

Saving Resources at School & Home

PowerSave Schools Lesson Plan

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School: Highland Elementary, Norco, CA
District: Corona-Norco Unified School District

Overview: By studying non-renewable and renewable resources, students will discover ways to reduce energy usage and resource consumption in everyday life.

Objectives:

- Students will define, identify, and classify natural resources, non-renewable, and renewable resources.
- Students will list ways to reduce use of natural resources, non-renewable, and renewable resources in their own homes.

Subjects: Science—non-renewable/renewable resources

Suggested Grade Level: 6th

California Standards Addressed:

CA Science Standard - 6. *Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:*

- 6a.** *Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.*
- 6b.** *Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.*
- 6c.** *Students know the natural origin of the materials used to make common objects.*

Time: Class time = 1 hour

Materials: Science textbook that has a section on non-renewable and renewable resources



Using less. Doing more.



Preparation and Background:

Reading

- Students will read Science textbook pgs 430-431 (*What are Natural Resources?*) and 432-435 (*What are Non-renewable and Renewable Resources?*)
- As a class, discuss the information they read (to help clarify for the next activity)

Procedure:

Opening activity

- In groups of 4-5, students will have 5 minutes to make a list of as many objects and materials they handle in an average day (choose a recorder, keep one list per group).

Class Activity

- In small groups, students will categorize those items they use that come from non-renewable and renewable resources.
- Students will then make a list of ways they can realistically and practically reduce use or consumption of these items

Extensions:

Home Connection Activity

- Short-term activity: students will discuss with their parents ways they can reduce use of non-renewable and renewable resources, and share some ideas with the class the next day.
- Long-term activity: students will focus on one area of reduction (water usage, electricity, gasoline, etc) for a two-week period. With their parents' help, they will see if there was a reduction (either in cost or usage or both) by analyzing their water bill, electric bill, gasoline or natural gas bill)

Resources:

Letter to parents to notify them students have been assigned to focus on one area of resource reduction in their homes.

Dear Parents:

In our recent science lessons, your child has been reading about and discussing their use of natural resources in everyday life—water, wind, solar, and fossil fuels—and the various products that are produced using those natural resources. We discussed the benefits of reducing our consumption of various products which includes a lower bill each month as well as being responsible with the resources and conserving them for future generations.



Using less. Doing more.



With your help, we are asking your student to do two things. First, they are to choose one area in your household where you as a family can reduce consumption of a resource (water, gasoline, electricity), and practice reduction in this area for a two-week period. Second, after two weeks, use your next bill or statement to determine the impact of your efforts. In other words, did you in fact reduce your actual usage, and did your bill go down?

We are not asking you to make drastic changes to your lifestyle, just minor changes that can make a big difference. It is our hope that through very tangible results, students and families will see and feel the benefit of practicing reduction and conservation of our natural resources and sources of energy. If you have any questions, please feel free to send me an email (dccoleman@cnusd.k12.ca.us).

Thanks for your help and involvement in your child's education.

Dave Coleman
Highland Elementary

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