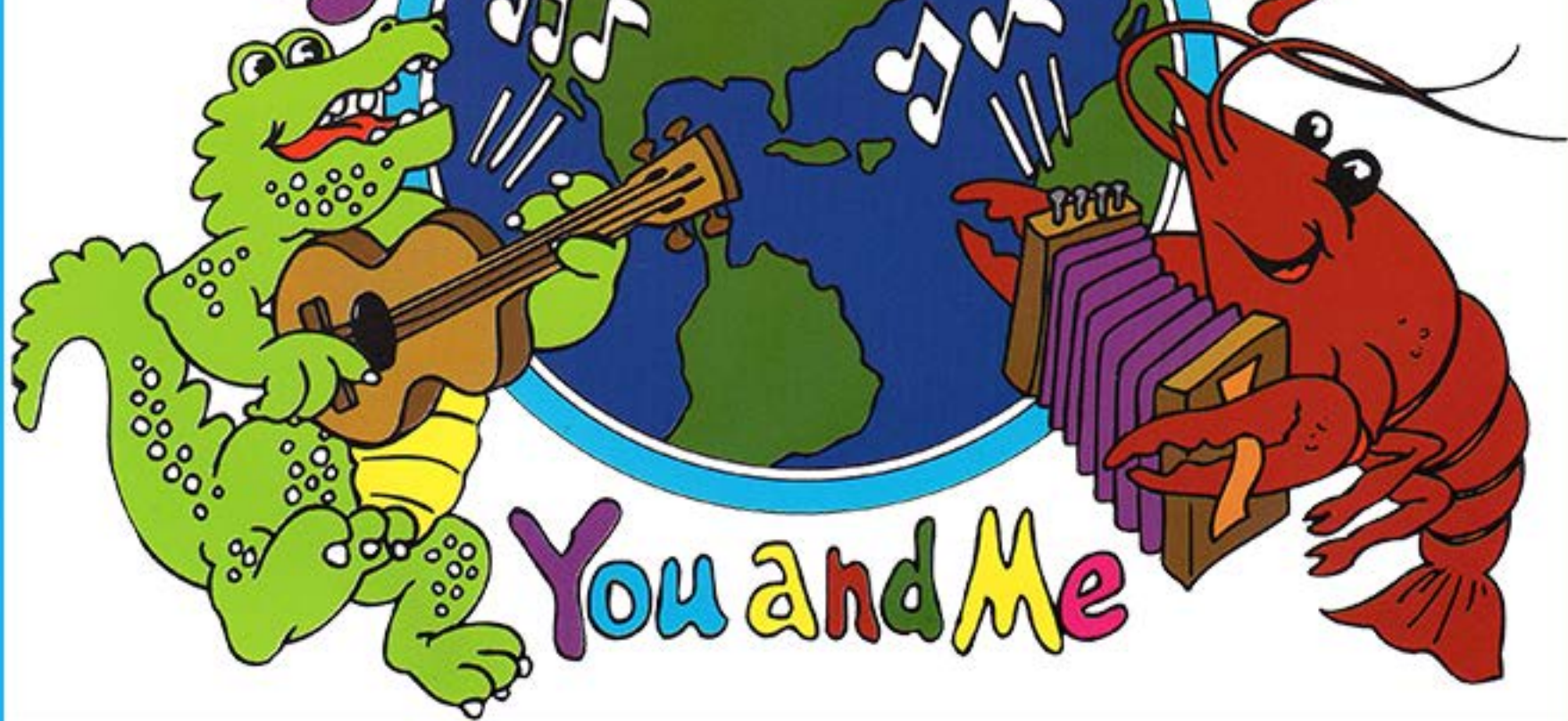


The Solution to Pollution



You and Me

THE SOLUTION TO POLLUTION

The Children's Environmental Program

An Educational Program For Children
To learn and care for their land, water and air.
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MISSION AND VISION:

- To create a Foundation for environmental harmony.
- To create an awareness for the necessity of saving our environment.
- To help educate children around the world on ways to solve the problems of pollution in our environment.

PRODUCT NAME:

The Solution to Pollution: The Children's Environmental Program

- An educational program for children to learn how to cherish and care for their land, water, and air. The program will include all instructional and ancillary materials necessary for children to learn about taking care of their environment.

OBJECTIVES:

- To acquaint children with specific problems that cause pollution in our universe.
- To provide positive personal hands-on experience for children to learn about the problems.
- To provide an instructional sequence from the problem toward the solution.
- To teach children the importance of caring and sharing as they work together in solving a major universal problem.

RATIONALE:

This educational program provides an innovative and inspiring presentation for children to learn how to become an active part in saving and protecting their environment. Emphasis is placed on using good "Common Sense" as they learn about their interdependency with all living organisms.

TARGETED USER:

- This educational program is designed for teachers in schools or parents at home, as they guide their children toward saving their environment.
- This educational program is developed to be used as both a local and a global program.
- A parental guide is enclosed.
- The concept has been field tested with children in the public and parochial schools.

PRODUCT DESCRIPTION:

This educational program is designed as an instructional "kit."

The "kit" contains all materials necessary for instruction.

The integrated instruction provides resources to create in-depth and extended activities.

The "kit" will specifically contain: (but not be limited to)

- A cassette tape (or CD) of the environmental songs by Bobby Charles, ("The Solution to Pollution", "Clean Water", and "Environmental Harmony.")
- Sheet Music (For band directors, members) The songs will be used for children sing-along.
- A lesson plan guide for teachers and parents.

The guide will contain work projects, classroom activities, vocabulary words, and additional ideas for community involvement.

FUTURE EXPANSION POTENTIAL:

- A book of stories for children on the importance of a clean environment.
The book will be written from an animal's point-of-view. The stories will be motivating, humorous, and attractively illustrated. The stories will begin in the Louisiana Bayous, as Kyaw (The Crawfish) and Gaboon, (The Alligator) discuss the problems they are having with survival in their swampland home.
- News articles written by children.
- Research opportunities with grant or corporate funding.
- A certificate for completion of the program
- Creation of a global environmental week for student activities.
- Puppets of animal characters taken from the stories in the book.
- Patterns for costumes used in the drama and musical.
- Visual art projects to sequence with instruction.
- T-Shirts designed by students to display awareness.
- Classroom visits by Kyaw and Gaboon.
- A children's environmental magazine.
- Board games to motivate interest in the environment.
- A catalog of mail order items available from the Foundation.
- An environmental tip hot-line for children.
- All materials translated into different languages for global usage.
- A video of the stories from the book (movie or television series).
- A video to acquaint students with the beauty of the environment showing locations from all around the world.
- A workbook for children with games, puzzles and other motivating activities.
- A coloring book for young children covering environmental topics.

THE SOLUTION TO POLLUTION

THE CHILDREN'S ENVIRONMENTAL PROGRAM

K-3

Lesson Plan

OBJECTIVE:

- Students will understand that they are **"The Solution To Pollution."**

MATERIALS:

- Cassette tape player or compact disc player
- Cassette or compact disc - **"The Solution To Pollution"**
- Mirror (optional)
- White construction paper
- Copy of words to song **"The Solution To Pollution"** for each student

VOCABULARY:

| | | | |
|----------|--------|-------|----------------|
| Solution | Clean | Water | Pollution |
| Planet | People | Air | Global Warming |

PROCEDURES:

- I. Play the song, **"The Solution To Pollution"** for the class.
- II. As a class discuss the following:
 - A. What does pollution mean?
 - B. What does solution mean?
 - C. Problems they've had and what the solution to that problem was.
- III. As a class discuss the following:
 - A. What the statement, **"The Solution To Pollution"** is simple as can be, look in the mirror and you will see" means.
 - B. How people like you and me can do our share to clean the planet, the waters, the air.
 - C. Recycling
 - D. Ways people pollute the earth.
- IV. Distribute the words to the song. Practice the song several times until students have learned it. (Encourage sing-along)
- V. Have students draw and illustrate **"The Solution To Pollution."** Provide students with enough time in class to share their illustrations.

OPTIONAL ACTIVITIES:

- I. Have students write a poem about the environment.
- II. Take students on a walk around the playground. Pick up all litter. Discuss how it got there.
- III. Design a poster encouraging people not to litter.

IV. What can be recycled and what can't. Why?

V. Have children look in magazines for pictures of things that pollute the air. Cut out the pictures and glue on 8 1/2" x 11" page. Discuss the items they chose and how they pollute the environment. Using collages have children create new non-polluting items. Example: Gasoline powered cars pollute, electric cars and solar powered cars don't pollute.

OBJECTIVE:

- Student will learn the importance of recycling.

MATERIALS:

- Recycling Containers
- Aluminum Cans
- Glass Bottle
- Plastic Bottle
- Newspaper

VOCABULARY:

Recycling Aluminum Decompose

PROCEDURE:

- I. Discuss with students:
 - A. What is recycling?
 - B. Why is it important?
- II. How is it done?

EXPERIMENT WITH BURIED TRASH:

- In one container, bury glass, aluminum, and plastic. In another container, bury egg shells, fruit peelings, and coffee grinds. Allow it to sit for at least one week, and then dig up and compare.

NOTES & OBSERVATIONS:

CLEAN WATER

K-3

Lesson Plan

OBJECTIVE:

- Students will become aware of the importance of clean water.

MATERIALS:

- Cassette tape player or compact disc player
- Cassette or compact disc - **“The Solution To Pollution”**
- Sheets of large white paper or newsprint
- Drawing Materials
- Copy of “Clean Water” for each student

VOCABULARY:

| | | | |
|-------|----------|-------|--------|
| World | Hesitate | Land | Pure |
| Lend | Clear | Clean | Waters |

PROCEDURE:

- I. Play the song “Clean Water” for the class.
As a class discuss the following:
 - A. How can we lend a hand to clean the waters of the world?
 - B. How can cleaning the waters help save our land?
 - C. What happens to the animals and plants when people pollute the water they live in.
- II. Distribute the words to the song. Practice the song several times until students have learned it.
- III. As a class discuss the different bodies of water in our world. (oceans - seas - lakes - rivers - bayous - ponds - wetlands)
- IV. Divide the class into small groups and assign each group a different body of water. Have each group list all the things that live near or in their body of water.
- V. Let each group present their list to the class. Discuss as a class why or why not each belongs near or in that body of water.
- VI. Distribute large sheets of paper and have each group illustrate their body of water using the lists they have made.
- VII. In small groups look through magazines and find items that people throw into bodies of water. Cut out and paste on the illustrations.
- VIII. Display illustrations and discuss why each item is harmful to people, animals, and plants.
- IX. Have students write a paragraph about the ways that people change the water.

OPTIONAL ACTIVITIES:

- I. Have children bring home articles they have found in the newspaper or in magazines about water. Younger children may bring in pictures of water.

- II. Invite someone from local or state water conservation departments to talk to the class - school.
- III. Visit local water facilities.
- IV. Find out about city water. What's in it?
- V. Have experiments with water. (city water, well water, etc.)
- VI. Contact water purifying companies for demonstrations to the class.
- VII. Plan field trips.
- VIII. Make contact with environmental organizations. (Green Peace, Sierra Club, Kids for Saving Earth, or P.E.A.K, etc.)
- IX. Write a letter to local and state officials about water pollution.
- X. Write a letter to the President, and another to the First Lady, to express your views as well as ask theirs on water pollution, and other environmental concerns around the world. You can also contact other world leaders, because it is a global problem.

NOTES & OBSERVATIONS

ENVIRONMENTAL HARMONY

K-3 Lesson Plan

OBJECTIVE:

- Students will understand that everyone must learn to live in environmental harmony. All living things are a link in the "Chain of Life."

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc - "**The Solution To Pollution.**"
- Copy of words to the song "Environmental Harmony" for each student.

VOCABULARY:

| | | | |
|-----------|--------|---------------|----------|
| Harmony | Melody | Environmental | Wetlands |
| Clean | Litter | Forest | World |
| Pollution | Air | Breathe | Nature |

PROCEDURE:

- I. Play the song "Environmental Harmony" for the class.
- II. Distribute the words to the song. Practice the song several times until students have learned it.
- III. As a class discuss the following:
 - A. What is the environment?
 - B. What does harmony mean?
 - C. Why should we live in harmony with our environment?
 - D. What do you think environmental harmony means?
 - E. What is Nature? We must learn to live in harmony with nature. List things we can do to achieve this.
 - F. How would environmental harmony make this a better world to live in?
 - G. Describe wetlands and forests. Name some of the animals that live in each.
 - H. Wetlands - Wildlife
 - I. Trees

OPTIONAL ACTIVITIES:

- I. Using shoe boxes, create an environment living in harmony. Encourage the students to create different habitats - oceans, lakes, rivers, forests, swamps, jungles and deserts.
- II. Make bird feeders to use at home or in trees on the school grounds.

CONCLUSION:

- I. Play and sing all three songs.(The Solution to Pollution, Clean Water, Environmental Harmony)

- II. Discuss as a class:
 - A. How are the songs alike?
 - B. What message are they sending?
- III. Create a pollution patrol (Friends of the Environment) to help make people aware of the environment. Contact other teachers and other classes to start Pollution Patrols. (Local - Global). This program teaches children to use plain old "common sense" and to live in harmony with nature.

OBJECTIVE:

- Students will learn the importance of trees and their role in the environment.

MATERIALS:

- Pictures of Trees
- Map of the World

VOCABULARY:

Continent

PROCEDURE:

- I. Read Stories
- II. Discuss:
 - A. Why are the rain forests in South America so important?
 - B. What do trees and other plants make for humans? (Oxygen, Food, Medicine, etc.)
 - C. Where on the world map is South America and then where are the rain forests?
 - D. What can we do right here?

CLASS PROJECT:

- Have children draw a picture of a tree and the things a tree benefits.

SCHOOL PROJECT:

- Plant a tree

NOTES & OBSERVATIONS:

THE SOLUTION TO POLLUTION

THE CHILDREN'S ENVIRONMENTAL PROGRAM PARENTAL GUIDE PRE K - K

5 DAY LESSON PLAN

OBJECTIVE:

- Students will understand that they are **"The Solution to Pollution."**

DAY 1

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of **"The Solution to Pollution."**

VOCABULARY:

Solution Pollution

PROCEDURE:

- I. Play the song **"The Solution to Pollution"** for the class.
- II Discuss:
 - A. What does pollution mean?
 - B. What does solution mean?
 - C. Problems they've had and what the solution to the problem was.

DAY 2

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of **"The Solution to Pollution."**

VOCABULARY:

Planet People

PROCEDURE:

Discuss:

- I. Listen to the song **"The Solution to Pollution"**, encourage sing-along and ask who is the solution using mirror.
- II. How people like you and me can do our share to clean the planet.

DAY 3

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of **“The Solution to Pollution.”**
- Recycling bins.
- Aluminum cans, glass bottles, plastic bottles, newspaper, six-pack plastic holders,
- Worksheets.

VOCABULARY:

| | | |
|---------|-----------|-------|
| Recycle | Aluminum | Bin |
| Plastic | Newspaper | Glass |

PROCEDURE:

- I. Listen to song **“The Solution to Pollution”**, encourage sing-along.
- II. Color worksheet showing children putting things in recycling bins.
- III. Discuss:
 - A. What is recycling?
 - B. Why is recycling important?
 - C. Demonstrate the usage of the recycling bins.
 - D. Have children place items for recycling in proper bin.

DAY 4

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of **“The Solution to Pollution.”**
- Worksheet of pollution.
- Crayons.

VOCABULARY:

| | | |
|----------|---------|--------------|
| Polluter | Factory | Non-polluter |
|----------|---------|--------------|

PROCEDURE:

- I. Listen to song **“The Solution to Pollution”**, encourage sing-along and complete worksheet on pollution, showing polluters and non-polluters.
- II. Discuss:
 - A. What are things that cause pollution?
 - B. Name things that pollute the air, water, and land.

DAY 5

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette tape or compact disc of **“The Solution to Pollution.”**
- Garbage bags. (enough for every 5 children to share one)
- White 8 1/2” x 11” paper.
- Crayons.

VOCABULARY:

Garbage

PROCEDURE:

- I. Listen to song **“The Solution to Pollution”** and sing-along.
- II. Group children into groups of 5 and give out garbage bags.
- III. Have children walk around school and pick up garbage.
- IV. Discuss:
 - A. Where did garbage come from?
 - B. What kind of garbage did they find? (Paper, plastic, etc.)
 - C. Could this be recycled?
 - D. Hand out paper and discuss with children again what is **“The Solution to Pollution.”**
 - E. Have them draw a picture of themselves and color it.

NOTES & OBSERVATIONS:

CLEAN WATER

THE CHILDREN'S ENVIRONMENTAL PROGRAM PARENTAL GUIDE PRE K- K

5 DAY LESSON PLAN

OBJECTIVE:

- Students will become aware of the importance of clean water.

DAY 1

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of "The Solution of Pollution."
- Bowl.
- Water.
- Liquid cooking oil.

VOCABULARY:

Oil Pollution

PROCEDURE:

- I. Play the song "Clean Water" for the class.
- II. Discuss:
 - A. What is clean water?
 - B. What is polluted water?
- III. Demonstrate oil spill with experiment.
- IV. Experiment
Fill bowl with water. Pour into bowl of water 2 tablespoons of liquid cooking oil.
Discuss:
 - A. Do they mix?
 - B. What happens to the oil and water?
 - C. Can you find the oil?
 - D. How could this happen to our water?

DAY 2

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of **“The Solution of Pollution.”**
- Worksheet of things that live in an ocean and things that don't belong in an ocean.
- World map.

VOCABULARY:

Ocean Sea-Life (Fish, Shrimp, etc.) Oil Rig

PROCEDURE:

- I. Play the song “Clean Water” and learn it.
- II. Review:
 - A. What is clean water?
 - B. What is polluted water?
- III. Discuss:
 - A. What is an ocean?
 - B. Using the world map, point out oceans.
 - C. What lives in an ocean?
 - D. Name sea-life living in ocean and list on board.
 - E. What causes pollution to our oceans?
 - F. Complete worksheet of things found in ocean, have children put an “X” over the things that don't belong in the ocean.

DAY 3

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of **“The Solution of Pollution.”**
- Large sheet of paper 3' x 6' approximately.
- Crayons.
- Markers.
- Pencils.
- World Map.

VOCABULARY:

Oceans Sea-Life (Fish, Whales, Dolphins, Shark, etc.)

PROCEDURE:

- I. Play song "Clean Water" and encourage a sing-along. Layout paper on floor and have children create a mural of the ocean. Have children draw things that live in the ocean. When children have finished the mural hang it on the wall for tomorrow's lesson. (Day 4)
- II. Review:
 - A. What is an ocean?
 - B. Where are oceans in the world?
 - C. Review names and places using world map.

DAY 4

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of "The Solution of Pollution."
- Magazines.
- Mural from Day 3.
- Scissors.
- Glue.

VOCABULARY:

Pollution Oil spill Ocean

PROCEDURE:

- I. Listen and learn to sing the "Clean Water" song and encourage sing-along.
- II. Review:
 - A. What causes pollution in water?
 - B. Have children look through magazines and cut out pictures of things that pollute the ocean. After they have gathered pictures have them glue down pictures on mural.
- III. Discuss:
 - A. What does the picture look like now?
 - B. Would this be a nice place to live?
 - C. How does this pollution harm the sea-life in the ocean?

DAY 5

MATERIALS

- Cassette tape player or compact disc player.
- Cassette or compact disc of "The Solution of Pollution."
- World map.

- Magazines.
- Scissors.
- Glue.
- Poster board.

VOCABULARY:

| | | |
|----------|------|----------------|
| River | Sea | Drinking Water |
| Wetlands | Lake | Ocean |

PROCEDURE:

- I. Play and sing “Clean Water” and encourage a sing-along.
- II. Discuss:
 - A. What are the other types of water sources there are besides oceans.
 - B. Where does drinking water come from?
 - C. What is a river?
 - D. What is a wetland?
 - E. What is a sea?
 - F. What is a lake?
 - G. What is an ocean?
 - H. Use magazines to find pictures of bodies of water, cut them out and in groups, glue pictures down on poster boards.
 - I. Discuss how to keep our waterways clean.

NOTES & OBSERVATIONS:

ENVIRONMENTAL HARMONY

THE CHILDREN'S ENVIRONMENTAL PROGRAM

PARENTAL GUIDE

PRE K- K

5 DAY LESSON PLAN

OBJECTIVE:

- Students will understand that everyone must work together to create environmental harmony

DAY 1

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of "**The Solution of Pollution.**"
- 8 1/2" x 11" white paper.
- Crayons.

VOCABULARY:

Harmony Environment Nature Wetlands

PROCEDURE:

- I. Play the song "Environmental Harmony" for the class.
- II. Discuss:
 - A. What does Harmony mean?
 - B. What does Environment mean?
 - C. What is Nature?
 - D. What happens when we don't live in harmony with nature?
 - E. Have children draw a picture of their family and them doing something outside.
Example: Picnic, swimming, playing a game, bicycling, etc. Draw and color this picture on the white 8 1/2" x 11" paper.

DAY 2

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of "**The Solution of Pollution.**"
- Pine cones. (Enough for each child to have one)

- Peanut Butter.
- Bird seed.
- String.

VOCABULARY:

Bird feeder Harmony Environment Balance

PROCEDURE:

- I. Play the song "Environmental Harmony" for the class.
- II. Discuss:
 - A. How does feeding the birds create environmental harmony?
 - B. How does this help the birds?
 - C. How does this help the environment?
- III. Review
 - A. How does taking care of the birds take care of us?
 - B. How does this help to create a balance in nature?
 - C. How does this work in other areas of nature?
 - D. How do snakes help us?
 - E. Explain that all living things have a purpose here on earth. (plants, animals, etc.) Every living thing is a link in the "Chain of life."
 - F. Give each child a pine cone.
 - G. Tie a string to the pine cone.
 - H. Place a container of peanut butter near children.
 - I. Have them coat pine cone in peanut butter.
 - J. Roll the coated pine cone in bird seed and then hang it for the birds to eat.
 - K. Listen to the song "Environmental Harmony." (Encourage sing-along)

DAY 3

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of "**The Solution of Pollution**"
- Paper bags.
- Scissors.
- Crayons.

VOCABULARY:

Recycling Patrol

PROCEDURE:

- I. Listen and learn the song "Environmental Harmony" and encourage a sing-along.
- II. Discuss:
 - A. How can we help to keep the environment clean?

- B. What can we do to create environmental harmony?
- C. How can starting a pollution patrol help?
- D. What can a team do to help create harmony?

III. Review:

- A. Why is it important to help make people aware of the environment?
- B. Cut paper bag on the sides for armholes and down the middle for an opening.
- C. Remove bottom of bag.
- D. Decorate bag to wear as pollution patrol member.
- E. Make a badge that says the child's name and that they are a pollution patrol member and a friend of the environment.

DAY 4

MATERIALS:

- Cassette tape player or compact disc player.
- Cassette or compact disc of "**The Solution of Pollution.**"
- Cardboard boxes for recycling waste.
- Signs that read "aluminum," "paper," and "six pack rings."
- Glue.
- Crayons.

VOCABULARY:

Recycling Plastic six-pack rings Aluminum Paper

PROCEDURE:

- I. Listen to the song "Environmental Harmony" and encourage a sing-along
- II. Discuss:
 - A. The importance of recycling and how it creates environmental harmony.
 - B. How can the pollution patrol members help with recycling?
 - C. Have children color signs.
 - D. Glue signs to boxes.
 - E. Place boxes at a location on the school grounds so all children can participate.
 - F. Create more boxes if necessary.
 - G. Recycle more things than listed if possible.

DAY 5

MATERIALS:

- Small tree.
- Shovel.
- Site for planting.

VOCABULARY:

Arbor Day

PROCEDURE:

I. Discuss:

- A. What have you learned from the past lessons on **“The Solution to Pollution,” “Clean Water,”** and **“Environmental Harmony?”**
- B. How can you help to clean the environment and keep it clean?
- C. How does planting a tree help to create environmental harmony?
- D. Bring children to site of tree planting.
- E. Plant tree.
- F. Sing songs **“The Solution to Pollution,” “Clean Water,”** and **“Environmental Harmony.”**

NOTES & OBSERVATIONS:

SUGGESTED ADDITIONAL ACTIVITIES

- I. Design a magazine advertisement.
- II. Create a collage out of different kinds of litter (could be litter picked up from the school grounds).
- III. Let each student plan & design a quilt square illustrating solutions to pollution as part of a class quilt.
- IV. Read a book to the class.
- V. Write a thank-you note to a person who cares for the earth.
- VI. Plant a tree on the school grounds.
- VII. Write a letter to local politicians or government organizations expressing concerns about the environment.
- VIII. Using index cards, write a recipe for a clean environment.
- IX. Design a T-shirt, have children wear their shirts and sing the songs for other classes.
- X. Write a letter to the local newspapers telling people what they can do to solve the pollution problem.

SUGGESTED READING LIST

- Rainforest, Helen Cowcher © 1988 Scholastic.
- Rainforest Secrets, Arthur Dorros © 1990 Scholastic.
- Brother Eagle, Sister Sky, A message from Chief Seattle. Painting by Susan Jeffers ©1991 Scholastic.
- IBIS, John Himmelman ©1990 Scholastic.
- The Great Kapok Tree, Lynne Cherry ©1990 Harcourt Brace Jovanovich.
- A River Ran Wild, Lynne Cherry ©1992 Harcourt Brace Jovanovich.
- 50 Simple Things Kids can do to Save the Earth, Andrews & McMeel ©1990 A Universal Press Syndicate Company.

THE SOLUTION TO POLLUTION

By Bobby Charles

The solution to pollution is simple as can be
Look in the mirror and you will see
The answer is the problem, strange as it seems
The solution to pollution is you and me

The solution to pollution is the people
All the people—everywhere
The solution to pollution is the people
All the people—because we care

Each and everyone of us must do our share
To clean all the waters, the planet and the air
The solution to pollution is the people
All the people—you and me

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CLEAN WATER

By Bobby Charles

Let's clean all the waters of the world
Clean all the waters of the world
Let's all lend a hand—save our land
Let's clean all the waters of the world

Let's clean all the waters of the world
Clean all the waters of the world
If we hesitate—we're going to be too late
Let's clean all the waters of the world

I want some cool, clear, clean water
Some pure, clear, clean water
Let's all lend a hand—save our land
And clean all the waters of the world

I want some cool clear, clean water
Some pure, clear, clean water
Let's all lend a hand—save our land
And clean all the waters of the world
Let's keep clean the waters of the world

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ENVIRONMENTAL HARMONY

By Bobby Charles

If we lived in environmental harmony
What a wonderful world this could be
With no litter, no pollution
And clean air to breathe
What a wonderful world this could be

And, if we lived in environmental harmony
What a wonderful world this could be
All the fish swimming and the birds singing
A sweet melody
What a wonderful world this could be

If we lived in environmental harmony
What a wonderful world this could be
Nothing sad, nothing bad
And everything was free
What a wonderful world this could be

And, if we lived in environmental harmony
What a wonderful world this could be
We've got to save our wetlands
And our forests to see
What a wonderful world this could be

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THE SOLUTION TO POLLUTION

Words and Music by Bobby Charles

The so - lu - tion to pol - lu - tion is sim - ple as can be
Look in the mir - ror and you will see the an - swer is the prob - lem
strange as it seems The so - lu - tion to pol - lu - tion is you and me The so -
lu - tion to pol - lu - tion is the peo - ple all the peo - ple eve - ry
where The so - lu - tion to pol - lu - tion is the peo - ple All the
peo - ple because we care Each and eve - ry one of us must
do - our share To clean all the waters the pla - net and the air. The so -
lu - tion to pol - lu - tion is the peo - ple all the peo - ple You and
me.

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CLEAN WATER

Words and Music by Bobby Charles

Lets clean all the wa - ters of the world,

clean all the wa - ters of the world. Let's all lend a hand

save our land, clean all the wa - ters of the world.

If we hes - i - tate we're going to be too late Let's clean all the waters of the

world I want some cool, clear, clean, wa - ter

Some pure, clear, clean water Let's all lend a hand

save our land Clean all the wa - ters of the world Let's

keep clean the waters of the world.

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ENVIRONMENTAL HARMONY

Words and Music by Bobby Charles

If we lived in en - vi - ron - men - tal har - mo - ny what a
won - der - ful world this could be With no lit - ter no pol - lu - tion and
clean air to breathe what a won - der - ful world - this could be

Verse 2

And if we lived in environmental harmony
What a wonderful world this could be.
All the fish swimming and the birds singing
a sweet melody
What a wonderful world this could be.

Verse 3

If we lived in environmental harmony
What a wonderful world this could be.
Nothing sad, nothing bad
and everything was free
What a wonderful world this could be.

Verse 4

And if we lived in environmental harmony
What a wonderful world this could be.
We've got to save our wetlands
and our forest to see
What a wonderful world this could be.

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A MAZE 'N SOLUTION TO POLLUTION

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