



Conservation

CONSERVATION means not being wasteful. Conservation means protecting natural resources such as soil, water, forests, and minerals from loss and pollution.

LESSON 1

Read the definition of **CONSERVATION**. Tell students that by conserving and protecting the earth, they are safeguarding valuable resources that will be needed for their future. Explain that it is important to keep water and soil free of chemicals that could poison plants, fish, animals, and people. Make a word web showing things people can and should conserve. Examples include: soil, water, gas, minerals, trees, forests, etc. As time allows, discuss reasons why conservation of the examples included on the word web are important and how it will impact the future.

[School/Home Link](#) Ask students to discuss ways to practice conservation with a family member.

LESSON 2

Review the definition of **CONSERVATION**. Ask students to demonstrate the importance of conservation through the “What If” game. Ask students to imagine what the world would be like if the following situations were real:

- What if there was no water?
- What if there were no trees?
- What if there was no electricity?
- What if there was no gas?

Allow time for discussion. As an extended activity, instruct students to select one of the imaginary situations and write a short story about it.

[School/Home Link](#) Ask students to play the What-If game with a family member.

LESSON 3

Review the definition of **CONSERVATION**. Tell students that water is a vital resource that needs to be protected. Lead a discussion on ways to conserve and protect water. List responses on the board. Examples include: turning off the water while brushing teeth, limiting the number of times the lawn is watered, making sure the faucet is turned completely off, etc. Ask students to evaluate the ways they use water. As time allows, invite students to compare and contrast how they practice water conservation with that of a classmate. Ask them if they could do a better job conserving water and encourage them to keep improving.

[School/Home Link](#) Ask students to evaluate the way water is used in their homes with a family member.

LESSON 4

Review the definition of **CONSERVATION**. Lead a discussion on the benefits of recycling. Explain that recycling means reusing an old product to create a new one. Tell students to make a T-chart on a sheet of paper. Label one side with the heading **Old Products** and label the other side with the heading **Recycled New Products**. Instruct students to complete the chart with old products that can be recycled and how they can be used in a new way. (For example: an empty milk carton could be used as a planter; old newspapers can be taken to a company that makes new paper out of old paper, old blue jeans could be made into a quilt, etc.) As time allows, call on students to read their charts. Help students understand that even one person practicing recycling can have a positive impact on the world. Encourage students to continue doing their part to care for the earth and protect its resources.

[School/Home Link](#) Ask students discuss with a family member how to recycle products.

LESSON 5

Review the definition of **CONSERVATION**. Ask students if they have ever been in an area where the air was polluted. Ask: **How did it smell? How did it look? How did it make you feel? What causes air pollution? How can we avoid pollution?** Allow time for student responses and discussion. Brainstorm with your students about things that pollute the environment. Examples include: exhaust from cars and buses, oil spills in the ocean, or smoke towers from industrial plants. As time allows, have students draw a picture of something polluting the environment. Ask them to write a rule that will help protect the environment from pollution as a heading on their picture.

[School/Home Link](#) Ask students to talk with a family member about ways to prevent air pollution.

Louisiana Content Standards and Grade Level Expectations

ELA-1-E6, ELA-4-E2, ELA-4-E5, ELA-4-E7, ELA-3-E3, ELA-7-E1, ELA-7-E2, ELA-7-E4