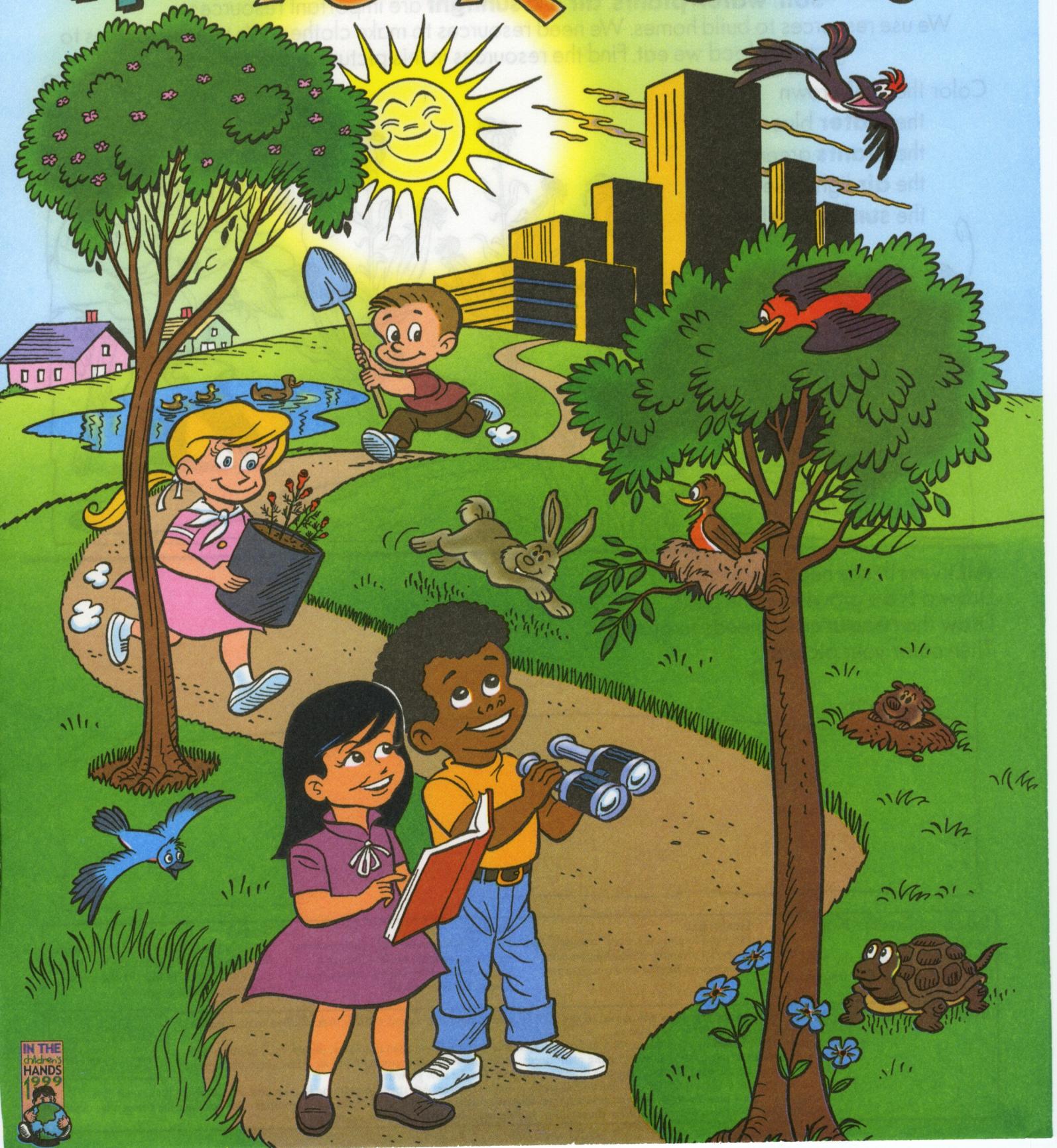


IT'S YOUR TURN!



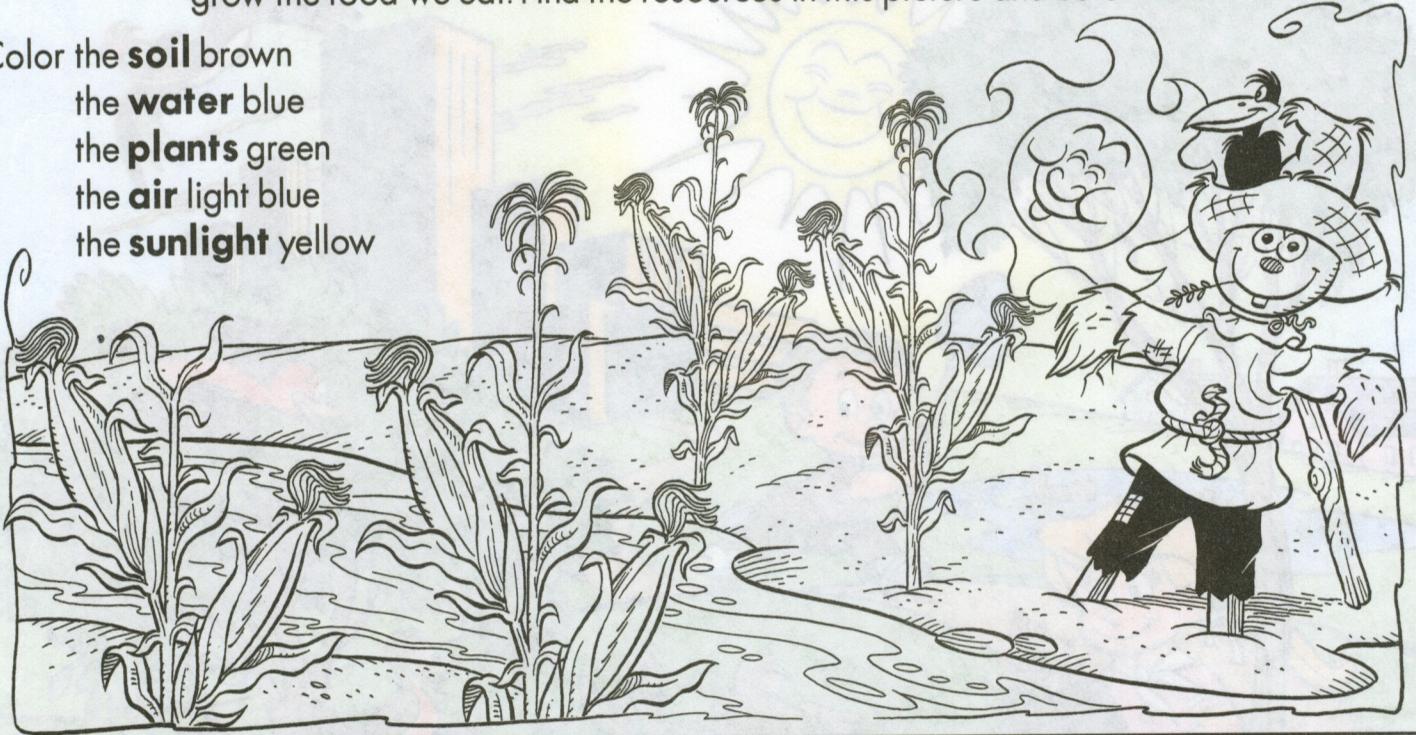
RESOURCE RAINBOW

Resources are things we get from nature.

Soil, water, plants, air and sunlight are important resources.

We use resources to build homes. We need resources to make clothes. We need resources to grow the food we eat. Find the resources in this picture and color them.

Color the **soil** brown
 the **water** blue
 the **plants** green
 the **air** light blue
 the **sunlight** yellow



All living things need resources.
 Draw a **tree** growing in the field.
 Draw the **resources** it needs to grow.
 Then color your picture.



Suggested Grades - K-3

Goal

Readers will recognize the term "resource" and identify important natural resources.

Grades K-1

Help children use the word "resource" and review its meaning. Help children name the resources needed for a tree to grow.

Grade 2

Have children name individual resources used to grow food, build homes and make clothes. Help them name resources needed for tree growth.

Grade 3

Have children identify what each resource brings to people, to plants, and to animals. Help them identify the role of each resource in tree growth.

Related Activities

- Describe and discuss other resources not named in this activity, including minerals and wildlife. Ask children to describe them, where they are found, and what they give us.
- Plant a bean or seed in soil in a paper cup. As you first add soil, then the seed, and then the water, discuss each resource with children. Describe the resources that the growing plant needs, including soil, water, sunlight and air. Have them observe the plant as it grows, and discuss how the plant uses different resources for the new growth.
- Have students prepare a "Resource Report." Each child picks a single resource. Ask them to examine the resource around them for several days. Then have them draw pictures or write descriptions of the different forms and kinds of the resource. Have them also consider the things that make the resource, and have them describe or draw those things and the way they help make the resource.

Written by Scott Deschaine and Mike Benton. Art by Vic Lockman. Created, produced and printed in the United States of America. Copyright © 1998 Custom Comic Services

CONNECT WITH RESOURCES

Natural resources give us things we need and use every day. Look at these pictures of things we need. Then look at the resources in the large picture below them. Which resources helped make each thing? Draw a line from each thing to the resources that helped make it.

Some things need more than one resource. And some resources help make more than one thing.



When we take care of natural resources, we make sure we will have these things in the future!

Suggested Grades - K-3

Goal

Readers will match household items with resources that help produce them.

Related Activities

- Have children draw a "Source Map" for their favorite food. Have them draw a diagram, with the food at the top. Below that, have them draw where they get the food (store). Below that, have them draw where the food was processed before being moved to the store. Below that, have them draw branching lines for each ingredient in the food. At each step, from finished food back to raw ingredients, have them draw or list the resources needed there.
- Ask children to draw a picture of a resource at the top of a large sheet of paper. In the space below, have them paste pictures of things that come from that resource. Do this for several different resources. Ask them to compare the completed collages. Which things come from different resources?
- Conduct a "Resource Role Play." Have a group of five children each assume the role of a different resource. Have each child describe what they do. Have them describe how they help the other resources. Have the other resources describe how they would be affected if that resource suddenly was gone.

Grades K-1

Help children follow production of each item from resource to finished product. Explain how raw resources are processed at each step.

Grade 2

Discuss the steps in making each item, from resource to finished item. Pick other common items and discuss their resource origins.

Grade 3

Have children name resources used at each step in production of items, including resources needed indirectly, like gasoline for transportation and energy sources for electricity used.

Answers
Item Resources Used
Bread Wheat and Water
Glass of water Water
Paper Trees and Water
House Sheep and Water
Sweater

SOURCES FOR RESOURCES



Resources are all around you!
Look around your school, your parks and your home to find these resources.



Soil



Water



Plants



Wildlife

When you look at each resource, think about these questions:

- Where does that resource come from?
- How would things be different without that resource?
- How can you help take care of that resource?

Suggested Grades - 1-3

Goal

Children will identify specific natural resources in their own environment.

Grades K-1

Help children identify resources in the immediate area. Help them generalize by pointing out several examples of each resource if possible.

Grade 2

Help children identify resources. Discuss the questions listed at the end of the activity with them.

Grade 3

Discuss the questions listed at the end of the activity with children. Ask them to consider how resources interact in their immediate surroundings.

Related Activities

- Explain to children how resources may change over time, and take different forms. Ask children to name different forms water resources may take.
- Discuss the concept of resource cycles. Have children pick a resource and draw a cycle through which that resource passes. For example, they can draw the water cycle, from rain, to ground water, to evaporation, to rain. They can also draw the cycle of soil to growing plant to decaying plant to soil. Explain how we can only use resources at certain points in their cycles.
- Have children draw a "Resource Map" of their school or home. Have them draw buildings, then have them draw and label resources around them.
- Ask children to make a "Resource Diary." Have them pick one resource in the schoolyard or their yard or park, and watch it over several months. Have them write a one paragraph description of it once a week. At the end of the designated time period, review the changes they saw.

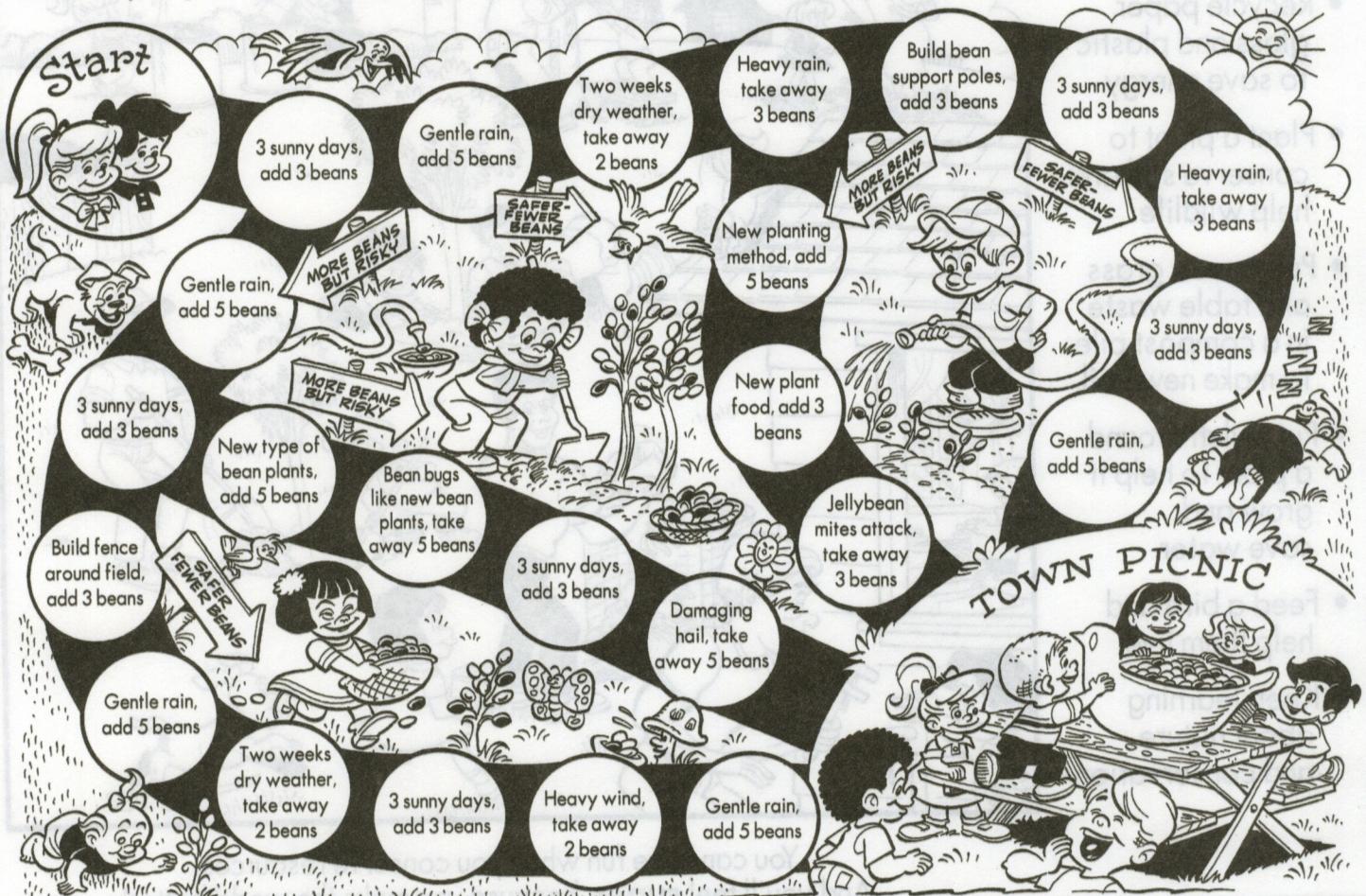
The JELLYBEAN CONSERVATION Game

Conservation means taking care of resources. Conservation means watching resources, planning how to use them, and using them carefully! Here's a game to show you how we have to conserve resources to get what we want. As you play the game, you will also see how conserving natural resources can be complicated!

Pretend you are in charge of jellybean conservation for a small town. The town depends on **you** to provide jellybeans for the big town picnic at the end of Summer.

One or more people can play this game. You will need a single die, a bag of jellybeans, and a different coin for each player.

Each person starts the game with ten jellybeans. Place your coin at "START." Roll the die to move along the game path. Add or subtract jellybeans from your supply as directed. At each branch in the path, choose which way to go. At the end of Summer, how many jellybeans can you provide for the town picnic?



Suggested Grades - K-3

(You can copy the game at a larger size onto heavier paper.)

Goal

Children will manage a model resource through a simulated series of natural events.

Related Activities

- Discuss renewable resources and non-renewable resources. Point out several examples of each type of resource. Discuss different concerns required when dealing with each type of resource.
- Have children visit a local farm, or ask a local farmer to visit the classroom. Ask the farmer how they conserve resources. Ask how they deal with the unpredictable aspects of nature. Ask them about changes in conservation techniques they have seen.
- Help children construct their own game board, based on the Jellybean game, using another, real resource. Have them discuss good and bad things that could happen that would affect that resource. For example, choose water. Some possible actions could be - Dry weather, too much rain at once causes a flood, soil run-off causes pollution, etc. Have older children write in the actions themselves. Help younger children write them in. Then play your new game.

Grades K-1

Help children play the game. Explain instructions for each space. Help them generalize jellybean experience to other natural resources.

Grade 2

Help children play the game. Ask them to generalize jellybean experience to other natural resources. Ask them to consider events that may befall each other resource.

Grade 3

Ask children to consider the nature of resource management from the lessons of the game. Have them consider variables in the management of other specific resources.

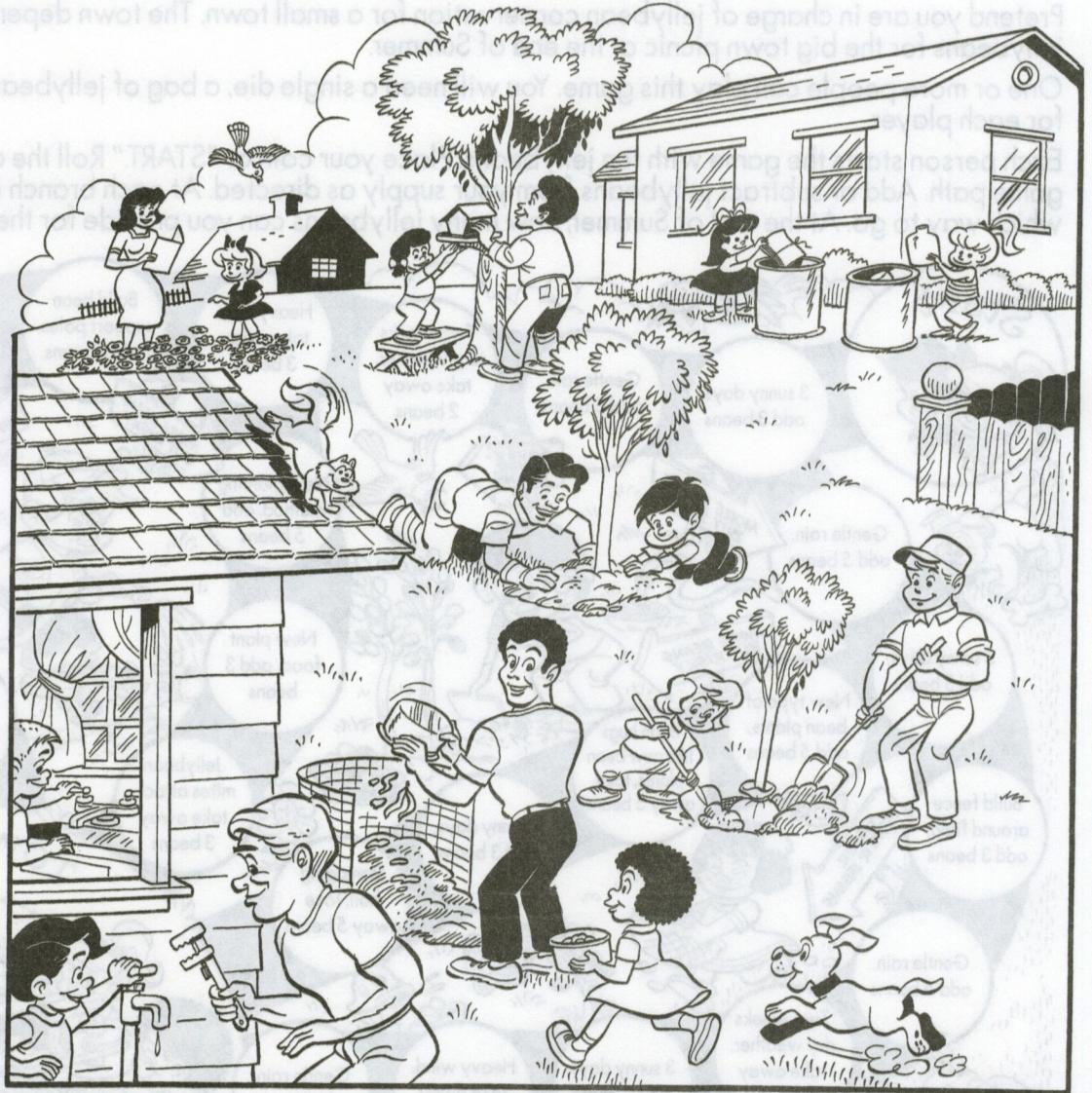
Note: For older children, you can make the game last longer. Flip a coin rather than a rolling a die to decide the number of spaces to move. If the head side lands up, move one space. When the "tail" side lands up, move two spaces.

SUPER YOU!

You have a special power! You have the power to make the world better! When you conserve resources, you act **super**!

This picture shows things **you** can do that conserve resources. Look at the picture. Read the sentences next to the picture. Circle the part of the picture that each sentence describes.

- Fix a leak to save water!
- Save water - turn it off when you're not using it.
- Recycle paper, glass and plastic to save energy.
- Plant a plant to conserve soil and help wildlife.
- Put leaves, grass and table waste in a compost pile to make new soil.
- Put mulch around a plant to help it grow and save water.
- Feed a bird and help them live!
- Keep learning about nature and conservation.



You can have fun when you conserve resources.
And you'll feel **super**, because you make the world better!
When each of us helps even a little, we all make the world a **great** place!

Suggested Grades - 1-3

Goal

Children will identify specific actions that conserve resources.

Related Activities

- Plant a tree or bush. During the selection and planting process, review how trees and other plants help conserve soil, water and wildlife resources.
- Ask children to make a Conservation Checklist. Using the activities shown here as a guide, have them survey their homes for ways they can conserve resources. Have them make a list of the ways they currently conserve resources. Ask them each to think of at least one new way they can conserve resources, and add it to the list.
- Help children build simple bird feeders from milk bottles or cartons. Ask them to hang the feeders where cats can't catch birds that come there. Ask them to observe the birds that come to the feeder. Point out to them that their single act of conservation made the environment better for those birds. Ask them to consider how much better they can make the world if they try to conserve resources in many areas of their lives.

Grades K-1

Help children identify the actions pictured. Help them understand how each action conserves resources.

Grade 2

Ask children to explain how each action pictured explains resources. Ask which actions they have performed.

Grade 3

Ask children to explain specific ways each action saves resources. Ask them to reflect how individual actions have cumulative, long-term results.

CONSERVATION CHECK-UP

You can do many things every day to conserve resources at home, at school and other places. When we act wisely to conserve resources, we make sure we'll have resources tomorrow. And we take care of our world today!

Look at each box in the checklist below. Ask your family to look at the checklist with you. Talk about each conservation action. If you do it in your home now, check it! If you don't do it now, discuss if you can start doing it. The day you start doing it, check that box! The more boxes you can check, the better you are doing on your conservation check-up!

Turn off lights when not in use.



Save energy!

Check for water leaks and don't let water run.



Save water!

Keep soil covered with plants. Don't mow grass too low! Plant grass or ground cover on bare patches and gullies.



Save soil!

Plant a tree or bush.



Save soil and help wildlife!

Recycle.



Save energy and resources!

Use a compost pile.



Make new soil!

Suggested Grades - 1-3

Goal

Children will survey their homes and recognize actions that conserve resources.

Grades K-1

Discuss the actions with children beforehand. Ask them to discuss checklist with parents. Review completed checklists with them.

Grade 2

Discuss actions with children and how each one conserves resources. Review completed checklists and discuss current and new conservation activities.

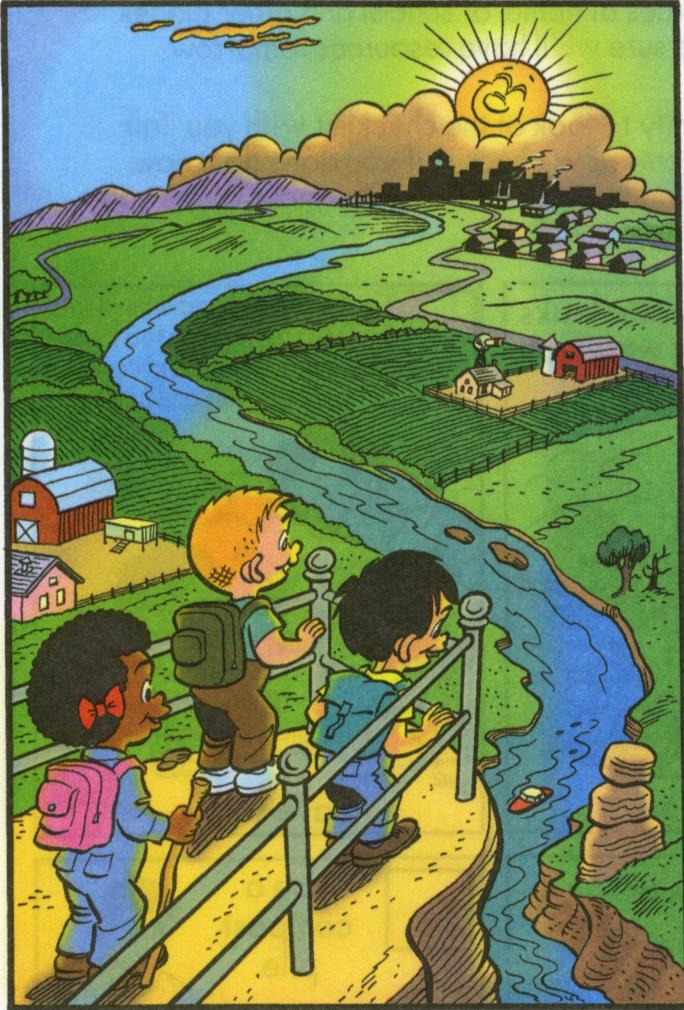
Grade 3

Ask children to describe how each action conserves resources. Discuss their completed checklists and any new actions they will begin as a result of their survey.

Related Activities

- Have children observe real life situations where they compare wise resource use with resource mismanagement. Have them draw a picture of correct and wasteful use. For example, they might draw a sprinkler that lets water run into the street and an efficient drip irrigation system. Ask them to describe why they choose each thing to draw, and why one situation is better than the other.
- Have children choose a conservation activity that is easy to actually measure. For example, recycling a can, or composting an orange peel instead of throwing it away. Have them calculate the difference they make in one week (e.g., 7 cans), one month (e.g., 30 cans), and one year (e.g., 365 cans). For younger children, you may have them draw a week's worth of their activity results (e.g. 7 cans). Have students consider the difference that one action makes on resource use. Discuss how individuals make a big difference through their actions and choices.

NOW IT'S **YOUR** TURN!



When you drink fresh water, give great thanks
To the people that keep it clean.
When you walk in the woods, think a bit
About the people that keep them green.
When you eat fresh food, be real glad
That someone helps make it grow.
All these people worked really hard,
Now there's one thing that **you** should know...

IT'S YOUR TURN!

To help protect the soil.

IT'S YOUR TURN!

To keep the water clean.

IT'S YOUR TURN!

To make a home for wildlife.

IT'S YOUR TURN!

To keep the planet green.

Do a little work, have a lot of fun,
For conservation, **YOU'RE** the one!

Available from your local conservation district,
state natural resources agency and the
National Association of Conservation Districts
408 East Main P.O. Box 855
League City, TX 77574-0855
1-800-825-5547

