protected. Ask them to name specific ways Jesus’ followers can work to protect children’s rights.

9. **Write Letters.**

*Supplies and Preparation: copies of “Some Ways to Take Action,” Children’s Sheet 8 (from Session 3); paper, pens/pencil; computer with Internet access or fax machine (for letters to Congress) or envelopes and first class stamps (for letters to the editor)*

Distribute copies of Children’s Resource Sheet 8, “Some Ways to Take Action.” Review the information about writing letters to members of Congress or writing a letter to the editor of a newspaper. Ask the children to write a letter that suggests that A) La Oroya is very polluted. B) the cause of the pollution is a company owned by a U.S. corporation. C) there are many politicians, lawyers and businessmen from both Peru and the U.S. who are talking about it, but no one is listening to the voice of the children – the voice of CAMBIALO.

10. **Create a Mural.**

*Supplies and Preparation: art supplies, poster board or mural paper*

Now that the study has come to an end, have children collaborate in creating a large poster or mural that will communicate to the rest of the congregation what they have learned and experienced. The project can focus on the pollution in La Oroya, the local environmental issue children identified in the previous session, or both. Encourage each child to make a contribution to the project. Help children plan and make a project that shows the congregation how speaking out for the environment and standing up for children’s rights are ways to follow Jesus. (If resources and time allow, plan a multimedia presentation instead of or in addition to the poster or mural.)

**Celebrate Together**

11. **Affirm Our Faith.**

Say that you will again use some words from one of the statements of the church saying what we believe, this time from *A Brief Statement of Faith*, 10.4, lines 65-71. Ask if children know the meaning of the word idol: an image people make and worship as if it were God. When the words say we will unmask idolatries, it means we will expose things in our lives that we value more than we value God.

Invite the children to repeat each phrase after you.

*In a broken and fearful world*

*the Spirit gives us courage*

*to pray without ceasing*
to witness among all peoples to Christ as Lord and Savior,
to unmask idolatries in Church and culture,
to hear the voices of peoples long silenced
and to work with others for justice, freedom, and peace.

12. **Pray a Closing Prayer.**

Again open your time of prayer with the response:

The Lord be with you.

And also with you.

Let us pray: Jesus, you call your followers to become like children and enter your kingdom. By your Spirit, may we answer that call, trusting you completely and sharing your love, in speech and in action, with all the energy you give. Amen.

If You Have More Time . . .

Invite children to find and read some or all of the following Bible passages:
- Exodus 2:1-10 (Moses’ sister Miriam); 1 Samuel 3:1-10 (God calls young Samuel to be God’s messenger); 1 Samuel 17:41-49 (David kills Goliath); Jeremiah 1:4-10 (God calls Jeremiah); John 6:1-14 (Jesus multiplies a young boy’s loaves and fish). (You may wish to have children prepare and present skits based on the passages.) For each story, ask how God used a child or young person to accomplish God’s will.

Watch again footage of the CAMBIALO parade in the video “A Spirit of Power” (see session 3). Spend time as a class planning to participate in — or even to initiate! — a parade for Earth Day (on or near April 22), International Children’s Rights Day (November 20), or some other occasion focused on environmental or children’s rights issues. What float could your class design and build (with help from willing adults)? What music and dance could your class perform in the parade? What banners could they create and carry? What flyers or pamphlets could they create to hand out to people along the parade route? (If planning a new event, be sure to check with local officials regarding any ordinances and regulations with which you will need to comply.)

Create a Website as a long-term project to call attention to a serious environmental issue in your own area. First have the children look carefully at CAMBIALO’s website and at [www.kidslovemountains.org](http://www.kidslovemountains.org), a site created by a ten-year-old girl about mountaintop removal. You can find the links at [www.presbykids4kids.org](http://www.presbykids4kids.org). Click on “kids 4 being healthy, then on “A Tale of Two Cities” and “What You Can Do.” First have them carefully research the issue and then create content for it. Supervise this project carefully and be sure children do not post their own last names or addresses.
<table>
<thead>
<tr>
<th>LEADER’S ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enacting Creation</td>
</tr>
<tr>
<td>How Does Your Garden Grow? (Icebreaker Game)</td>
</tr>
<tr>
<td>God’s Gardeners</td>
</tr>
<tr>
<td>Tastes of Peru</td>
</tr>
<tr>
<td>What you Can’t See . . . (Experiment)</td>
</tr>
<tr>
<td>Fresh Air (experiment)</td>
</tr>
<tr>
<td>What Does the Doe Run Company Do?</td>
</tr>
<tr>
<td>Answer Key: Children’s Sheets</td>
</tr>
</tbody>
</table>


Enacting Creation

Genesis 1:1-2:4

Read this adaptation of Genesis 1:1-2:4, leading the children in responding to each portion as the directions indicate. You may want to recruit a helper and ask him or her to get familiar with the responses beforehand, so as to better lead the children. You will want as large a space as possible to encourage movement during this active retelling of the Creation story!

Before beginning, practice the refrain, “And it was good!” and the “thumbs up” gesture with the children.

In the beginning when God created the heavens and the earth, the earth was a formless void and darkness covered the face of the deep, while a wind from God swept over the face of the waters.

Children make the sound of blowing wind, while moving their arms in a “wave” motion.

Then God said, “Let there be light!” And there was light!

Children shield eyes, as if protecting them from a bright light.

And God separated the light, Day, from the darkness, Night. And it was good!

Children repeat, “And it was good!,” making a “thumbs up” gesture.

And there was evening, and there was morning, the first day.

Children hold one finger in the air.

And God said, “Let there be a dome in the midst of the waters, and let it separate the waters from the waters.”

Children make sounds of water (dripping, splashing, pouring).

God called the dome “sky.” And it was good!

Children repeat, “And it was good!,” making a “thumbs up” gesture.

And there was evening, and there was morning, the second day.

Children hold two fingers in the air.

And God said, “Let the waters under the sky be gathered together into one place, and let the dry land appear.”

Children sweep arms out, then pull them back to chest, as though pulling a large amount of something close.
And God said, “Let the earth put forth vegetation — plants and fruit trees of every kind!”

Children curl into a ball, then slowly uncurl, stand up, and stretch toward the sky, as though they are plants and trees growing.

And it was good!

Children repeat, “And it was good!,” making a “thumbs up” gesture.

And there was evening, and there was morning, the third day.

Children hold three fingers in the air.

And God said, “Let there be lights in the dome of the sky.” And God made the sun to rule the day and the moon to rule the night, and the stars.

Children hold their arms over their head in a circle to represent the sun and moon, then make hand motions to suggest twinkling stars (these could look like playing a piano, or quickly clenching and unclenching fists to suggest bursts of light).

And it was good!

Children repeat, “And it was good!,” making a “thumbs up” gesture.

And there was evening, and there was morning, the fourth day.

Children hold four fingers in the air.

And God said, “Let the waters bring forth swarms of living creatures.”

Children flap their hands on the sides of their neck to suggest gills (while making “glub glub” noises if they wish!); and/or put their hands together and wiggle them to suggest fish. Children could also call out the names of various types of marine life.

And God said, “Let birds fly above the earth across the dome of the sky.”

Children flap their arms as wings (while making bird calls, if they wish!). Children could also call out the names of various birds.

And it was good!

Children repeat, “And it was good!,” making a “thumbs up” gesture.

And there was evening, and there was morning, the fifth day.

Children hold five fingers in the air.

And God said, “Let the earth bring forth living creatures of every kind: cattle and creeping things and wild animals of every kind.”
Children move and sound like any land animal they can think of. They should create a joyful cacophony of sound and movement!

And it was good!

Children repeat, “And it was good!,” making a “thumbs up” gesture.

Then God said, “Let us make humankind in our image, according to our likeness.” So God created humankind in God’s image, in the image of God were they created; male and female God created them.

Children join hands and form a circle.

God blessed them.

Children kneel in the circle.

God said to them, “Be fruitful and multiply, and fill the earth and subdue it; and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth.” And it was good!

Children repeat, “And it was good!,” making a “thumbs up” gesture.

God saw everything that God had made — and it was very good!

Children repeat, “And it was very good!,” making a “thumbs up” gesture with both thumbs.

And there was evening, and there was morning, the sixth day.

Children hold six fingers in the air.

And on the seventh day . . .

Children hold seven fingers in the air.

. . . God rested!

Children lie down (likely amidst some giggling).

God blessed the seventh day and made it holy and special, because on that day, God rested from all the work that had been done in creation.

How Does Your Garden Grow? (Icebreaker Game)

If the children in your group do not know one another, sit in a circle to play this icebreaker game. The first player says, “My name is [name], and I’m planting _____ in my garden” — filling in the blank with something beginning with the same first letter as her or his name. The next player says, “My name is ________, and I’m planting [first player’s name]’s [first player’s response] and ________ in my garden” — adding something beginning with the first letter of his or her own name. Every subsequent response repeats and adds to the previous ones.
God’s Gardeners

What You Need:

- Empty two- or three-liter soda bottles (washed and dried)
- Scissors
- Potting soil
- Seed (grass or a small, seasonally appropriate plant)
- Optional: loose gravel; crushed (filtering) charcoal; art supplies

What You Do:

1. Show the children how to carefully cut off the soda bottle’s bottom (about three to four inches up from the bottom; depending upon the age of the children and the time you have available, you may choose to do this step for them in advance).
2. They then fill the bottom of the bottle with about two inches of soil. Optional: They can put in about an inch of gravel and/or about a half-inch of filtering charcoal (to help the soil stay moist) before adding the potting soil.
3. Show them how to plant the seeds, gently covering them with a little soil.
4. Tell them to water the soil, taking care not to flood it with too much water.
5. Help them to fit the bottle’s top snugly over its bottom. (You may find it helpful to cut small slits in the sides of the top.)
6. Optional: Children can decorate the terrarium as they wish, but be sure to allow plenty of space through which light can enter.
7. Encourage them to keep their terrariums in indirect sunlight and to water the seeds regularly.

Tastes of Peru

Prepare a tray of fruits, vegetables and other foods that represent foods native to the land and commonly found in Peruvian cuisine. Help children understand that few authentic Peruvian species of these foods are available in the United States, and that these samples only approximate what Peruvians eat. Also tell them that Peru is a poor country, and not all of its people can enjoy these foods as easily as we can. As you eat, talk about ways we can share our food with neighbors who are poor, both internationally and at home (e.g., food banks, fundraising for hunger relief ministries and charities, choosing to buy local foods and so on).

- Corn (maize) – The maize native to Peru has large grains and is not sweet, but it continues to be used in Peruvian cooking today, including chicha morada (a drink made from purple corn).4
- Rice (arroz) – A staple of Peruvian cuisine today, rice was introduced into the country from Spain.
- Tomatoes – Tomatoes are native to the Andes regions of coastal South America; Europeans would not know about tomatoes until the 16th century.5
- Potatoes (papas) – Over 99% of all modern potato varieties descend from varieties once grown in south-central Chile.6 The country is still sometimes called “the Potato Capital of the World.”7
- Sweet potatoes – The world’s oldest sweet potato is a wild variety dating from about 8000 BC, discovered in Peru. The oldest remains in the Americas of the domesticated sweet potato also come from Peru and date to about 2500 BC.8
- Peanuts (maní) – Archaeologists have found domesticated peanuts in Peru’s valleys dating back 7600 years.9 Today, Peruvians often roast peanuts with hot peppers as part of a sauce poured over potatoes, seafood, or chicken.

Sweet Wheat Globes

Let these healthy, round treats, based on a Peruvian snack, remind you of how good God’s world is, all the way ‘round!

What You Need:

- ½ cup puffed wheat cereal
- 1 cup dried dates
- 1 cup coconut flakes
- ¼ cup almonds or cashews
- ¼ cup sesame seeds

7 http://www.foodbycountry.com/Kazakhstan-to-South-Africa/Peru.html; accessed 19 June 2011,
• ¼ cup raisins
• Honey (1-2 tablespoons, more if desired)
• Food processor
• Bowl and mixing spoon
• Plastic spoons for each child
• Disposable gloves
• Access to hand washing facilities
• Measuring cup

What You Do:

1. On a sheet of newsprint or a white or chalkboard, print the list of ingredients.
2. Let the children take turns measuring all the ingredients (except the honey) and putting them in the food processor. An adult should then blend ingredients.
3. Invite a child to pour the mixture into bowl. Another child can measure out the honey and add it to the mixture.
4. Have the children don disposable gloves, and give each one a plastic spoon. Show them how to shape the mixture into small balls.
5. Optional: Refrigerate to help the balls set (although they can be eaten right away).


Peach-Crowned Cake

Originally imported from Spain, peaches are now part of Peru’s fruit harvests. The psalm-singer praises God for giving us food: “You crown the year with your bounty” (Psalm 65:11a). Celebrate God’s crowning of creation with abundant blessings as you make and eat this peach cake topping.

What You Need:

• 2 cups sour cream
• ¼ cup lemon juice
• 2 tablespoons sugar
• ½ teaspoon vanilla
• 2 16 oz. cans sliced peaches (drained); or, substitute fresh, sliced peaches if available
• Pound cake or angel food cake
• Large bowl
• Measuring cups and spoons
• Mixing spoon
• Knife

What You Do:

1. Have the children measure out the first four ingredients and put them in a large bowl. Let them take turns stirring until the ingredients are well blended.
2. Refrigerate (as time allows) to let flavors mingle.
3. An adult should slice pieces of cake.
4. Let each child top his or her cake slice with peaches, and spoon some of the blended sour cream mixture over the peaches and cake.
5. Enjoy!

- Adapted from: “Peruvian Pound Cake,” http://www.cooks.com/rec/doc/0,176,154171-229198,00.html

**What You Can’t See . . . An Experiment**

**What You Need:**

- 5 small cups filled with water
- “Secret Ingredients”: sugar, salt, white vinegar, lemon juice
- *Optional*: cotton swabs

**What You Do:**

1. Before the session, add a small amount (enough to be noticeable but not overwhelming) of each “secret ingredient” to one of the cups of water. Leave the fifth cup free of any “secret ingredient.”
2. When it is time to perform the experiment, recruit five volunteers. Each will sip one of the cups of water. (Of course, keep the secret ingredients secret!)
3. Repeat this “taste testing” as time and interest allow.
4. Point out that four of the cups contained “secret ingredients” even though the volunteers could not see (or, in some cases, smell) any “contamination.” Talk with children about how real contaminants and pollutants — in the air, water, and the soil — can be invisible as well as visible, and that their consequences can be serious, even lethal.
5. *Optional follow-up*: Check the quality of your local drinking water using the EPA’s online Drinking Water Quality Reports tool (http://cfpub.epa.gov/safewater/ccr/index.cfm?OpenView). If your search returns no results, contact your local water provider to find out how to obtain information from them about the quality of your drinking water.

- Adapted from David A. Gillam, “Water Pollution: An Educator’s Reference Desk Lesson Plan,” May 1994; http://www.all-science-fair-projects.com/science_fair_projects/119/891/ab24cc55d3c4508ef3cdf8f52b8075d0.html

**Fresh Air? An Experiment**

**What You Need:**

- Wax paper
- Hole punch
- String or yarn
- Petroleum jelly
- *Optional*: magnifying glass
**What You Do:**

1. At or near the beginning of your session, have children cut 4-1/4 inch by 5-1/2 inch pieces of wax paper.
2. Show them how to punch a hole in the top of the wax paper.
3. They then thread a 6-to-8 inch piece of string or yarn through the hole, and coat one or both sides of the wax paper with a thin layer of petroleum jelly.
4. Find places outside to hang these “air quality indicators.” Encourage children to avoid hanging all the indicators in the same place.
5. At or near the end of your session, return to your indicators to see what they have “trapped.” You may want to use a magnifying glass. Based on the indicators’ appearance, how clean do the children think the air they breathe is? Talk about what kinds of things they think are trapped on the indicators.
6. If possible, leave the indicators in place between sessions, and revisit them when your group next meets.


**What Does the Doe Run Company Do?**

*(Background Information for the Leader)*

- “The Doe Run Company, based in St. Louis, Missouri, is a natural resource company focused on metals mining, smelting, recycling and fabrication. Doe Run is the largest integrated lead producer in the Western Hemisphere and the third largest total lead producer in the world. Additionally, the company retrieves and recycles more than 150,000 tons of lead annually from manufactured products such as batteries and telephone cables. Doe Run produces zinc and copper, along with valuable by-products.” (Company Information, [www.doerun.com](http://www.doerun.com/))


**What is “smelting”?**

- Smelting is the transformation of mineral concentrates into usable metals and alloys (mixtures of metals).
- Doe Run outlines the smelting process: “Once lead concentrates are transported from the Doe Run mines to a smelter, they are sent through the sintering process, which uses a sinter machine to burn sulfur from the lead ore. The sinter is then conveyed into a blast furnace where it reaches molten-liquid form at approximately 3,000 degrees Fahrenheit, becoming lead bullion. From the furnace, the bullion runs out of a tap hole, like a faucet, into a

---

settle; The settler allows the lead, the heaviest of the bullion’s components, to settle before coming out a lead well and dropping into lead pots. An overhead crane then picks up the lead pots and transports the bullion to a dross kettle, where impurities (namely copper) are removed. The bullion is pumped to a refinery, where undesirable minerals still remaining in the bullion, such as silver and zinc, are extracted.” (www.doerun.com/WHATWEDO/SMELTINGANDREFINING/tabid/73/language/en-US/Default.aspx)

**How does smelting affect the environment?**

- “Mines produce large amounts of waste because the ore is only a small fraction of the total volume of the mined material. In the metal industry, production of Cu [copper], Pb [lead], and Zn [zinc] causes the greatest degradation of the environment . . . Metal smelting and refining produce gaseous (CO₂, SO₂, NOₓ, etc.) and particulate matter emissions, sewage waters, and solid wastes. Soil contamination with trace metals is considered a serious problem related to smelting; however, mining and smelting are not main sources of global metal input into soils. Other sources like discarded manufactured products, coal ash, agriculture, and transportation take a lead. Smelters are the main sources of atmospheric emissions of As [arsenic], Cu [copper], Cd [cadmium], Sb [antimony], and Zn [zinc] on a global scale and they contribute substantially to the overall emissions of Cr [chromium], Pb [lead], Se [selenium], and Ni [nickel].” (Abstract: Dudka, S. and D.C. Adriano. 1997. Environmental impacts of metal ore mining and processing: a review. Journal of Environmental Quality 26:590-602. wwwuga.edu/srel/Reprint/2186.htm)

- In Herculaneum, Missouri, the Doe Run smelter released “just over 59 tons of lead released to the air in 2005, according to the most recent figures from the National Emissions Inventory of the U.S. Environmental Protection Agency (EPA). By comparison, that year’s next-highest emitter — a Missouri lead recycling facility also operated by Doe Run — released 12.4 tons.” (Schmidt CW 2010. Lead in Air: Adjusting to a New Standard. Environ Health Perspect 118:a76-a79. doi:10.1289/ehp.118-a76. http://ehp03.niehs.nih.gov/article/infodoi%2F10.1289%2Fehp.118-a76). A health assessment in 2001 revealed that 28% of Herculaneum’s children (and 45% of children in the surrounding area) had “blood lead levels known to cause adverse health effects.” “Lead contamination was detected in ambient air particulates, dust on window sills, surface soil and house dust. Lead from these sources is likely contributing to the elevated blood lead concentrations detected in the young children.” (Herculaneum Master Plan 2006, www.cityofherculaneum.org/Contamination%20of%20the%20Historic%20Area%20Depth%20of%20Lead%20Issue%20.pdf).

- Because of the smelting that occurred there, La Oroya, Peru is listed as one of the world’s ten most polluted cities. “Residents of La Oroya, with a population of 35,000, talk about the lead in their blood like people elsewhere discuss the weather. Ninety-seven percent of children under the age of 6 had lead levels that would be considered toxic by the Centers for Disease Control and Prevention in the United States, according to a 2005 study by scientists from Saint Louis University” (New York Times, “In the Andes, a Toxic Site Also Provides a Livelihood,” 24 June 2009; http://www.nytimes.com/2009/06/25/world/americas/25peru.html).
What is Doe Run doing to address environmental concerns?

- In 2010, the EPA (Environmental Protection Agency) announced that Doe Run “will pay a $7 million civil penalty and spend about $65 million more to resolve alleged violations of federal pollution laws at the company’s facilities in Missouri . . . By the end of 2013, Doe Run plans to shut down its Herculaneum lead smelter” ([http://www.nytimes.com/gwire/2010/10/11/11greenwire-lead-producer-to-pay-7m-fine-spend-65m-on-clea-21972.html?scp=1&sq=%22Doe%20Run%22&st=cse](http://www.nytimes.com/gwire/2010/10/11/11greenwire-lead-producer-to-pay-7m-fine-spend-65m-on-clea-21972.html?scp=1&sq=%22Doe%20Run%22&st=cse)). The smelting site is scheduled to become the location of a new lead metal processing plant, one that uses what Doe Run calls a “revolutionary” new process “that virtually eliminates all lead air emissions and eliminates sulfur dioxide emissions” ([http://www.doerun.com/DoeRunSelectsHerculaneumforProposedPlant/tabid/210/language/en-US/Default.aspx](http://www.doerun.com/DoeRunSelectsHerculaneumforProposedPlant/tabid/210/language/en-US/Default.aspx)).

- “Doe Run Peru claims that it has ‘dramatically reduced’ the toxic emissions at the smelter since buying it from Peru’s government in 1997, leading to ‘a radical improvement in environmental conditions.’ Still, researchers contend Doe Run Peru has misled officials by using 1997, the year it took control of the smelter, as a point of comparison for pollution levels, since contamination climbed that year.” ([http://www.nytimes.com/2009/06/25/world/americas/25peru.html](http://www.nytimes.com/2009/06/25/world/americas/25peru.html)). “As part of their agreement to buy the plant, Doe Run agreed to complete the PAMA (Environmental Remediation and Management Program), which called for various ecological improvements to the smelter. This was supposed to be complete by 2004. They were granted an extension until October 2009. In September of 2009, they were given yet another 36 months to complete it. Doe Run says that it is broke and therefore can’t complete the PAMA, but the owner (Ira Rennert) has collected almost $100 million, and lead prices are at an all-time high” ([http://www.kidsforlaoroya.org/about-la-oroya.html](http://www.kidsforlaoroya.org/about-la-oroya.html)).
ANSWER KEY
CHILDREN’S SHEETS
1. How does the human body naturally use lead?
   a. To help the body digest food
   b. The body does not naturally use lead* 
   c. In forming the skeletal structure
   d. As a mineral source of hormones that help with growth

2. Which of the following is not a potential source of lead exposure?
   a. older pipes for carrying drinking water
   b. paint used in houses prior to 1978
   c. some vinyl miniblinds that are made in other countries
   d. non-number 2 pencils* (although we call them lead pencils, they actually contain graphite)

3. How are children most commonly exposed to lead?
   a. By absorbing lead while in the womb of lead-poisoned mothers
   b. By touching lead paint on walls or toys
   c. By breathing, eating or swallowing lead*
   d. By riding in cars or trucks fueled by leaded gasoline (gasoline no longer includes lead as an additive)

4. Which of the following is not a common symptom of lead poisoning?
   a. loss of appetite
   b. brief periods of forgetfulness*
   c. feeling irritable
   d. feeling fatigued

5. Within a few weeks of breathing or swallowing lead, adults will naturally get rid of about what percentage of it, while children will naturally get rid of about what percentage?
   a. 99%; 32%* (children are more vulnerable to the effects of lead)
   b. 75%; 25%
   c. 60%; 40%
   d. 30%, 20%

6. Which of the following conditions does long-term lead poisoning not cause in children?
   a. blindness*
   b. learning disabilities
   c. decreased growth
   d. brain damage

7. What has replaced automobiles as a major source of lead air pollution today?
   a. commercial airline fuel emissions
   b. lead smelters*
   c. battery recycling facilities
   d. offshore oil refineries
Answer Key: Word Search

lead, Herculaneum, La Oroya, Dead River, smelter, Doe Run, high blood pressure, anemia, sulfur dioxide, arsenic

(M15, NW) lead
(N1, SW) Herculaneum
(N13, NW) La Oroya
(J7, W) Dead River
(B1, S) smelter
(J12, SW) Doe Run
(Q9, W) high blood pressure
(K2, E) anemia
(J1, S) sulfur dioxide
(K2, SE) arsenic

(M15, NW) lead
(N1, SW) Herculaneum
(N13, NW) La Oroya
(J7, W) Dead River
(B1, S) smelter
(J12, SW) Doe Run
(Q9, W) high blood pressure
(K2, E) anemia
(J1, S) sulfur dioxide
(K2, SE) arsenic
CHILDREN’S SHEETS
**CHILDREN’S SHEETS**

Permission is given to reproduce these sheets for use in the sessions.

**Session 1**

Children’s Sheet 1: Scenic Scavenger Hunt/¿Cómo se dice . . . ?
(How do you say . . . ?)

Children’s Sheet 2: Mapping Peru

**Session 2**

Children’s Sheet 3: “A Tale of Two Cities”

Children’s Sheet 4: Word Search

Children’s Sheet 5: Discussion Questions, “A Tale of Two Cities”

Children’s Sheet 6: Learn about Lead

**Session 3**

Children’s Sheet 7: Stumbling Block

Children’s Sheet 8: Some Ways to Take Action

**Session 4**

Children’s Sheet 9: Songs in Spanish

Children’s Sheet 10: CAMBIALO Logo

Children’s Sheet 11: It’s Only Right!

Children’s Sheet 12: Remember Your Rights! Game
Scenic Scavenger Hunt

Find pictures for each of the following parts of the natural world:

- the sun
- the moon
- stars
- clouds
- an ocean
- a beach
- a river
- a fresh fruit
- a fresh vegetable
- a whale
- a fish
- a bird
- a snake
- an insect
- a wild jungle animal
- a young boy or girl
- an old woman or man

¿Cómo se dice…? (How do you say…?)

God ___________________ Peace ___________________
Creation ___________________ Justice ___________________
Garden ___________________ Good ___________________
Dominion ___________________ Love ___________________
Health ___________________
Children’s Sheet 2 (Session 1)

Mapping Peru

You will find the border map outline of Peru and its neighboring countries on the following page.

1. Label the countries that border Peru.

2. Draw a line showing where the Equator is in relationship to Peru.

3. Locate and label the Andes Mountains; the Amazon River; the Marañon and Ucayali Rivers; the Mantaro River; Lake Junín (source of the Montaro River); and Lake Titicaca (the world’s highest navigable lake).

4. Locate and label Lima, the capital of Peru; the Nazca Lines (the famous line figures visible only from the air, created by the Nazca culture around AD 400-650); and Macchu Picchu (the most famous ancient Incan city, dating back to around AD 1400).

5. Locate and label La Oroya.

6. Color the map to show rainforests; short grass and wasteland; and coastal desert.
Children’s Sheet 3 (Session 2)

A Tale of Two Cities

Herculaneum

It was almost midnight on a hot August night. Dave Mosby, who worked for the state, was walking along the streets of the small town of Herculaneum, Missouri. As he walked, he could see the black dust he had come to take samples of. It lay in thick piles in the gutters of the streets. Under a streetlight, Mr. Mosby could see that the dust was shiny, like metal. Carefully he scooped up some of the dust. He would send it off to a laboratory to be tested.

When the laboratory results came back, Mr. Mosby could hardly believe what he was reading. The dust he had sampled was 30 percent pure lead! For years, Mr. Mosby knew, the Doe Run Company had been operating a smelter, a place where ore is melted to separate out the metal, near the town. Many people who lived there needed the jobs the plant offered. But for a long time, fumes from the plant had filled the air. When people hung clothing on their clotheslines to dry, it often got covered with soot from the plant. Sometimes an acid plume from the plant would float over the streets, and the paint on cars was damaged.

But something worse was happening than dirty clothes or damaged paint. When children come in contact with lead, it can cause serious health problems. They can get high blood pressure or develop behavior problems. They can develop a blood condition called anemia. Even worse, their nervous systems can be damaged. They may never be as smart or develop as well as other children.

When the children of Herculaneum were tested in 2002, more than half of them who lived close to the lead smelter had very high levels of lead in their blood.

La Oroya

Meanwhile, far away in Peru, the Doe Run Company bought another smelter. Another American company built this smelter in 1922. People in those days got used to covering their mouths and noses with a handkerchief to block out the fumes. The copper-colored river that runs through the town is the Mantaro River. People often call it the dead river because plants and fish cannot live in its water. By 2005, this plant was making almost four times as much money as the plant in
Missouri had made. But it was also spewing thirty-one times as much lead into the air. People could see pink and yellow smoke coming from the smelter, and the trees and bushes of the town were covered with dust. When Doe Run bought the plant, they agreed to a ten-year clean-up plan. Some things did get better. But after Doe Run took over the plant, tests showed that lead and other dangerous substances in the air increased.

La Oroya is a town in the Andes Mountains. It sits on a riverbank across from the Doe Run Plant. When the plant was operating, lead and other substances came from it, making it very hard to breathe. People living close to the plant had to wipe toxic dust off their furniture and windows all the time.

But now the Doe Run plant is shut down. Around 3,000 people used to work for the Doe Run plant. The company has run a soup kitchen and given away toys to the children at Christmas. Many people have depended on the plant to make a living. Many people worry that if the plant closes down for good, they will not be able to find work at all. How would they feed their families then? Children under the age of seven who live in La Oroya have very high blood-levels of lead. Experts say that the lead in the children's blood is more three times higher than it should be. Many children under the age of 5 have mental problems or trouble walking and running.

A copper-colored river, pink and yellow smoke, thick brown dust. Instead of blue sky, white fluffy clouds, and green grass and trees, the people of La Oroya lived in a town colored by the poisonous colors of the toxic dust put off by the Doe Run Plant. Even if Doe Run finishes cleaning up the town as it has promised, the houses and streets of La Oroya may not be safe for children for a long time.
Children’s Sheet 4 (Session 2)

“A Tale of Two Cities” Word Search

Find and circle the words or phrases to which these clues refer on the following page.

1. The metallic element polluting the towns in the story.
   _______________________________________

2. The town in Missouri where children are sick.
   _______________________________________

3. The town in Peru where children are sick.
   _______________________________________

4. The nickname of the river running through the town in Peru.
   _______________________________________

5. A place where ore is melted or fused to separate out the metal.
   _______________________________________

6. The company whose activities caused the pollution in these towns.
   _______________________________________

7. An effect of the poisoning discussed in the story.
   _______________________________________

8. A condition in which blood doesn’t have enough red blood cells or hemoglobin, or in which the body doesn’t have enough blood.
   _______________________________________

9. A gas containing such common minerals as aluminum, copper, zinc, lead, and iron.
   _______________________________________

10. A mineral that forms poisonous compounds.
    ________________________________________
Children’s Sheet 5 (Session 2)

Discussion Questions
(“A Tale of Two Cities”)

• What part of this story got your attention the most? Why?

• What are the good effects of Doe Run’s operations in Herculaneum and La Oroya?

• Do you think one set of effects outweighs the other? Why or why not?

• What, if anything, do you think Doe Run should do about the health problems facing people in Herculaneum and La Oroya?

• What questions would you like to ask the people of La Oroya, especially the children, about their lives there?

• Where else does the activity of human beings in the natural world for our benefit cause harm (even unintentionally) to it? Be as specific as you can in your answers.

• In what ways do the products we buy and the things we do contribute (even if we don’t mean to) to harming the natural world? Be as specific as you can in your answers.

• What do you think Christians are or should be doing about situations like the ones in Herculaneum and La Oroya?
Children’s Sheet 6 (Session 2)

Learn about Lead

Draw a line under the best answer.

1. How does the human body naturally use lead?
   a. To help the body digest food
   b. The body does not naturally use lead
   c. In forming the skeletal structure
   d. As a mineral source of hormones that help with growth

2. Which of the following is not a potential source of lead exposure?
   a. older pipes for carrying drinking water
   b. paint used in houses prior to 1978
   c. some vinyl miniblinds that are made in other countries
   d. non-number 2 pencils

3. How are children most commonly exposed to lead?
   a. By absorbing lead while in the womb of lead-poisoned mothers
   b. By touching lead paint on walls or toys
   c. By breathing, eating or swallowing lead
   d. By riding in cars or trucks fueled by leaded gasoline

4. Which of the following is not a common symptom of lead poisoning?
   a. loss of appetite
   b. brief periods of forgetfulness
   c. feeling irritable
   d. feeling fatigued
5. Within a few weeks of breathing or swallowing lead, adults will naturally get rid of about what percentage of it, while children will naturally get rid of about what percentage?

a. 99%; 32%
b. 75%; 25%
c. 60%; 40%
d. 30%, 20%

6. Which of the following conditions does long-term lead poisoning not cause in children?

a. blindness
b. learning disabilities
c. decreased growth
d. brain damage

7. What has replaced automobiles as a major source of lead air pollution today?

a. commercial airline fuel emissions
b. lead smelters
c. battery recycling facilities
d. offshore oil refineries

Sources:

• “Nature and Sources of Lead,” http://epa.gov/air/lead/basic.html
A millstone is used to grind grain. As a person or animal moves the millstone back and forth, it works the grain outward. Millstones can be huge and heavy!
Some Ways to Take Action

Through CAMBIALO, the kids of La Oroya are taking action to make their voices heard and to help create a better environment for everyone. You can do some of the same things they are doing to make your voices heard on issues affecting you and your community.

Write Your Representatives: Contact local, state, and federal elected officials to tell them your concerns; to learn what, if anything, is already being done to address them; and to call for change.

• Find your member of the House of Representatives and your Senators using such online tools as http://www.usa.gov/Contact/Elected.shtml.
• Begin by introducing yourself as a young constituent (a resident of a district or member of a group represented by an elected official). Members of Congress often pay attention to letters from children.
• Be focused (only one issue per letter), specific (include the number or title of any bills and legislation), brief (4-5 sentences), and polite (you might consider thanking the officials for the work they already do for their constituents).
• Write the letter using your own words.
• Include facts to back up your position (not even people elected to Congress already know everything about every issue).
• Be sure to tell the official why the issue or the legislation matters to you.
• Write a rough draft first, reviewing it for grammar and spelling before you send it.
• Email or fax your letter (mail to Congress must be reviewed for safety reasons, which may delay a traditional, physical letter).

Write a Letter to the Editor: Even in the age of the Internet, newspapers are still an important way for raising awareness of and spreading information about important local issues. Members of Congress often use newspapers to find out what the people in their district or state are thinking. A letter to the editor of your local papers can help you reach a wide audience with your concerns and with your ideas for doing something about them.
• Check the paper’s rules (word count, format, etc.) for letters before you write.
• Begin by introducing yourself as a concerned young person, and clearly state why the issue you’re writing about matters to you.
• Keep it short — one page or shorter.
• Include facts to support your arguments. If you have a personal story to tell about the issue, include it as well.
• Stay positive and focus on your solution. Avoid negative or libelous letters (libel is a false, published statement that damages another person’s reputation).
• Write a rough draft first, reviewing it for grammar and spelling. Type or very neatly write the final draft.
• Don’t send the same letter to more than one newspaper.

Make a Speech: Speeches don’t have to be long and boring. In fact, the best speeches usually aren’t! A short speech, delivered to the right audience, can bring greater awareness to the problem facing your community, and can help spark solutions.

• Be brief — five minutes or less.
• Stay focused on one main idea. Develop the idea with interesting stories, relevant facts and statistics, engaging quotations, etc.
• Decide whether visual aids will help you get your points across.
• Write out your speech beforehand, but don’t read it when you deliver it. You don’t have to memorize it word for word, either — you probably shouldn’t, since a speech that sounds natural, delivered with plenty of eye contact, will make a greater impression. Work from short notes that remind you of each point in your speech as you come to it. You will probably also want to write down any specific facts and figures supporting your point, so you can communicate them accurately.
• Practice your speech — in front of a mirror, in front of friends, in front of a video camera (so you can watch and critique yourself before delivering the speech “for real”).
• Speak loudly and slowly. Use a microphone if at all possible.
• Invite and answer questions from the audience when you are done.

Record a Video Interview: A face-to-face interview with someone who is knowledgeable about or personally affected by the problem you’re concerned about can communicate important information to viewers. It can motivate them to support your solution.
• Do not go alone to an interview. Have a trusted adult with you.
• Get the person’s written permission to record the interview and show it to others.
• Before the interview, choose only a few (4-5) questions to ask. Tell the person before the interview what you will be asking. Allow some room, however, for being flexible. You may think of follow-up questions on the spot that you hadn’t thought of before.
• Use a tripod for your camera to avoid a shaky video.
• Be sure the person you’re interviewing is well-lit and is not sitting in front of a distracting background.
• Check the sound levels to be sure the person you’re interviewing can be clearly heard. If possible, use a good microphone.
• Ask the person you’re interviewing to look directly at you, not the camera. You should be sitting next to the camera.
• Avoid interrupting the person you’re interviewing.
• Ask the person you’re interviewing to make complete statements (as opposed to simple one word answers. One way to do this is to have the person repeat your question in their answer: “I think it’s important to stop polluting the environment because . . .”). Also, encourage the person to be specific in their responses.
• If you or the person you’re interviewing is dissatisfied with something, try again and re-record.

Children’s Sheet 9 (Session 4)

Songs in Spanish

Cristo Me Ama (Jesus Loves Me)

Cristo me ama, bien lo sé  
Su palabra me hace ver  
Que los niños son de aquel  
Quien es nuestro amigo fiel.

Cristo me ama  
Cristo me ama  
Cristo me ama,  
La Biblia dice así.

Cristo Ama a Los Niños  
(Jesus Loves the Little Children)

Cristo ama a los niños  
cuanto en el mundo están.  
No importa tu color  
a Jesús el Salvador.  
Cristo ama a los niños por doquier.

Source:  
http://www.languagesafari.com/articles/20080814
CAMBIALO Logo

Construyendo un Ambiente Adecuado en La Oroya
It’s Only Right!

There are things that every child needs to lead a good life and to grow up healthy. Because these things are so important, they are called children’s rights. All children are born with the same rights.

It’s right for all children to have the things they need. It’s not right for some kids to have them when others don’t.

Kids have the right to be healthy.

  All kids need clean water.
  All kids need enough food.
  All kids need a safe and healthy home.
  All kids need health care.

Kids have the right to be safe.

  All kids have the right not to be hurt.
  All kids have the right not to do dangerous work.
  All kids have the right not to be held back by a disability.

Kids have the right to be kids.

  All kids have the right to have time.
  All kids have the right to play.
  All kids have the right to go to school.

Kids have the right to be heard.

  All kids have the right to a name and nationality.
  All kids have the right to be able to express themselves.
  All kids have the right to live a good life.

Children’s Sheet 12
Remember Your Rights! Game

- Water
- Fruits
- House
- Healthcare
- No HURT
- No Dangerous Work
- Americans with Disabilities Act
- Kids with bikes
Hello!
My Name is _____

Right to a Name

Right to a Nationality
This four-session study engages older elementary children in discipleship through a virtual partnership with peers in La Oroya, Peru. Children will explore what our faith has to say about environmental stewardship, speak out about environmental contamination and what it does to children’s health, learn how to be advocates for children’s rights and environmental justice, and take action to protect God’s creation and children’s health. As the author says, “Following the lead of CAMBIALO, a group of concerned and active young people in La Oroya, . . . the children will practice ways of speaking out on behalf of both the rights of children and the health of the environment . . . such activism is more than a good idea, and is bigger than any social “cause” — it’s an important part of living as a faithful disciple of Jesus Christ.”

Office of Child Advocacy
in partnership with Environmental Ministries
and Jed Koball, mission co-worker and companionship facilitator of Joining Hands, Peru,
a network of Joining Hands Against Hunger,
Presbyterian Hunger Program

PDS 24354-11-004 $8.00