

Resourcefulness

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

LESSON 1

Review the definition of **RESOURCEFULNESS**. Read: **When Swiss inventor George de Mestral was walking his dog, he realized his dog's fur was covered with cockleburs, a spiky weed. George decided to take a closer look at the weed with his microscope when he discovered its hook-like shape. From this George was inspired to create the quick-fastening Velcro that we know today.** Tell students that just like George, 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 2

Review the definition of **RESOURCEFULNESS**. Read the following: **Your eight-year old little brother is having a birthday party and has a few friends coming over. The magician your mother has scheduled to entertain the group is running late. She asks if you can think of a game for the children to play. All you have are pens and paper available. What are some activities you can do until the magician shows up?** (Examples: Pictionary, tic-tac-toe, charades, etc.)

[School/Home Link](#) Ask students to ask a family member if they've ever come up with a game to help waste the time.

LESSON 3

Review the definition of **RESOURCEFULNESS**. Draw pictures on the board and ask students to decipher their meaning. (Examples: water, buffalo, sun, bow and arrow, etc.) Tell students that ancient Egyptians used hieroglyphics to communicate with one another. Explain that there were more than 2,000 hieroglyphic characters used in the ancient civilization, with each representing a common Egyptian object. Ask students to imagine that they could only communicate through drawings. Ask them to write a message for their neighbor and see if they can translate it.

[School/Home Link](#) Ask students to share their hieroglyphic message with a family member.

LESSON 4

Read the definition of **RESOURCEFULNESS**. Tell students that Indians were very resourceful people who learned to live off the land. They would use rocks, vines, sticks, animals, and other resources available to make their tools and weapons. Ask students to imagine a day in the life of an Indian. What would they have to do to survive? Tell students to write a couple paragraphs about their day in the life as an Indian.

[School/Home Link](#) Ask students to share their story with a family member.

LESSON 5

Review the definition of **RESOURCEFULNESS**. Ask several students what their house is made of. Tell students that people all over the world have built their homes out of many different materials. **Eskimos build their homes out of snow and ice; Indians build their homes out of leather and sticks; and mountaineers build their homes out of logs.** Ask students to think of a new material that they can build their house out of. What would it be and why would they build their home out of that material? Ask students to write a paragraph about their new home and draw a picture of what it would look like at the bottom of the page.

[School/Home Link](#) Ask students to share the picture and description of their new home with a family member.