

# 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**. Explain the importance of conserving resources. Write the word conserve in a circle on the board. Draw lines outward from the circle like sunrays. Call on students to think of things they can conserve and record their responses on the rays. (Examples include: soil, water, gas, minerals, trees, forests, etc.) Briefly discuss the importance of conserving these resources.

Congratulate students for completing the word web on conservation. As time allows, discuss reasons conservation should be practiced daily.

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

## LESSON 2

Review the definition of **CONSERVATION**. Tell students that, to demonstrate the importance of showing conservation, you want them to answer the following questions. Tell students to imagine...

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

Explain to them that resources such as the ones discussed are not unlimited and that we need to pay attention to how we use them.

As time allows, discuss way to conserve gas, trees, and electricity.

*[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 today you will focus on conserving the resource of water. Lead a discussion on ways to conserve water. List responses on the board. Examples could 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 how they practice water conservation with that of a classmate. Ask them if they could do a better job conserving water.

*[School/Home Link](#) Ask students to evaluate the way water is used in their home and decide if it could be better conserved.*

## LESSON 4

Review the definition of **CONSERVATION**. Lead a discussion on the benefits of recycling. Tell students to make a T-chart on a sheet of paper. Label one side with the heading **Recycled Products** and label the other side with the heading **Uses**. Instruct students to orally complete the chart with things that can be recycled and how. (For example: A milk carton could be used as a planter.) Tell students to practice recycling and to encourage others to do the same.

*[School/Home Link](#) Ask students discuss with a family member uses for recycled products.*

## LESSON 5

Review the definition of **CONSERVATION**. Explain that recycling things is a good way to practice conservation. Explain that recycling means finding ways to use something again or reuse something. Review with students different things that can be recycled. (Examples include: plastic jugs, aluminum cans, etc.) Teach the students the following song to the tune of "Frere Jacques."

**Are you recycling? Are you recycling?**

**Yes I am, Yes I am**

**Paper, cans and milk jugs**

**Paper, cans and milk jugs**

**Can be used again**

**Used again!**

Sing the song with students as time allows.

*[School/Home Link](#) Tell students to sing the song about conservation to a family member.*