

# Resourcefulness

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

## LESSON 1

Explain the meaning of **RESOURCEFULNESS** to students. Discuss how being resourceful means to think creatively to figure something out. Read the following: **Pretend you are a zookeeper at a zoo and one of the animals escaped. You don't know, though, which one it is. There are clues that have been left behind that will help you to find the animal and put it back in its cage. Listen to the clues and try to figure out who escaped. 1) The cage has a pond in it. 2) There are four wet footprints leading from the cage. 3) The hole in the cage is not very high. 4) Whatever animal broke through the cage has very sharp teeth. 5) A long, reptile-like tail was spotted by one of the visitors over by the chip machine.** (Answer: an alligator) **Congratulate students for thinking resourcefully.**

[School/Home Link](#) Ask students to ask a family member what resourcefulness means to them.

## LESSON 2

Review the definition of **RESOURCEFULNESS**. Draw a picture code on the board for students to decipher. (Example: An eye + a heart + a music symbol = I love music) Help students to understand what you wrote. Explain that long ago cavemen used pictures on the walls of caves to communicate. If they went hunting or if they went to war they would have been unable to leave a message on the telephone or computer for others, so they used a common set of pictures and symbols to leave their messages. As time allows, ask students to think of pictures they could draw to create their own message. Lead the class to create a picture message on the board.

[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 pretend that a new kid has come to school. The new kid is blind but wants to know what the class fish looks like. Ask students to describe the fish so that the new kid is able to understand what it looks like. As time allows, have students volunteer to close their eyes and let other students describe other objects around the room to them.

[School/Home Link](#) Ask students to practice this activity at home with a family member.

## LESSON 4

Review the definition of **RESOURCEFULNESS**. Tell students the story of *The Three Little Pigs*. Ask students which pig was the most resourceful and why? Ask students to imagine they have to build a house to prepare for a storm. What materials would they use and why? As time allows, have students draw a picture of their house.

[School/Home Link](#) Ask students to share their drawing and the story of *The Three Little Pigs* with a family member.

## LESSON 5

Review the definition of **RESOURCEFULNESS**. Ask students to imagine that they are painting a picture. They only have red, blue, yellow, and white paint. Tell them that they want to paint some leaves but don't have any green. What can they do so that they can have green leaves in their picture? (Answer: mix yellow and blue paint to make green.) They want to paint some grapes. What can they do so that they can have purple grapes in their pictures? (Answer: mix blue and red paint to make purple.)

[School/Home Link](#) Ask students to share what they learned about mixing colors with a family member.