

1 LESSON SESSION

JERRY CAN

A CLASS ON RELIEF WITH WATER



PRESBYTERIAN
GIVING CATALOG

Jerry Can: A Class on Relief with Water

1-lesson session

BACKGROUND NOTATION

Introduction

Mission Education for Children

In this day and age, access to information can be overwhelming. The global community has become a reality. Television and the internet provide us not only with information but also with images of disasters around the world.

Children see and hear about these things too, and they want to do something to help. They want to be involved. Many parents also want this for their children. The goal of this curriculum is not only to impart information but also to suggest an appropriate response to natural disasters around the world.

The Presbyterian Church (U.S.A.) is involved throughout the world in responding to disastrous situations that happen to God's people. The PC(USA)'s programs not only respond with immediate aid, but through relationships with partner churches throughout the world they transition relief efforts into long-term development. They act on behalf of countless Presbyterians who offer prayers, send money, sponsor projects, and form work teams to assist those in need. In the spirit of educating a whole new generation of people who answer God's call to respond, this curriculum for children is offered.

Jerry Can, the water-carrying mascot for this program, helps in a world of disasters. He represents one common denominator in all disasters around the world: the need for clean water in order to survive. Jerry Can, as a mascot and as a tool used in disaster-relief settings, is a concrete, visual way to represent to children the need for clean water. You can **create your own Jerry Can mascot**:

- » Purchase an inexpensive water carrier. Coleman makes one (model #5620) for around \$12–\$15. You can also purchase a portable gasoline container for around \$7–\$9. A plastic foam ball for a head, painted eyes and hair, and a ball cap will transform this carrier into Jerry Can. You can almost see the twinkle in his eyes!
- » We hope that you can have some fun with Jerry Can. He was created to be an energetic character. So, as you read the stories, give Jerry Can a lot of personality. His poetry is certainly not world-class, but poetry was used to parallel the form of the psalms.

The Special Offerings office produces the *Presbyterian Giving Catalog* to be an accessible connecting point between individuals and the ministry of the PC(USA) through Presbyterian Mission. Items identified in the catalog represent projects, strategies, and tools deployed by ministries related to Special Offerings. Many congregations and individuals have found the items listed in it to be helpful for understanding the work of the Church and identifying achievable fundraising goals for supporting our shared ministry. You may find the materials to be helpful in other mission engagement opportunities for your congregation, including Vacation Bible School, Sunday School offerings, or alternative gift-giving programs.

Teaching appropriate responses of generosity and giving to our children from an early age is

integral to establishing a healthy habit and culture of generosity, one that is in line with God's command to help the poor, sick, and needy. When using these materials, it is helpful to encourage children to consider how God calls us to help those in need, and that some very helpful ways to support those people is through prayer and giving of gifts.

Setting a finite, achievable, and yet challenging goal for your class will help make the effort engaging and exciting, yet memorable and impactful. Keep track of ongoing totals to keep participants engaged and consider bumping up the goal if community support is strong and the goal is easily achieved. Create a list to track those who are engaged with your fundraising so you can thank them and keep them informed. As you engage your participants and community, consider where the passion and interests lie so your fundraising goals are relatable and achievable. Gifts can be remitted through the *Presbyterian Giving Catalog* website: **presbyteriangifts.org**.

A Larger Program

This is a one-lesson edition derived from a five-lesson version of the Jerry Can curriculum produced by the office of Special Offerings of Presbyterian Mission. The one-lesson edition is an ideal addition to a larger church school program, a one-off weekend program for kids, or a special one-day lesson to celebrate Earth Day or to bring attention to a recent natural disaster. Consider using the larger program as an addition to a season of your church school, or as an additional rotation for your Vacation Bible School.

Psalms and Science

The book of Psalms is a wondrous piece of literature. The writers of the psalms covered the whole gamut of human emotion, from joy and praise to sorrow, grief, and anger. Through the psalms our encounter with God is as fresh and new today as it was for the ancient writers. Portions of various psalms have been chosen to lift up God's care and love for God's people. The blending of the psalms with scientific experiments is meant to show that natural disasters are not caused by God and do not occur as the result of God's wrath; rather, the forces of nature provide the devastation. In the midst of the pain and brokenness of a disaster, God is the shepherd whose steadfast love is everlasting. By responding to our neighbors, we serve as a tangible reminder to them of God's care and love.

Map Exercises

Because natural disasters—and our responses to them—reach beyond the borders of our state and country, map study is an important feature. Since we live in an increasingly globalized community, it is important to recognize who our “neighbors” are. As children get a better grasp of the need that arises in our country and around the world, associating that need with various parts of the country and world will be helpful. Be sure to recognize the children's learning ability when choosing a map (simpler country map versus detailed international map for the youngest of children) and check for accuracy before using them (e.g., Russian Federation instead of U.S.S.R.).

Appropriate Response

Children want to help when they see a need. It is our responsibility as educators to teach them how to respond in appropriate ways.

- » Participation in One Great Hour of Sharing is a great place to start. This curriculum acts as a supplement to that extensive educational opportunity. The Jerry Can curriculum presents a monetary response, which is the most helpful for international natural disasters. Not many of us can (or should!) get on a plane to travel around a disaster site. But we can respond through smaller child-led collections and appeals. Encouraging the children to plan or spearhead these appeals allows them to have a hand in leading the response while encouraging participation from community and congregation members.
- » Think about the participation of your children in the worship service. Could they present a Minute for Mission about a particular disaster? Could they present a true children's sermon, with children filling the role of preacher or educator as they present a Jerry Can appeal to the congregation? Might they plan and lead an entire worship service?
- » Involvement in your local community is a wonderful way to bring learning-appropriate responses. Consider asking your congregation's mission or outreach committee to plan an intergenerational mission project. People across the generations can learn from watching folks model true mission as they participate together. And don't forget the value of talking together and reflecting on your experiences in mission.

Volunteers

Encourage everyone in your congregation to participate in teaching this class! This will take some planning and sharing of information.

- » Do you have someone in your congregation who loves to cook or bake? Share the recipe(s) that you are using and ask them to be responsible for preparing and serving the snacks. Consider having lots of extras made as a fundraiser to help the children raise money to support water-related relief projects.
- » Is there someone who enjoys crafts who could prepare, practice, demonstrate, and lead those activities?
- » Is there someone willing to donate or purchase a jerry can water carrier? Or design a Jerry Can mascot?
- » Do you know a person who enjoys leading group games?
- » What about a scientist or musician who can help (amateur or not!)?

Each of these elements is an important aspect of the overall learning experience. When a volunteer takes on one task, it not only divides the work but also increases participation and ownership in the total educational ministry of the church. Folks may not be willing to teach for a whole year, but they may be glad to take part in a 1- or 5-lesson study. It never hurts to ask!

Format

Aware of the time involved in preparing a lesson, we hope the format will be user-friendly. Look through the lesson a few days beforehand to make sure you have the supplies needed for the experiments, crafts, and games. If you don't have the time to prepare the lesson until the night before, at least you'll have the supplies on hand.

Take a moment to consider the examples and stories in each lesson. Depending on your congregation's ministries, geographic location, or serving opportunities, you may find examples that relate better to your congregation's context. Consider more recent or localized hurricanes or storms, for example. You can also visit our website for other options we may have developed recently.

Be Prepared: This section alerts you to preparations you may need to make in advance.

Materials: Here is the list of materials you will need for each of the activities and experiments.

Opening: This time includes an activity for the children to do when they first arrive, as well as a time to sing together. The song suggestions are taken from *The Presbyterian Hymnal* (1990) and *Glory to God: The Presbyterian Hymnal* (2013).

Learning Together: In this section is the Jerry Can lesson script, along with some suggested arts and crafts activities, games, science experiments, and snacks. These are just suggested activities. The creativity of Christian educators and church school teachers is amazing! If you have other ideas that better fit your group of children, feel free to use them. An effort has been made to make all these activities affordable for both large and small churches.

Closing: The lesson closes with a time of prayer and reflection.

Alternative Settings

Vacation Bible School Connection

The 5-lesson program could be used as an additional rotation or as the Gathering/Departing material in conjunction with pre-written materials.

The Special Offerings "Overflowing Generosity" can be used as the offering or fundraising part of the VBS curriculum, allowing participants to respond to God through gifts and prayers to a larger cause.

Consider using a tent as the locale for snack time, to emphasize the displacement caused by emergency or disaster situations where clean water is hard to find. Encourage students to take turns carrying all the water needed to serve their classmates their snack. Then wonder aloud with the students what a full day of water for their family would weigh and how they would get all that water in an emergency.

After School Program Supplements

Use this program in conjunction with a trip to the local water-treatment plant or reservoir.

Visit a local Humane Society or animal shelter, having the workers talk about how they would care for animals during a disaster.

Additional Resources

Presbyterian Giving Catalog (www.presbyteriangifts.org/water)

» Specific gifts that could be good fundraising goals related to water

- Garden well (\$50/share; \$1,500/well)
- Sand dam (\$500)
- Rainwater catchment system (\$75)
- Water filters (\$50)
- Jerry cans (\$25)

Presbyterian Disaster Assistance Annual Report – Mission Mosaic (available online at www.pcusa.org/pda or, from the PC(USA) Store).



Grades 1-3

Grades 1–3

They are like trees planted by streams of water . . . Psalm 1:3a

OPENING NOTATION FOR TEACHERS

Be Prepared

- » Display a map of the United States (or the world) in your classroom. Place the map in a prominent place where children can see it easily. Locate the area from North Carolina through Central Florida where Hurricane Matthew struck in 2016. Mark it with a highlighter or a few push pins. You can also locate where you live in relation to that region.
- » If relevant or appropriate, you may opt for a more recent or relevant natural disaster for your community. Look for maps that display those regions and consider finding a volunteer who can share more about your connection to that disaster.
- » Have a Bible storybook with the story of Noah. If the children in your group are not familiar with that story, be prepared to provide a summary.
- » Check the list of materials (below) and the directions for the arts and crafts activities and games for the lesson.
- » Prepare the Jerry Can mascot from a jerry can water container (see page 1 “Background Notation: Introduction” for directions) and place him under or near the Presbyterian Giving Catalog “Overflowing Generosity” poster.
- » Consider what an appropriate fundraising goal might be for your group. This may be a gift from each participant (regardless of amount); a dollar amount that could be subsidized by parents or other members; filling Jerry Can with coins up to a certain line; etc. See presbyteriangifts.org/water for ideas of water-related fundraising goals.
- » Read over the lesson plan several times so you are familiar with it.
- » Have blue index cards or pieces of construction paper and markers so children can make nametags. They can be attached with masking tape.
- » Make Haystack Cookies, or ask a volunteer to do so. Also get some cups, napkins, and bottles of water or blue juice.

Materials

- » Blue index cards or pieces of construction paper, markers, masking tape (for nametags)
- » Hymnbooks used by your congregation (“We Plow the Fields,” #560 in *The Presbyterian Hymnal* or “God of the Sparrow,” #22 in *Glory to God: The Presbyterian Hymnal*)
- » A map of the world or the United States, and adhesive dots or push pins
- » Supplies for snack time

LEARNING TOGETHER

Jerry Can Lesson

- » Prepared Jerry Can container (see page 1)
- » *The Presbyterian Giving Catalog* “Overflowing Generosity” activity includes enough stickers for each child who might give to the cause. (The activity kit is free and can be ordered from the PC(USA) Store at (800) 533-4371 or by visiting www.pcusastore.com. The activity kit is item number 12112-17-981.)
- » Photos of flood, hurricane, fire, or drought (see pages 42–43) in print, or digitally, if projection is an option in your classroom setting. Alternative photos can be found with a simple Google image search.
- » Bible or Bible storybook
- » Maps

ARTS & CRAFTS

Windsock (see page 33 for directions)

- » 12" x 6" pieces of Fun Foam or construction paper in varied colors
- » Jerry Can image (photocopied on cardstock and pre-cut) (see pages 40–41)
- » Stapler
- » Single hole paper punch
- » Glue
- » 30" lengths of string, ribbon, or yarn
- » 10" strands of ribbon or crepe paper streamers in various colors
- » Felt-tipped markers
- » Scissors

Anemometer (see page 34 for directions)

- » Pencil with eraser
- » Five 3-oz paper cups
- » Two straight plastic soda straws
- » Straight pin
- » Single-hole paper punch
- » Scissors
- » Small stapler

Chalk Drawings (see page 33 for directions)

- » Black construction paper
- » Pastels or colored chalks

GAMES

Balancing Act (see page 35 for directions)

- » Masking tape
- » Chair
- » Ping-pong ball(s)

Rescue Me (see page 35 for directions)

- » Image cards (see pages 44–47)

Snack

- » *Haystack Cookies* (see page 37 for recipe), or other snack (be sensitive to any allergies)
- » Napkins
- » Drinking water or blue juice
- » Cups

OPENING

Looking at Maps

As children arrive, invite them to find where they live on the map. Encourage them to find the locations where Hurricane Matthew (2016) hit the hardest. Ask each child to make and put on a name tag.

Singing Together

Sing “We Plow the Fields” or “God of the Sparrow” together. An alternative hymn or favorite song may also be sung.

LEARNING TOGETHER

Jerry Can Lesson Script

Take out Jerry Can and put the container where everyone can see it.

Removeable script pages can be found on pages 25–28.

“Jerry Can, I’m your man!
But do you know what I am?
Do you know what I’ve seen?
Do you know where I’ve been?”

Hello! My name is Jerry Can and I am a water container—I hold water. Lots of things hold water . . . a glass, a pitcher, a bottle, even a bathtub. But I am special! I am used to bring water to people around the world whose homes and cities or towns have been hurt or ruined by natural disasters.

They are called *natural* disasters because they are caused by the power of nature. Do you remember reading in the Bible about the story of Noah? [If the children do not know the story, summarize using a Bible storybook.] God made a promise, a covenant, with the earth and its people: “I establish my covenant with you . . . never again shall there be a flood to destroy the

earth.” (Gen. 9:11)

So what’s the problem? The problem is not something God created. The problem with natural disasters can be *too little* or *too much*. [Show the children the four pictures of flood, hurricane, fire, and drought.] Let’s look at these photos and see if we can name the natural disaster. Is there *too little* or *too much* in each of these? Which ones show too much water? Which show too much wind? Which show not enough water? There are lots of situations where people might end up with too much or not enough water. Today let’s look at hurricanes—times when people might end up with too much water. I want you to imagine you’re a tree. Everyone stand up and be a tree! Where are your feet, your roots? [Response: the ground.] Where are your arms, your branches? [Response: in the air or sky.] How do you feed your leaves? [Response: from the ground.] What makes you grow? [Response: sunshine and water.] Are you a happy tree? [Let children respond, then sit down.]

Did you know that the psalms are actually poems? In Psalm 1, the writer compares people who believe in God to trees! Let’s listen to a part of this psalm:

“They are like trees planted by streams of water, which yield their fruit in its season, and their leaves do not wither. In all that they do, they prosper.”

These are very happy trees—maybe even apple trees or palm trees. The trees are near the water, so they grow and prosper. Doesn’t the psalm tell us that this is a good place to be?

Let’s imagine that we are sitting on a beach near a group of palm trees. Isn’t it fun to stand in the sand with the sun shining on us? The ocean meets the sand and the waves come up and go out. Suddenly, it begins to rain—rain really hard—and the wind begins to blow. The weather person on the radio tells people that a big storm is coming! The children pick up their sand pails and toys while their parents gather up the folding chairs. Folks hurry home. The skies get very dark, the rain pours, and the wind blows hard. In North Carolina, down through Florida, all along the beach on the Atlantic Ocean, a hurricane named Matthew did just that. The blowing wind and pouring rain together made Hurricane Matthew come ashore there. The wind blew the trees from side to side; sometimes their branches touched the ground. Imagine what that was like! Let’s stand up and try. Stand with your feet on the floor and raise your arms above your head. Here comes the wind! Move your branches from side to side. As you keep moving your arms, pick up one foot. Change feet and try to keep your balance. Do it as fast as you can, now. It can be hard to keep your balance, can’t it? [Have the children sit down.] When trees move their feet, the roots that hold them in the ground begin to move the dirt. The trees begin to lose their balance too. The wind continues to push them. Often they break, or their roots come completely out of the ground. When they come out of the ground, the trees fall—and they fall on roads, houses, and power lines. This is just what happened with Hurricane Matthew.

The blowing wind and the trees falling on power lines stopped the electrical power. No electricity—wow! What does that mean? What happens when the power goes out? No lights, no microwave, no air conditioning, no TV, no clean water. During big storms, stuff gets into our water—dirt, sand, and palm leaves—and we cannot drink that water. With no electricity, drinking water can’t be cleaned the way we need it to be.

This is not what we pictured when we heard the psalm, is it?

“They are like trees planted by the streams of water, which yield their fruit in its season, and

their leaves do not wither.”

Let’s see what we can do to help. Jerry Can, he’s the man! [Hold up Jerry Can.] People all around the United States send water. How do they do that? With their money, they buy tools like jerry cans that are brought into the towns or cities to help. Many folks will find fresh, clean water waiting for them at shelters, a place where they can go to get away from the storm damage. The water is a special gift. For a long time, people will pay for this gift of water to be sent with their nickels, quarters, and dollars.

In North Carolina and Florida, most of the hurt caused by Hurricane Matthew is cleaned up now, with new houses built and small trees planted. Now that it is recovering, that area seems to be like a tree, planted by streams of water. It took lots of people just like you to remind those folks about God’s love by sending gifts of water, tools, and jerry cans to help them stay healthy and clean up the mess so they could start to build new lives.

We have Jerry Can here and we can be a part of his journey to help people in disasters receive and carry water. [Describe fundraising goal using Jerry Can and/or “Overflowing Generosity” poster and stickers.] The money we raise helps support people who have experienced too much or too little water in their lives. When we give, we will get a sticker saying “I gave, will you?” showing that we know water is so important that we give and share it with people who need it. It will remind you to tell others to give too!

ARTS & CRAFTS

Let the children do one or more of the following (or an art activity of your choosing):

- Make Chalk Drawings
- Make an Anemometer
- Make a Windsock

GAMES

Let the children play one or more of the following:

- Balancing Act
- Rescue Me

SNACK

Serve the children a snack of bottled water (or blue juice) and Haystack Cookies.

Recall with them where their water or juice comes from and how easy it was to get it this morning. Reflect how hard it is to find clean water if the tap didn’t work or the fridge was empty. Remark how thankful we can be that we do have water, and recall ways that we can make sure Jerry Can helps others get the water they need.

CLOSING

Gather in the same space you began the class, near Jerry Can and the Overflowing Generosity materials. Invite the children to reiterate some of the things they remember from the lesson. Remind them of the goal they have for fundraising so they might help those who have too much or too little water.

Invite the children to participate in the prayer by providing a one-sentence prayer of thanksgiving for things that water does in our world, and praying for those who have too little or too much water.



Grades 4-6

Grades 4-6

They are like trees planted by streams of water . . . Psalm 1:3a

OPENING NOTATION FOR TEACHERS

Be Prepared

- » Display a map of the world (or the United States) in your classroom. Place the map in a prominent place where children can see it easily. Locate the area from North Carolina through Central Florida where Hurricane Matthew struck in 2016. Mark it with a highlighter or a few push pins. You can also locate where you live in relation to that region.
- » If relevant or appropriate, you may opt for a more recent or relevant natural disaster for your community. Look for maps that display those regions and consider finding a volunteer who can share more about your connection to that disaster.
- » Obtain a copy of the latest *Presbyterian Disaster Assistance (PDA) Annual Report* to find locations of recent natural disasters, or go to www.pcusa.org/pda to get information on current disaster responses.
- » Check the list of materials (below) and the directions for the arts and crafts activities and games for the lesson.
- » Prepare Jerry Can from a water container (see page 1 “Background Notation: Introduction” for directions) and place him under or near the *Presbyterian Giving Catalog* “Overflowing Generosity” poster.
- » Consider what an appropriate fundraising goal might be for your group. This may be a gift from each participant (regardless of amount); a dollar amount that could be subsidized by parents or other members; filling up Jerry Can with coins to a certain line; etc. See presbyteriangifts.org/water for ideas of water-related fundraising goals.
- » Read over the lesson plan several times so you are familiar with it.
- » Have blue index cards or pieces of construction paper and markers so children can make nametags. They can be attached with masking tape.
- » Make Haystack Cookies, or ask a volunteer to do so. Also get some cups, napkins, and water bottles or blue juice.

Materials

- » Blue index cards or pieces of construction paper, markers, masking tape (for nametags)
- » Hymnbooks used by your congregation (“We Plow the Fields,” #560 in *The Presbyterian Hymnal*, or “God of the Sparrow,” #22 in *Glory to God: The Presbyterian Hymnal*)
- » A map of the world or United States, and adhesive dots or push pins.
- » Supplies for snack time

LEARNING TOGETHER

Jerry Can Lesson

- » Prepared Jerry Can container (see page 1)
- » Special Offerings “Overflowing Generosity” activity includes enough stickers for each child who might give to the cause. (The activity kit is free and can be ordered from the PC(USA) Store at (800) 533-4371 or by visiting www.pcusastore.com. The activity kit is item number 12112-17-981.)
- » Photos of flood, hurricane, fire, or drought (see pages 42–23) in print, or digitally, if projection is an option in your classroom setting.
- » Bible or Bible storybook
- » Maps
- » PDA Annual Report (listed above) or access to the PDA’s website information on current disasters
- » Newsprint, markers, and tape

ARTS & CRAFTS

Make a Tornado (see page 36 for directions)

- » 1 clean, empty 8-oz plastic bottle with lid
- » Water
- » Vinegar
- » Glitter
- » Clear liquid dishwashing detergent

The Calm Storm (see page 37 for directions)

- » 1 large, clear glass or plastic mixing bowl
- » Water
- » Scissors
- » Ground black pepper
- » Large spoon
- » Ruler with hole in center
- » Length of string
- » Paper clip
- » Tape

Anemometer (see page 34 for directions)

- » Pencil with eraser

- » Five 3-oz paper cups
- » Two straight plastic soda straws (restaurant style)
- » Straight pin
- » Single-hole paper punch
- » Scissors
- » Small stapler

Chalk Drawings (see page 33 for directions)

- » Black construction paper
- » Pastels or colored chalks

GAMES

Stretch it Out (see page 36 for directions)

SNACK

- » *Haystack Cookies* (see page 37 for recipe) or other snack (be sensitive to any allergies)
- » Napkins
- » Drinking water or blue juice
- » Cups

OPENING

Looking at Maps

As the children arrive, invite them to look at the map and locate places in the world they are familiar with. Ask each child to make a nametag and put it on.

Singing Together

Sing “We Plow the Fields,” “God of the Sparrow,” or another familiar song with your group.

LEARNING TOGETHER

Jerry Can Lesson Script

Show the children Jerry Can and put the container where everyone can see it. Distribute Bibles to all the participants.

Removeable script pages can be found on pages 29–32.

“Jerry Can, I’m your man!
 But do you know what I am?
 Do you know what I’ve seen?
 Do you know where I’ve been?”

Hello! My name is Jerry Can, and I am a water container. Sure, lots of things hold water: a glass, a pitcher, a bottle, even a bathtub. But I am special! I am used to bring water to people around

the world whose homes and communities have been ruined by natural disasters. They are called natural disasters because they are caused by the power of nature. We are going to learn about how the power of nature can bring disorder to our world.

So what is a disaster? Can you think of something that has happened to you that you would consider a disaster? [Allow time for responses.] What about these:

- » You wake up late, rush out of the house for school, forget your lunch, and the cafeteria is serving only tuna casserole and deviled eggs . . . it's a disaster!
- » It is your job to give the dog a bath. You get him all soaped up, then he escapes. He runs through the house, out the dog door, and down the street . . . it's a disaster!

Let's see if we can define a disaster in another way. Think about a disaster that would affect the lives of people around the world in very harmful ways. What can you think of? Let's look at these photos for some examples. [Show the photos of flood, hurricane, forest fire, and drought.] What disasters do you see? [Allow responses: forest fire, hurricane, drought, flood.] Human beings cannot cause these disasters, but they affect us. There have been many natural disasters. Let's identify places on the map where natural disasters have occurred. [Ask volunteers to place colored dots or pins where disasters have happened. Use most recent *PDA Annual Report* or website information to identify these places. Hurricane Matthew (2016) is particularly notable, though responses are frequently made to natural disasters around our country and world.]

Let's talk about two particular types of natural disasters: tornadoes and hurricanes. What is a tornado? [Allow responses.] It starts with a big thunderstorm with winds blowing from opposite directions. Then there is a strong updraft—air moving upwards—that travels through the storm clouds. When the updraft begins to spin, a tornado has begun to form. When the vortex—everything that is drawn into the center—dips below the bottom of the cloud, a funnel cloud is formed. And if that funnel cloud touches the ground, it's called a tornado. Let's try an experiment [demonstration: Make a Tornado].

These funnel clouds move around, and they often skip around. They may touch down on the ground, destroying everything they touch, and then skip to another area. That's why you can see pictures of total destruction right next to areas without any damage. Tornado winds can be as high as 600 mph. The U.S. has the most tornadoes, and they have struck every state. "Tornado Alley" is a name meteorologists—the weather people—have given to the area from Nebraska south through central Texas [help children locate this area on the map]. It's a part of our country where tornadoes occur every year. Tornadoes can definitely be called a disaster.

What is a hurricane? [Allow responses.] It is a large tropical storm with winds of 74 mph or more that spin around a fairly calm center. Most hurricanes in North America occur from June 1 through Nov. 30, a period called "Hurricane Season." Every continent has hurricanes except one. Can you guess? Antarctica! Almost all hurricanes begin over tropical seas. Moist air and heat are the two fuels needed to start and keep these storms going. Let's see if we can create a hurricane with this experiment. [Demonstration: The Calm Storm.]

Notice how the eye of the hurricane is so calm. This is like our relationship with God, in a way. Psalm 1:3 is a reminder of this. Someone read that passage aloud for us. [Allow student(s) to read Psalm 1:3.]

“They are like trees planted by streams of water, which yield their fruit in its season, and their leaves do not wither. In all that they do, they prosper.”

The psalm talks about God’s order for the world: calm and peaceful. When God is the center of our lives, then we prosper and grow. Even when everything is whirling and blowing around us, God will give us peace and we will not wither. But who takes care of the whirling and blowing? People hit by a hurricane or tornado may have their homes destroyed or filled with water. The power of wind will often pull down power lines, and then people have no electricity. How does that impact people? Think of all the things we use electricity for, and let’s make a list. [Allow students to work in pairs before sharing their list to create a large class list.]

Why is Jerry Can so important when the electricity goes out? First of all, where does your water come from? [Allow responses.] If the water is from a river or a lake, how does it get clean enough to drink? And how does the water get pushed from the treatment plant to the tap, toilet, bathtub, or sink? Electrical power plays a huge part in cleaning and delivering our water for drinking and other uses. Without power, we don’t have clean water. Jerry Can to the rescue!

Water is one of the first things needed at a shelter for folks who have been put out of their homes by a natural disaster. Water is the source of life. The psalmist talks about the trees planted by streams of water. This is God’s plan to provide what we need to prosper. But if the water is contaminated—filled with dirt, disease, or debris—we certainly won’t prosper. We may even get sick. We will also get sick if we don’t have enough water to drink. Did you know a person can live for weeks without food, but only three or four days without water?

So, Jerry Can, he’s the man! But how does he get to disaster sites? He needs help. You can actually help send him there. How do we help Jerry Can get to the places he needs to go? [Allow responses.] That’s right. That \$1 you are going to spend on a can of soda, or that \$11 you use to get into the movies, can go a long, long way toward sending water, help, and Jerry Can into disaster-stricken areas. It’s our duty to help heal the damage caused by the whirling and blowing. We can help control that chaos so that people can return to a life that is more normal than disastrous.

[Describe the fundraising goal established for your group, or work with the students to identify an achievable goal.] Working together, contributing our own coins and change, through fundraising and encouraging others to give, we can help send Jerry Can to places in need around the world, helping people get clean water in places that need it most. When we contribute, we’ll get stickers that say, “I gave, will you?” that remind us of what we contributed toward and will encourage others to join us!

ARTS & CRAFTS

Let the children do one or more of the following (or an activity of your choosing):

Make an Anemometer

Allow the children to go outside and experiment with their completed anemometers.

Make Chalk Drawings

GAME

Let the children play:

Stretch it Out

SNACK

Have the drinks for the children in a visible place and ask one child to go and get all the drinks. Reflect with the child how difficult it is for just one person to carry all the drinks for the class, and how having a bucket or pitcher would make it easier. Have a case of water available for students to try lifting and carrying. Consider together how many bottles of water someone uses each day showering, drinking, flushing, washing, etc. [Allow answers.] It is around 100 gallons — or approximately 750 bottles of water per person *each day*.

As the children eat their snack of Haystack Cookies and bottled water or blue juice, consider what it would take to get enough water during a disaster and recall how we can help Jerry Can bring water to those in need.

CLOSING

Review the lesson and what was learned. Review the impact of disasters and the importance of water in a situation of disaster. Remind the students of how they can contribute to the delivery of water to these areas of disaster, and review the established fundraising goal.

Ask the children to look again at the locations of disasters marked on the map. As you point to each one, name it and ask the children to pray silently for people there. For each location, ask the children to respond aloud with these words: “Lord, in your mercy, bless the people there.” Close with a short summarizing prayer.



Appendix A

APPENDIX A: LESSON SCRIPT, ARTS, CRAFTS, GAMES, AND SNACKS

Grades 1–3

Jerry Can Lesson Script

Take out Jerry Can and put the container where everyone can see it.

“Jerry Can, I’m your man!

But do you know what I am?

Do you know what I’ve seen?

Do you know where I’ve been?”

Hello! My name is Jerry Can and I am a water container—I hold water. Lots of things hold water: a glass, a pitcher, a bottle, even a bathtub. But I am special! I am used to bring water to people around the world whose homes and cities or towns have been hurt or ruined by natural disasters.

They are called *natural* disasters because they are caused by the power of nature. Do you remember reading in the Bible about the story of Noah? [If the children do not know the story, summarize using a Bible storybook.] God made a promise, a covenant, with the earth and its people: “I establish my covenant with you . . . never again shall there be a flood to destroy the earth.” (Gen. 9:11) So what’s the problem?

The problem is not something God created. The problem with natural disasters can be *too little* or *too much*. [Show the children the four pictures of flood, hurricane, tornado, and drought.] Let’s look at these photos and see if we can name the natural disaster. Is there *too little* or *too much* in each of these? Which ones are too much water? Which are too much wind? Which are not enough

water? There are lots of situations where people might end up with too much or not enough water. Today let's look at hurricanes—times when people might end up with too much water. I want you to imagine you're a tree. Everyone stand up and be a tree! Where are your feet, your roots? [Response: the ground.] Where are your arms, your branches? [Response: in the air or sky.] How do you feed your leaves? [Response: from the ground.] What makes you grow? [Response: sunshine and water.] Are you a happy tree? [Let children respond, then sit down.]

Did you know that there is a book of the Bible that is all poems? The book of Psalms is a series of poems and songs! In Psalm 1:3, the writer compares people who believe in God to trees! Let's listen to a part of this psalm:

“They are like trees planted by streams of water, which yield their fruit
in its season, and their leaves do not wither. In all that they do, they prosper.”

These are very happy trees—maybe even apple trees or palm trees. The trees are near the water, so they grow and prosper. Doesn't the psalm tell us that this is a good place to be?

Let's imagine that we are sitting on a beach near a group of palm trees. Isn't it fun to stand in the sand with the sun shining on us? The ocean meets the sand and the waves come up and go out. Suddenly, it begins to rain—rain really hard—and the wind begins to blow. The weather person on the radio tells people that a big storm is coming! The children pick up their sand pails and toys while their parents gather up the folding chairs. Folks hurry home. The skies get very dark, the rain pours and the wind blows hard. In North Carolina and down through Florida, all along the beach on the Atlantic Ocean, a hurricane named Matthew did just that. The blowing wind and pouring rain together made Hurricane Matthew come ashore there. The wind blew the trees from

side to side; sometimes their branches touched the ground. Imagine what that was like! Let's stand up (and spread out a little) and try. Stand with your feet on the floor and raise your arms above your head. Here comes the wind! Move your branches side-to-side. As you keep moving your arms, pick up one foot. Change feet and try to keep your balance. Do it as fast as you can now. It can be hard to keep your balance, can't it? [Have the children sit down.]

When the trees move their feet, the roots that hold them in the ground begin to move the dirt. The trees begin to lose their balance too. The wind continues to push them. Often they break, or their roots come completely out of the ground. When they come out of the ground, the tree falls—on roads, houses, and power lines. This is just what happened with Hurricane Matthew.

The blowing wind and the trees falling on power lines stopped the electrical power. No electricity—wow! What does that mean? What happens when the power goes out? No lights, no microwave, no air conditioning, no TV, no clean water. During big storms, stuff gets into our water—dirt, sand, and palm leaves—and we cannot drink that water. With no electricity, drinking water can't be cleaned like we need it to be.

This is not what we pictured when we heard the psalm, is it?

“They are like trees planted by streams of water, which yield their fruit in its season, and their leaves do not wither.”

Let's see what we can do to help. Jerry Can, he's the man! [Hold up Jerry Can.] People all around the United States send water. How do they do that? With their money, they buy tools like jerry cans that are brought into the towns or cities to help. Many folks will find fresh, clean water waiting for them at shelters, a place where they can go to get away from the storm damage. The

water is a special gift. For a long time, people will pay for this gift of water to be sent with their nickels, quarters, and dollars.

In North Carolina and Florida, most of the hurt caused by Hurricane Matthew has been cleaned up now, with new houses built and small trees planted. Now that it is recovering, that area seems to be like a tree planted by streams of water. It took lots of people just like you to remind those folks about God's love by sending gifts of water, tools, and jerry cans to help them stay healthy and clean up the mess so they could start to build new lives.

We have Jerry Can here and we can be a part of his journey to help people in disasters receive and carry water. [Describe fundraising goal using Jerry Can and/or "Overflowing Generosity" poster and stickers.] The money we raise helps support people who have experienced too much or too little water in their lives. When we give, we will get a sticker saying "I gave, will you?" showing that we know water is so important that we give and share it with people who need it. It will remind you to tell others to give too!

Grades 4–6

Jerry Can Lesson Script

Show the children Jerry Can and put the container where everyone can see it. Distribute Bibles to all the participants.

“Jerry Can, I’m your man!

But do you know what I am?

Do you know what I’ve seen?

Do you know where I’ve been?”

Hello! My name is Jerry Can, and I am a water container. Sure, lots of things hold water: a glass, a pitcher, a bottle, even a bathtub. But I am special! I am used to bring water to people around the world whose homes and communities have been ruined by natural disasters. They are called natural disasters because they are caused by the power of nature. We are going to learn about how the power of nature can bring disorder to our world.

So what is a disaster? Can you think of something that has happened to you that you would consider a disaster? [Allow time for responses.] What about these:

- » You wake up late, rush out of the house for school, forget your lunch, and the cafeteria is serving only tuna casserole and deviled eggs . . . it’s a disaster!
- » It is your job to give the dog a bath. You get him all soaped up, then he escapes. He runs through the house, out the dog door, and down the street . . . it’s a disaster!

Let’s see if we can define a disaster in another way. Think about a disaster that would affect the lives of people around the world in very harmful ways. What can you think of? Let’s look at these

photos for some examples. [Show the photos of flood, hurricane, forest fire, and drought.] What disasters do you see? [Allow responses: forest fire, hurricane, drought, flood.] Human beings cannot cause these disasters, but they affect us. There have been many natural disasters. Let's identify places on the map where natural disasters have occurred. [Ask volunteers to place colored dots or pins where disasters have happened. Use most recent *PDA Annual Report* or website information to identify these places. Hurricane Matthew (2016) is particularly notable, though responses are frequently made to natural disasters around our country and world.]

Let's talk about two particular types of natural disasters: tornadoes and hurricanes. What is a tornado? [Allow responses.] It starts with a big thunderstorm with winds blowing from opposite directions. Then there is a strong updraft—air moving upwards—that travels through the storm clouds. When the updraft begins to spin, a tornado has begun to form. When the vortex—everything that is drawn into the center—dips below the bottom of the cloud, a funnel cloud is formed. And if that funnel cloud touches the ground, it's called a tornado. Let's try an experiment [demonstration: Make a Tornado].

These funnel clouds move around, and they often skip around. They may touch down on the ground, destroying everything they touch, and then skip to another area. That's why you can see pictures of total destruction right next to areas without any damage. Tornado winds can be as high as 600 mph. The U.S. has the most tornadoes, and they have struck every state. "Tornado Alley" is a name meteorologists—the weather people—have given to the area from Nebraska south through central Texas [help children locate this area on the map]. It's a part of our country where tornadoes occur every year. Tornadoes can definitely be called a disaster.

What is a hurricane? [Allow responses.] It is a large tropical storm with winds of 74 mph or more that spin around a fairly calm center. Most hurricanes in North American occur from June 1 through Nov. 30, a period called “Hurricane Season.” Every continent has hurricanes except one. Can you guess? Antarctica! Almost all hurricanes begin over tropical seas. Moist air and heat are the two fuels needed to start and keep these storms going. Let’s see if we can create a hurricane with this experiment. [Demonstration: The Calm Storm.]

Notice how the eye of the hurricane is so calm. This is like our relationship with God, in a way. Psalm 1:3 is a reminder of this. Someone read that passage aloud for us. [Allow student(s) to read Psalm 1:3.]

“They are like trees planted by streams of water, which yield their fruit in its season, and their leaves do not wither. In all that they do, they prosper.”

The psalm talks about God’s order for the world: calm and peaceful. When God is the center of our lives, then we prosper and grow. Even when everything is whirling and blowing around us, God will give us peace and we will not wither. But who takes care of the whirling and blowing? People hit by a hurricane or tornado may have their homes destroyed or filled with water. The power of wind will often pull down power lines, and then people have no electricity. How does that impact people? Think of all the things we use electricity for, and let’s make a list. [Allow students to work in pairs before sharing their list to create a large class list.]

Why is Jerry Can so important when the electricity goes out? First of all, where does your water come from? [Allow responses.] If the water is from a river or a lake, how does it get clean enough to drink? And how does the water get pushed from the treatment plant to the tap, toilet, bathtub,

or sink? Electrical power plays a huge part in cleaning and delivering our water for drinking and other uses. Without power, we don't have clean water. Jerry Can to the rescue!

Water is one of the first things needed at a shelter for folks who have been put out of their homes by a natural disaster. Water is the source of life. The psalmist talks about the trees planted by streams of water. This is God's plan to provide what we need to prosper. But if the water is contaminated—filled with dirt, disease, or debris—we certainly won't prosper. We may even get sick. We will also get sick if we don't have enough water to drink. Did you know a person can live for weeks without food, but only three or four days without water?

So, Jerry Can, he's the man! But how does he get to disaster sites? He needs help. You can actually help send him there. How do we help Jerry Can get to the places he needs to go? [Allow responses.] That's right. That \$1 you are going to spend on a can of soda, or that \$11 you use to get into the movies, can go a long, long way toward sending water, help, and Jerry Can into disaster-stricken areas. It's our duty to help heal the damage caused by the whirling and blowing. We can help control that chaos so that people can return to a life that is more normal than disastrous.

[Describe the fundraising goal established for your group, or work with the students to identify an achievable goal.] Working together, contributing our own coins and change, through fundraising and encouraging others to give, we can help send Jerry Can to places in need around the world, helping people get clean water in places that need it most. When we contribute, we'll get stickers that say, "I gave, will you?" that remind us of what we contributed toward and will encourage others to join us!

ARTS & CRAFTS

Windsock

What you need:

- » 12" x 6" pieces of Fun Foam or construction paper in various colors
- » Jerry Can logo (see pages 40–41)
- » Stapler
- » Glue
- » Single-hole paper punch
- » 30" lengths of string, ribbon, or yarn
- » 10" strands of ribbon or crepe paper streamers in a variety of colors
- » Felt-tipped markers
- » Scissors

What you do:

- » In advance, make one copy for each child of the Jerry Can logo, preferably on card stock, and cut them out.
- » Have the children color the logo with markers.
- » Show them how to attach the logo to the center of the piece of Fun Foam or construction paper using glue or a stapler.
- » Staple the ribbon or crepe paper streamers about one inch apart with the cut edge about two inches from the bottom of the long edge of the Fun Foam or construction paper.
- » Show them how to roll the paper into a tube, overlapping the edges about one inch.
- » Staple the tube at the top and bottom and glue the overlapping edge between the staples.
- » Punch a hole on each side of the windsock, about ½-inch from the top edge.
- » They can thread yarn or string through holes on each side, bring the two ends together, and knot.

Chalk Drawings

What you need:

- » Sheets of black construction paper for each child.
- » Pastels or colored chalks (note: pastel chalks are expensive, but give a very different look to the completed pictures)

What you do:

- » Give each child a sheet of black construction paper.
- » Ask the children to close their eyes as you read Psalm 1:3 aloud. Then ask: “What did you see in your mind when you heard the words of this verse? What kind of trees did you imagine? What was the fruit like? What did you imagine the streams to be like? How big was the

stream beside the tree or trees? What do you think it means to prosper?"

- » Have the children illustrate Psalm 1:3. It may help to have it available to re-read, in Bibles around the table, projected on a screen, or posted on the wall.

Other additions:

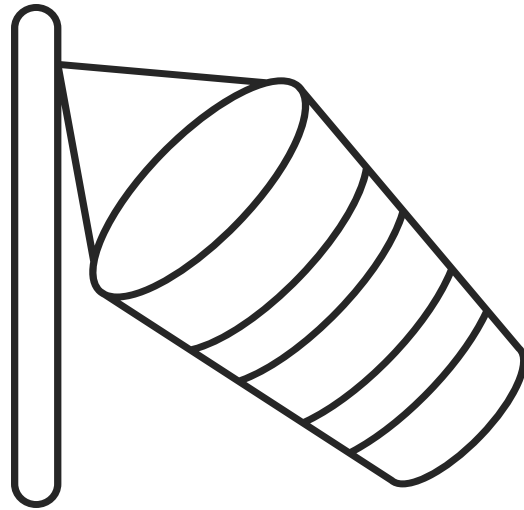
- » Dipping the chalk in water or in sugar water gives an entirely different effect.
- » Spray the completed picture with hair spray to fix the chalk.

Anemometer

For more detail on this project, visit https://www.sercc.com/education_files/anemometer.pdf

What you need:

- » Pencil with eraser
- » Five 3-oz disposable cups
- » Two straight plastic soda straws (restaurant style)
- » Straight pin
- » Single-hole paper punch
- » Scissors
- » Small stapler



What you do:

- » Show the children how to punch one hole in each of four of the cups, about a half-inch below the rim.
- » Tell them to take the fifth cup and punch four equally spaced holes about a quarter-inch below the rim. They then punch a hole in the center of the bottom of the cup.
- » Show them how to take one of the four cups and push a soda straw through the hole. They fold the end of the straw and staple it to the side of the cup across from the hole. They repeat this procedure for another one-hole cup and the second straw.
- » Now they slide one cup and straw assembly through the opposite holes in the cup with four holes. They then push another one-hole cup onto the end of the straw just pushed from the four-hole cup. Show them how to bend the straw and staple it to the one-hole cup, making certain that the cup faces in the opposite direction from the first cup.
- » They repeat this procedure using the other cup and straw assembly and the remaining one-hole cup.
- » Show the children how to align the four cups so that their open ends face the same direction around the center cup. Then they push the straight pin through the two straws where they intersect.

- » The children then push the eraser end of the pencil through the bottom hole in the center cup and push the pin into the end of the pencil eraser as far as it will go.
- » To use their anemometers, have the children take them outside and hold them up to spin in the wind. They then count the number of revolutions per minute (RPM) and calculate the circumference of the circle they made by the rotating cups (in feet). Next they multiply the RPM by the circumference. They will then have the approximate velocity at which the anemometer spins in feet-per-minute.

GAMES

Balancing Act

What you need:

- » Masking tape
- » Chair
- » Ping-pong ball(s)

What you do:

- » Use masking tape to designate a starting point
- » Have the children form a line behind the starting point. Place a chair 10 feet from the starting point. The children will face the chair.
- » Give the first child a ping-pong ball.
- » The leader will blow a whistle to start. Have the children place the ball on the back of their hand and walk around the chair and back again.
- » Pass the ball to the next person in line.
- » If the ball falls off, they may pick it up and put it back on. That is the only time they may touch the ball with their hands.
- » The object of the game is for everyone to go around the chair before the whistle is blown again. Allow adequate time for the children to finish.
- » Alternative options: try to beat a “team best”; use multiple balls; try doing it walking backwards.

Rescue Me

What you need:

- » Copies of image cards (pages 44–47)
- » Chairs
- » In advance, make one copy of the images for the game. If you have more than eight children, make additional copies and let this game be more competitive. Cut the images apart.
- » Arrange the chairs in a wide circle. Give each child one of the image cards. The leader will stand in the center of the circle.

- » Say: “We are going to play ‘Rescue Me!’ Each of you has an item we might need. I will read a statement. Listen carefully and decide just what it is that we need. We will all jump up and go to the person who has the item we need, doing the action with the item that will help us.”
 - Help! It’s raining, and I have to walk home from school. Help! (umbrella)
 - Help! My kitten is caught in the tree! Help! (ladder)
 - Help! My canoe is about to go over a waterfall! Help! (oar)
 - Help! This ship is sinking! Help! (life preserver)
 - Help! The plane is crashing! Help! (parachute)
 - Help! I’m in the desert and I want to get home! Help! (camel)
 - Help! I want to get to the top of the cliff! Help! (rope)
 - Help! I need to get across the river! Help! (bridge)

Stretch it Out

What you do:

- » Invite the children to stand with their backs flat against the wall. Ask them to stretch out their arms to see who can reach out the furthest while keeping their shoulder blades against the wall.
- » Next, tell them that they need to reach out as far as they can *but* they must have at least one body part touching the wall. See who comes up with a creative solution.
- » Now, tell the children that they need to see who can reach the furthest, but this time they can have up to two people working together. One person must be touching the wall with a part of their body, and the other must be touching the first person.
- » Similarly, try with larger and larger groups until the whole class is reaching out, one person touching the wall, and the rest of the class linked to reach far, far away.
- » With the children, reflect on how significant the distance was while they worked alone versus working together. Making the effort to work together can create a huge impact!

SCIENCE

Make a Tornado

What you need (for each tornado):

- » 1 clean, empty 8-oz plastic bottle with lid
- » Water
- » Vinegar
- » Glitter
- » Clear liquid dishwashing detergent

What you do:

- » Fill each bottle $\frac{3}{4}$ full of water

- » Tell the children to put one teaspoon of vinegar and one teaspoon of dishwashing soap into the bottle. Then have them sprinkle a small amount of glitter into the bottle and close the lid.
- » Tell them to hold the bottle in both hands and shake in a circular motion.
- » Watch a tornado appear!

The Calm Storm

What you need:

- » 1 large, clear glass or plastic mixing bowl
- » Water
- » Scissors
- » Ground black pepper
- » Large spoon
- » Ruler with a hole in the center
- » Length of string
- » Paper clip
- » Tape

What you do:

- » Show the children how to tie one end of the string to the paper clip and thread the other end of the string through the middle of the ruler.
- » Have them fill their bowls about $\frac{3}{4}$ full with water.
- » Then they hang the string with the paper clip attached over the water until the paper clip is about one inch from the bottom of the bowl.
- » Tell them to sprinkle ground pepper in the water, making sure to add enough to make it very visible.
- » They then stir the water with the spoon until it is swirling.
- » Now they lower the paper clip into the center of the bowl until the ruler rests on both sides of the bowl.
- » The water should continue to swirl around. But tell them to watch the paper clip; it should move only gently, if at all. Explain that, in the same way, the air inside the eye of the hurricane remains calm while winds swirl around it.

SNACKS

Haystack Cookies (no bake)

What you need:

- » 6-oz package semi-sweet chocolate pieces
- » 6-oz package butterscotch pieces

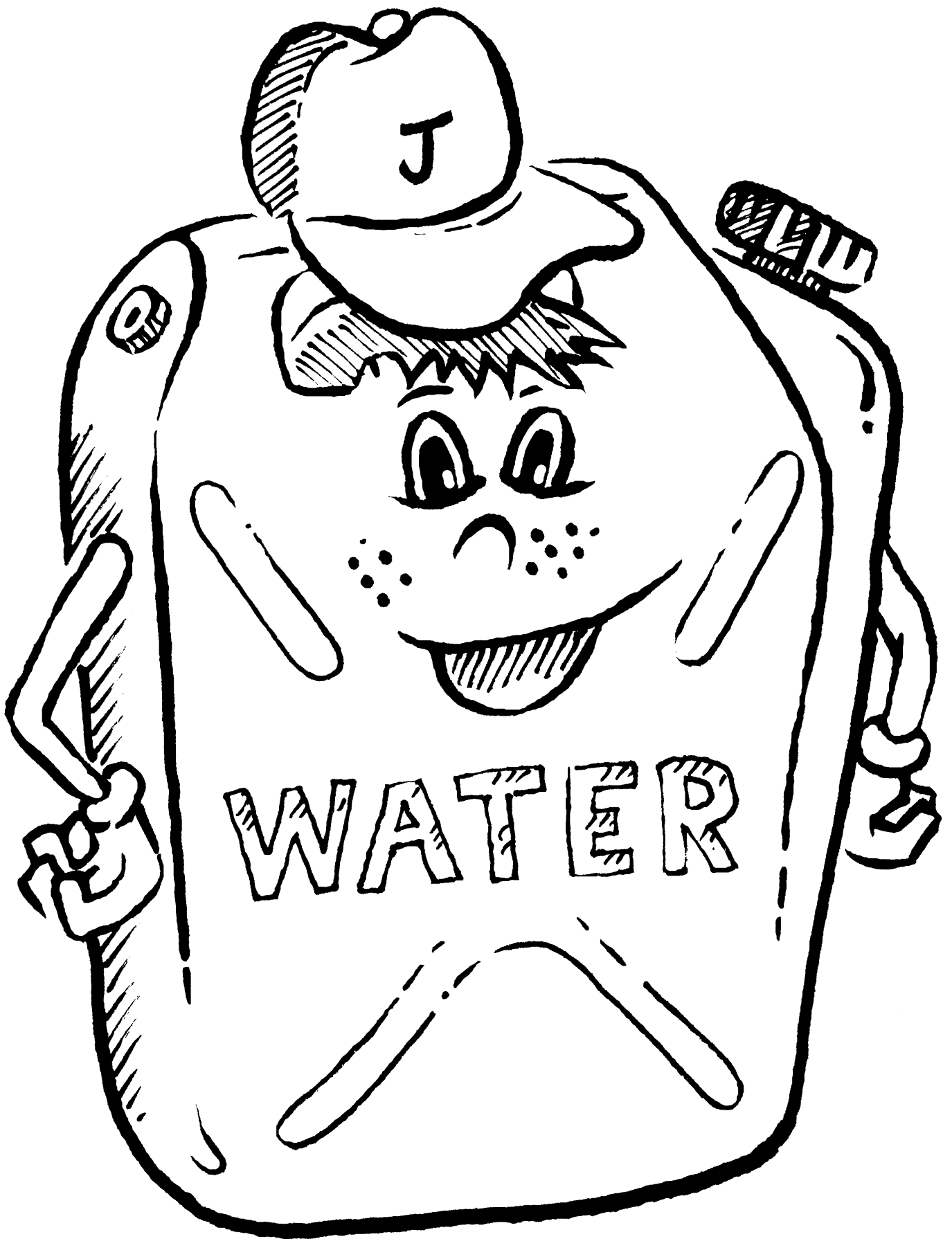
- » 2 cans (3 oz each) chow mein noodles
- » ½ cup chopped peanuts or cashews
- » Double boiler or microwave
- » Glass bowl
- » Measuring and mixing utensils
- » Waxed paper
- » Refrigerator

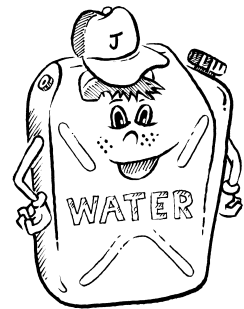
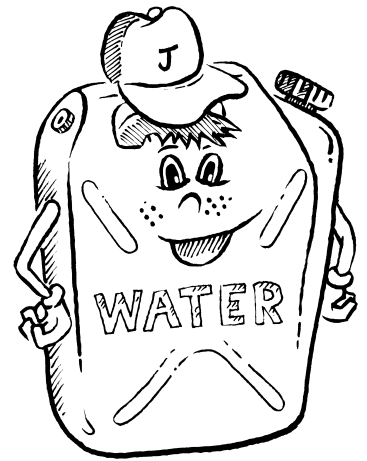
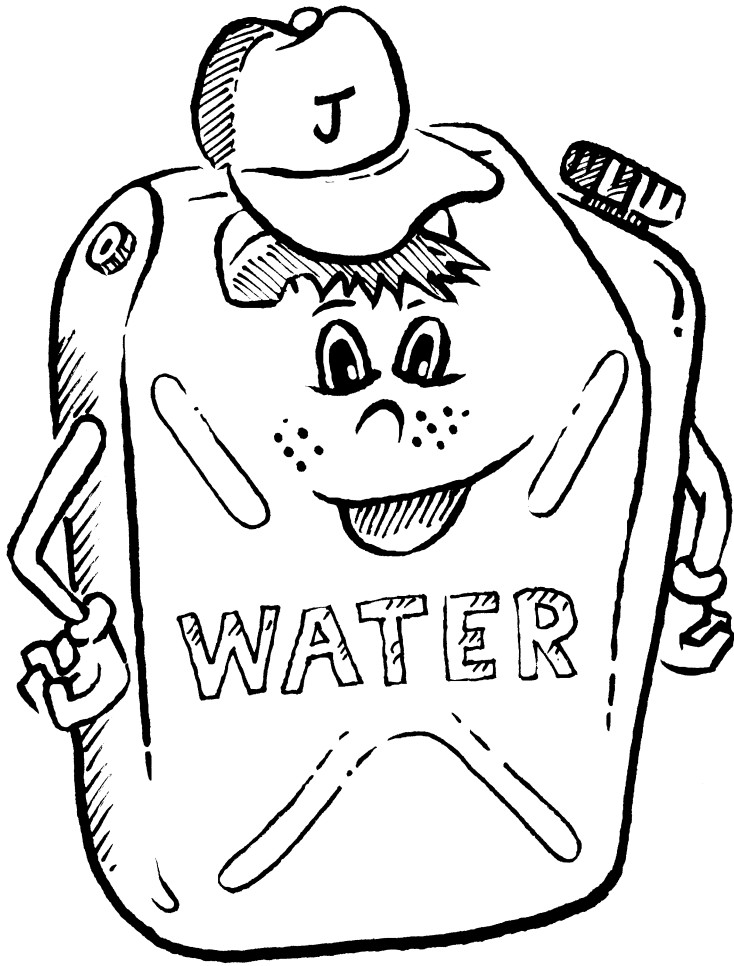
What you do:

- » Melt the chocolate and butterscotch pieces in a glass bowl double boiler (glass bowl over boiling water). Remove from heat. (Or microwave in a glass bowl for 1 minute at 50% power; stir.)
- » Quickly stir in the chow mein noodles and nuts until evenly coated.
- » Drop by teaspoon on waxed paper, mounding like haystacks. Chill.
- » Makes 36 cookies.

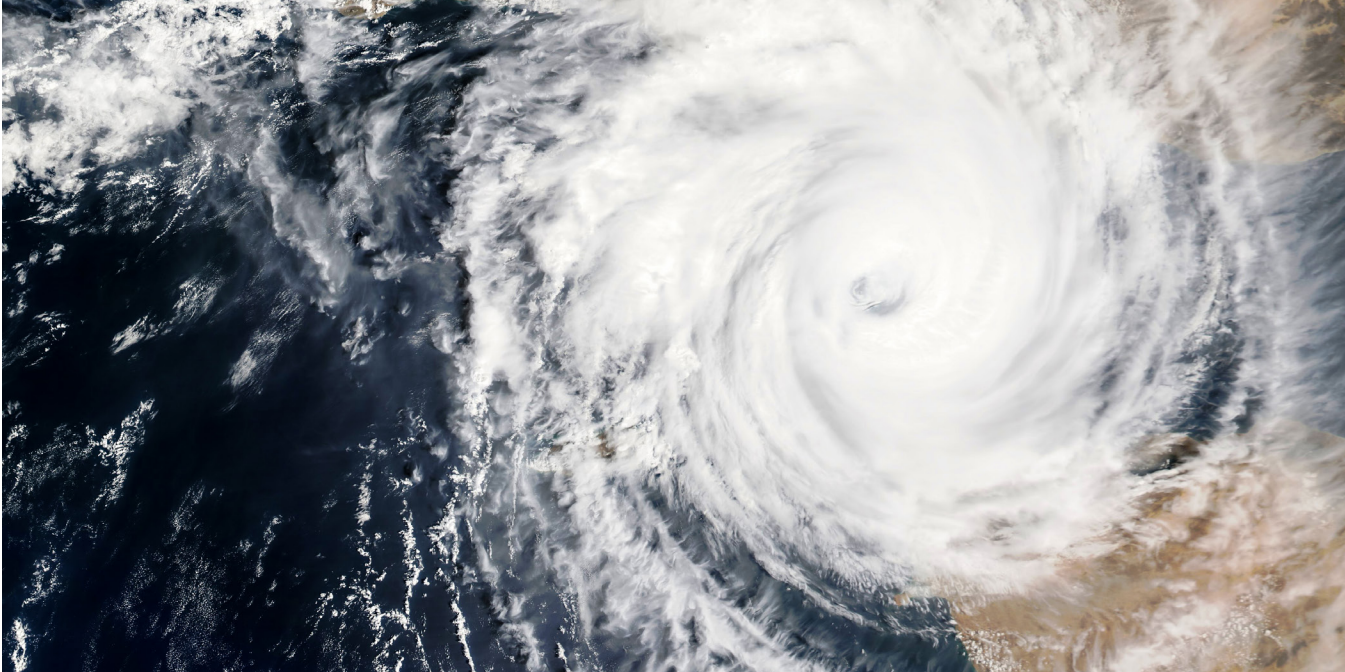


Appendix B





Examples of Natural Disaster Images



Example 1: Hurricane



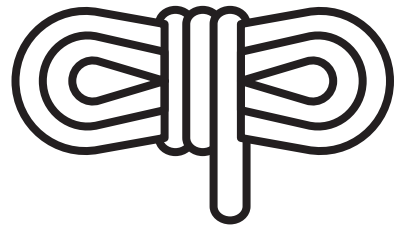
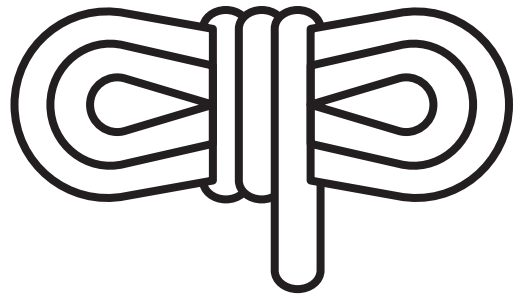
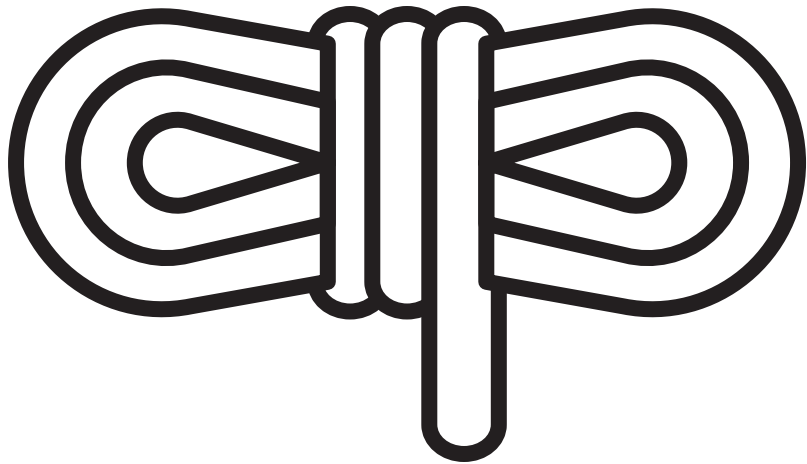
Example 2: Forest Fire

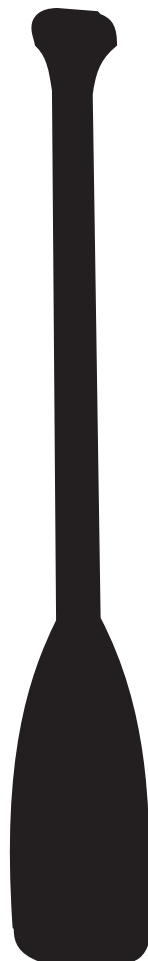
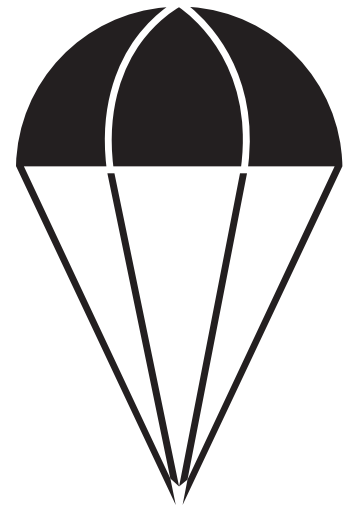
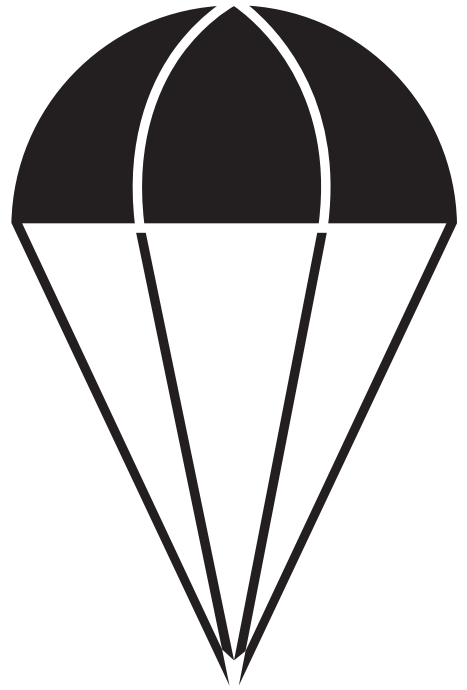
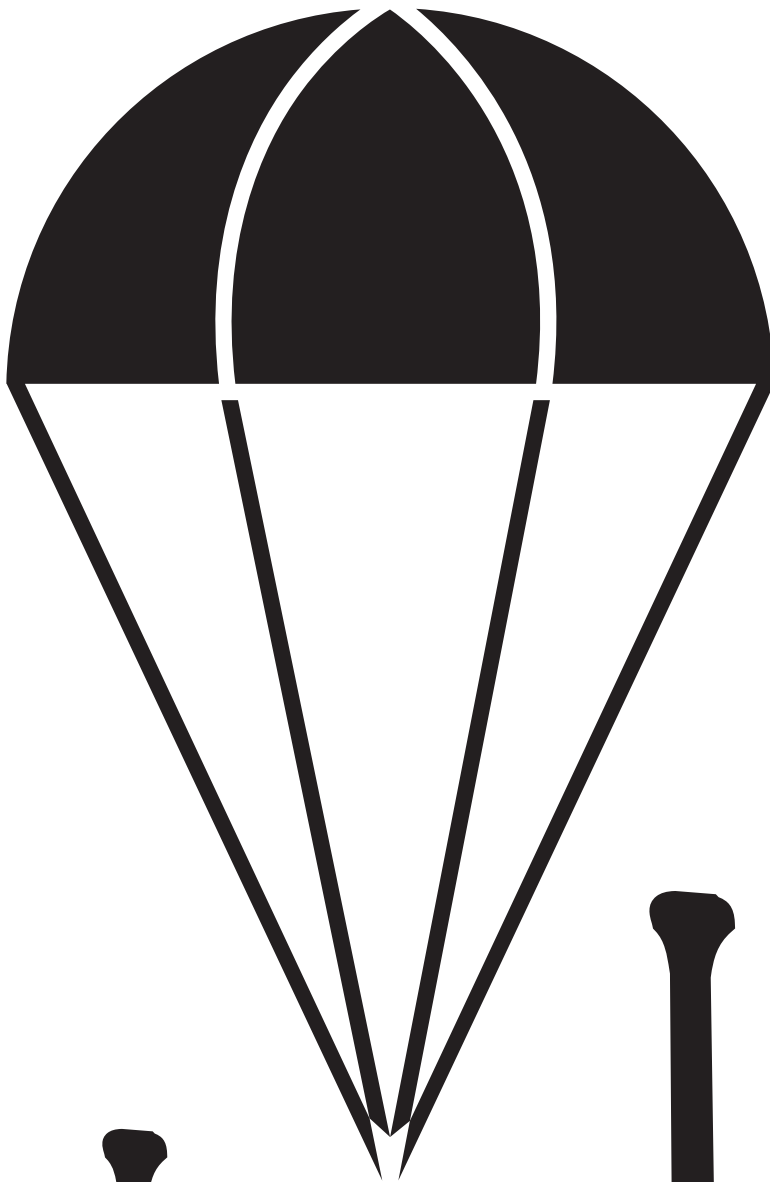


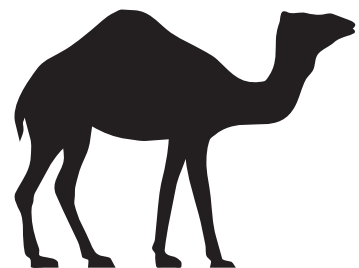
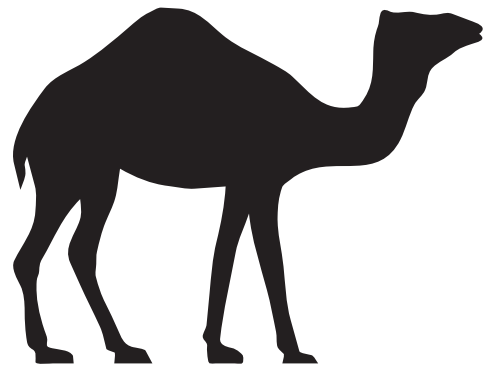
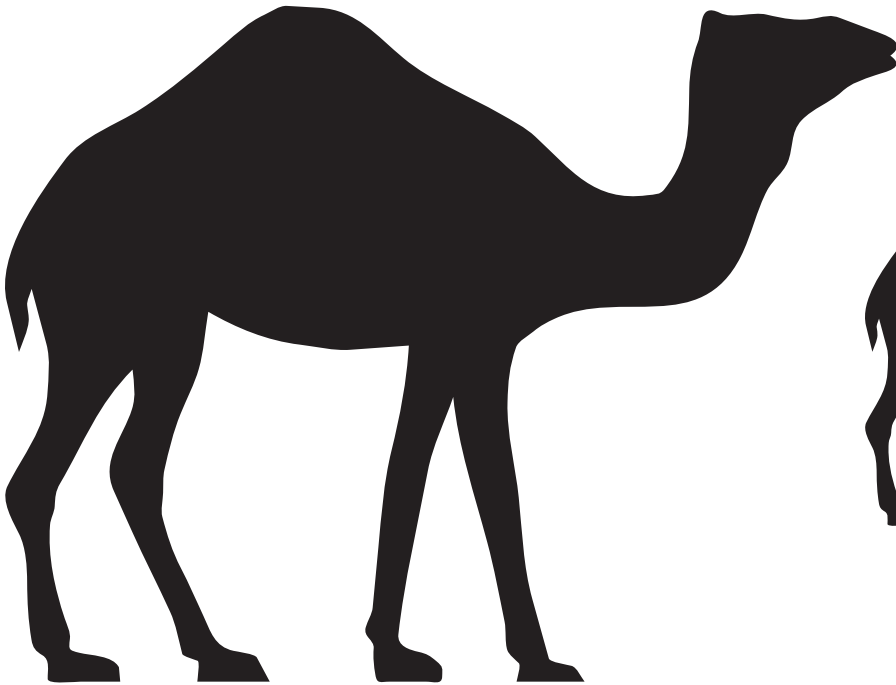
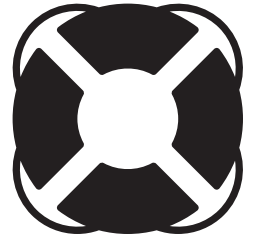
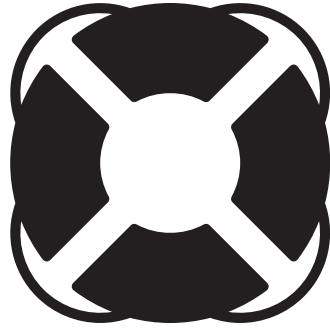
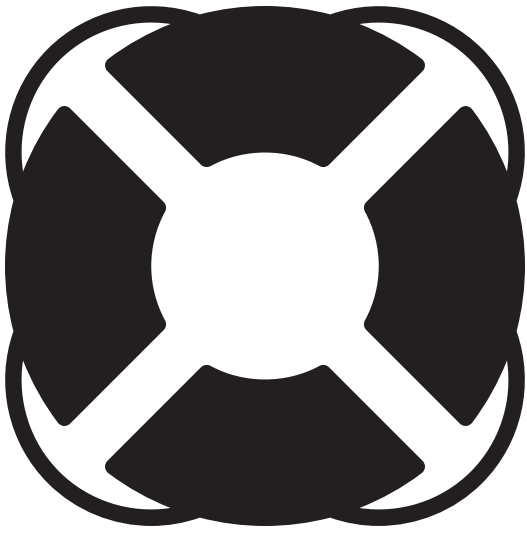
Example 3: Flood

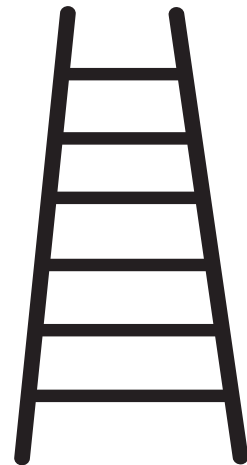
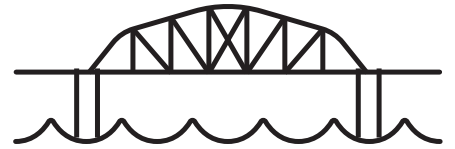
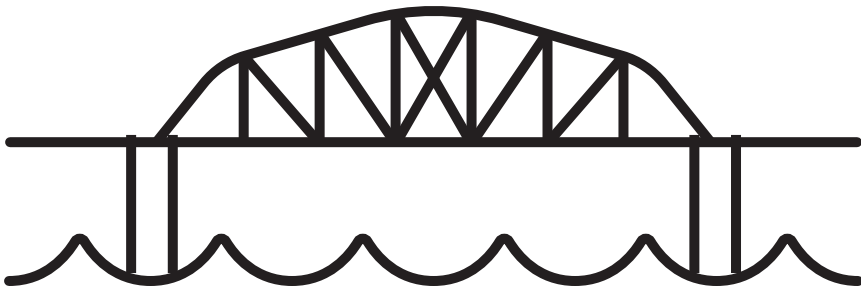
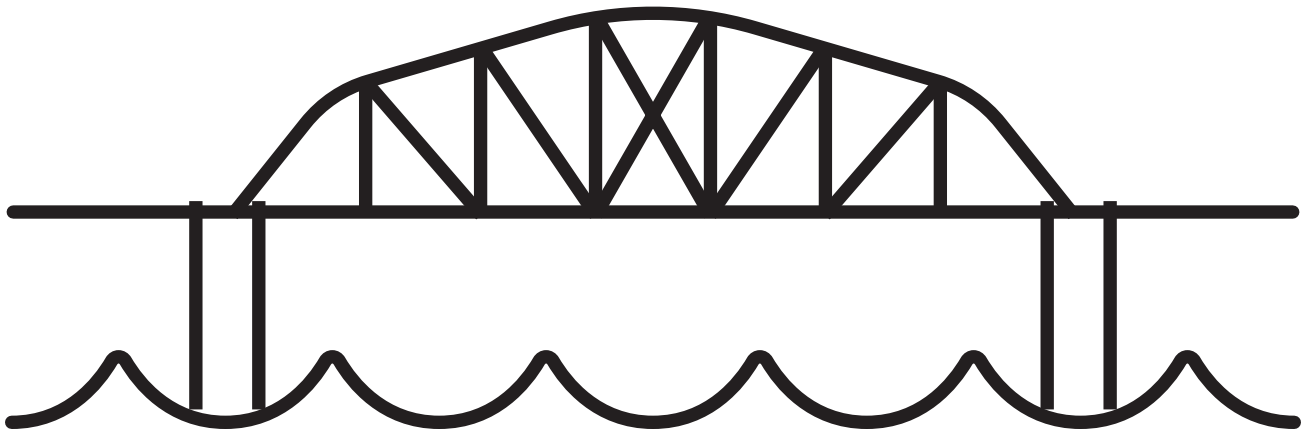


Example 4: Drought









CREDITS

Anemometer

https://www.sercc.com/education_files/anemometer.pdf

Make a Tornado

<http://eo.ucar.edu/webweather/tornact4.html>

Games: Balancing Act; Rescue Me!

Downright Upright and 50 Other Bible Games for Elementary Children. Nashville: Abingdon Press, 2000.

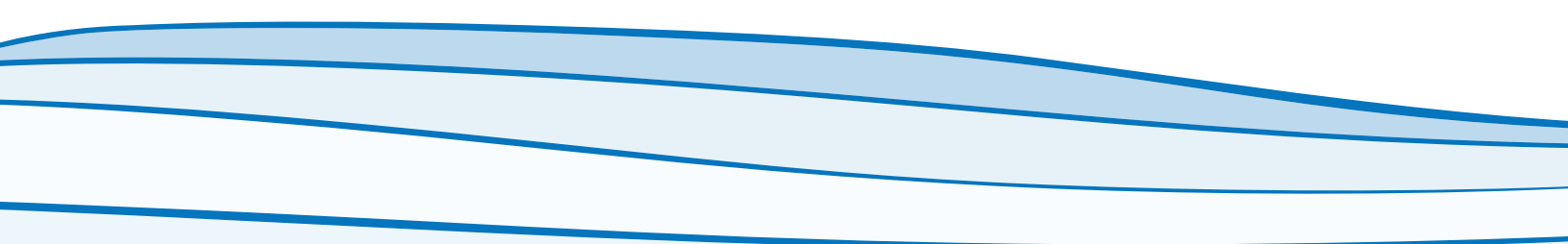
Song Selections

Glory to God: The Presbyterian Hymnal. Louisville: Westminster John Knox Press, 2013.

The Presbyterian Hymnal. Louisville: Westminster John Knox Press, 1990.

Images are taken from common access and clip art resources.

Thanks to the colleagues in ministry and friends of Special Offerings who helped develop, edit, and evaluate this resource, including Vennie Constant, who wrote the original version of this curriculum.



In this day and age, access to information can be overwhelming. The global community has become a reality. Television and the internet provide us not only with information but also with images of disasters around the world.

Children see and hear about these things too, and they want to do something to help. They want to be involved. Many parents also want this for their children. The goal of this curriculum is not only to impart information but also to suggest an appropriate response to natural disasters around the world.

The Presbyterian Church (U.S.A.) is involved throughout the world in responding to disastrous situations that happen to God's people. The PC(USA)'s programs not only respond with immediate aid, but through relationships with partner churches throughout the world they transition relief efforts into long-term development. They act on behalf of countless Presbyterians who offer prayers, send money, sponsor projects, and form work teams to assist those in need. In the spirit of educating a whole new generation of people who answer God's call to respond, this curriculum for children is offered.

Jerry Can, the water-carrying mascot for this program, helps in a world of disasters. He represents one common denominator in all disasters around the world: the need for clean water in order to survive. Jerry Can, as a mascot and as a tool used in disaster-relief settings, is a concrete, visual way to represent to children the need for clean water.



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