

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**. 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 5

Review the definition of **RESOURCEFULNESS**. Ask students if they have ever seen a show where someone has to survive with limited resources. Ask students what are some of the things these survivors had to do in order to survive. (Example: make a fire, hunt for food, bathe in a river, etc.) Ask students if they could imagine doing those things. Tell students that today they will be writing a story about themselves having to survive the elements with limited resources. Ask them to think about where they will live, what they will do for food, and what they will do for warmth or to cool off.

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