OBJECTIVE:

Students will learn that there are types of resources in the world: renewable and non-renewable.

Conservation means that must use resources wisely. It does not mean that we shouldn’t use them at all.

Air, Soil, and Water are our most precious non-renewable resources. We cannot live without them.

Introduce the terms conservation and resource. Go over the definitions and make it simple.

Ask the class to try and name these two broad classes of resources. You will have to give big hints and then end up telling the first one (renewable). If you try, they may be able to name the second one (non-renewable). Illustrate these two kinds of resources with the two pictures.

When ‘Renewable Resources’ appears, ask the class to name some before advancing. Remind them that we can grow/make more renewable resources. Do the same thing for non-renewable resources.
After the first line appears, ask the class what resources they have used today. Now we start talking about conservation.

Ask the class to name the 3 R’s, reduce, reuse, and recycle. After these terms appear, ask the class to define them. Discuss which of these things the students (or you) do at home on a regular basis.

After asking the class the initial question, let them name some more things that they do at home that are not on our list.

The symbol on the right means that product has been made with some recycled material. The symbol on the left means that product is made out of a material that can be recycled. Discuss how these symbols might influence our buying habits.
Now we switch to talking about water. Stress to the class that all living things must have water to survive and that water is a non-renewable resource.

Stress to the class that three-quarters (3/4) of the Earth is covered in water but we can only drink a small portion of it. Ask the class where all of the Earth’s water is located.

After going of the remaining pictures, ask the class ‘Just how much of the Earth’s water is available for use to drink?’

Stress to the class that less than 1% of the Earth’s water is available for us to drink. In money terms, if all the water on Earth were represented by a dollar bill, less that 1 penny is available for us to drink. Ask the class why this is. (most of our the Earth’s water is saltwater or locked up in ice) Discuss some ways we can conserve water.
CONSERVATION

Here is an interesting final thought on why we should conserve water:

There is a finite amount of water on Earth, that is, the amount of water we have now is the amount of water we have always had and it is what we will always have.

Water is 'recycled' through the water cycle (rain, evaporation, etc).

So...the water we have now is the same water the dinosaurs drank.

Kind of makes you think about things a little more, huh?

Slowly go over the closing thoughts. Try to get the kids to think about what they just learned.

CONSERVATION

When Mother Nature gets angry....

Just for Fun!!

Add your own caption.

This is the water puzzle. Explain to the class how to work a crossword puzzle. If showing this on a Smartboard, you can write in the letters on the board. You may divide the class into two teams, the Ups and the Downs. Let them compete to solve the puzzle.

December Contes

Happy Holidays!

Get in the Christmas spirit by participating in the 4th Christmas Crafts Contest! Crafts are due Monday, December 2nd.

1. Recycled Christmas Craft
   • Any Christmas decoration made from recycled materials.

2. Door or Wall Decoration
   • Examples: Wreaths, Stockings, Balls

3. Table Decoration
   • Examples: Napkins, Holly, Jingle Bells, Cards

4. Tree Decoration or Ornament
   • Examples: Clothes Pin Ornaments, Tie French Ornament

5. Other:
   • Examples: Holiday Tags, Stenciled Paper, Christmas T-Shirt or Towel

*All crafts must be clearly labeled with the name of the creator or group*