



Resourcefulness

RESOURCEFULNESS means to act effectively or imaginatively, especially in difficult situations.

LESSON 1

Read the definition of **RESOURCEFULNESS**. Ask students to be resourceful and come up with solutions for the following situations:

1) Jane was on the swing at recess first, but Johnny has been patiently waiting his turn. Jane does not want to get off and give Johnny a turn. What do you do? 2) Sara grabbed the last apple at lunch, Phillip wanted an apple but now there are only bananas left. What do you do? 3) Callie wants to be your partner for center time but so does Jen. What do you do?

School/Home Link Ask students to talk to a family member about what resourcefulness means to them.

LESSON 2

Review the definition of **RESOURCEFULNESS**. Draw a code on the board for students to decipher. (Example: An eye + a heart + a music symbol = I love music) Ask students if they can guess what you wrote. Tell students that long ago cavemen used pictures on the walls of caves to communicate. If they went hunting or to war they would have been unable to leave a message on the telephone or computer, so they used a common set of pictures and symbols to leave their messages. Ask students to be resourceful and use pictures to write their own message. Ask them to turn to a neighbor and see if they can guess what they wrote.

School/Home Link Ask students to test a family member on whether or not they can decipher their message.

LESSON 3

Review the definition of **RESOURCEFULNESS**. Ask students to imagine they were just invited to a costume party. They know they won't have time to go to the store and buy a costume and must use materials and things from home to create their own. Ask students to draw themselves in their costumes only using materials that they know they have at home. Ask students to share their costumes with others and congratulate students for being resourceful.

School/Home Link Ask students to share their costume ideas with a family member.

LESSON 4

Review the definition of **RESOURCEFULNESS**. Read: **When Swiss inventor Gorge de Metral was walking his dog, he realized his dog's fur was covered with cockleburs, a spiky weed. Gorge decided to take a closer look at the weed with his microscope when he discovered its hook-like shape. From this, Gorge was inspired to create the quick-fastening Velcro that we know today.** Tell students that just like Gorge, we can be inspired by our surroundings.

Explain that even a weed can be the start of something great. Ask students to write about or draw a picture of something that they have invented or would want to invent one day.

School/Home Link Ask students to share their invention with a family member.

LESSON 5

Review the definition of **RESOURCEFULNESS**. Ask students to pretend that there is a new student at school who is from another country. You need to tell her that the class is going to recess but she can not understand what you are saying. She also does not know what recess is. How do you help her understand what recess is without being able to talk in her language? (Example: use pictures, body language, acting, etc.) Ask a student to volunteer their ideas of how to teach the new student what recess is.

School/Home Link Ask students to ask a family member if they ever had to communicate with someone who did not speak their language. What did they do?