SCIENCE

Lesson 9

Year 2

Topic: Sustainability

Reviewing actions to conserve Earth's resources

Lesson concepts

- Earth's resources, including water, are used in a variety of ways
- Science involves asking questions
- People use science in their daily lives
- Observations can be recorded
- Information can be sorted
- Observations can be compared
- Observations and ideas can be communicated

Learning alerts

Be aware of students thinking that the Earth is too big for their own actions to have an impact on Earth's resources.

Suggested next steps for learning

Explain that protecting the environment and conserving resources is most successful when everyone in society performs actions to conserve Earth's resources.

Today students will:

- understand that actions can be taken to conserve Earth's resources.

Resources

Find and prepare

Sheet 3 — Soil experiment: How did they grow? (from Lesson 8 in the previous fortnight)

Helpful information — Digital presentation

Object to make informal measurements (for example: paperclip, coin, eraser, small cubes)

Exercise book

Camera

3–4 sheets of card (poster/A4/A3)

Felt pens or paint

Photographs taken or drawings made in previous lessons (not necessary to print)

Computer to create slideshow or digital recording device to make a video (for example: video camera, digital camera, mobile phone)

Key terms

conserve, dispose of, recycle, reduce, reuse

For definitions and explanations of terms, please see the Glossary.

Lesson

Review soil experiment

Say to students

> Look at the soil experiment that you have been investigating and record your observations on **Sheet 3 —** Soil experiment: How did they grow? in your exercise book.

1. Allow students time to make and record their observations.

Review learning

2. a. Explain to students that in this lesson they will plan and prepare a way of sharing their knowledge about how to 'save planet Earth'.

Say to students

> You have worked hard learning about Earth's resources, how they are used, and how to conserve them.
>
> Now I want you to share this knowledge with others so that more people can work together to care for the planet.
>
> We'll use this lesson to plan how to share your knowledge and prepare a way of sharing.

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Focus question

Q. *Who could you share your knowledge with?*

A. For example: Parents, siblings, grandparents, family friends, neighbours.

b. Display the word wall and discuss learning so far. Invite students to share what they have learned.

Focus question

Q. *What have you learned so far?*

A. For example: I've learned about the different types of Earth's resources, such as water, soil and resources from the ground, including minerals, precious stones and oil and how they are used; I've learned that it is important to conserve Earth's resources, for instance by reducing waste (reduce, reuse, recycle).

c. List Earth's resources on a piece of paper for students to view — water, soil, minerals, resources from the ground (metals, oil).

Focus question

Q. *What are some everyday actions you can take to help conserve each of Earth's resources?*

A. For example: Turn off dripping taps, turn off the tap while brushing teeth, plant trees to stop soil blowing or washing away, reduce and recycle waste, dispose of waste responsibly.

Say to students

"Your science knowledge of conservation helps you to make positive actions and decisions in everyday life that will benefit Earth in the future, because resources will be conserved and the environment protected."

Prepare a digital presentation

3. a. Ask students to consider which important ideas about conservation they would like to share.

Focus question

Q. *Which important ideas about conservation would you like to share with others?*

A. For example: Turn off dripping taps, turn off the tap while brushing teeth, minimise dust and dirt being stirred up, care for plants and soil, recycle; dispose of waste responsibly, minimise waste.

Say to students

You're going to make some signs or a presentation to teach people about conservation, and we'll take some photos to show the actions that can be taken to care for the planet.

You can then put it all together into a slideshow or video to present to an audience.

Note

If it is not possible to present their knowledge to anyone in person, students may record their presentation to share it digitally (for example: by email to family, friends or their teacher).

b. Display sheets of card and ask students to make signs about conservation.

Note

See **Helpful information — Digital presentation** for some suggestions, if needed.

Images courtesy of Morguefile.com

Note

Students may make their signs using a computer if they want to. These signs can be printed out and used in photographs in their slideshow or digital presentation, or simply inserted digitally as slides.

Say to students

You are going to perform some actions that show how to help conserve Earth's resources. You will be photographed for your presentation.

Note

Ensure safety rules for field walks are followed, including sun safety and gloves for handling soil, plants, potting mix and waste. Some photographs already taken in previous lessons may also be used.

c. Ask students to think of some actions for photographs, then select locations and take some photographs of students performing the actions.

d. Once photos have been taken, help students to sequence these into a slideshow or video presentation, titled *Save planet Earth,* to be presented to an audience during the next lesson.

STOP

If you are completing this presentation digitally, save a copy now into a folder on your computer. Call it **Sci_Y2_L10_YourName**. Otherwise, keep this presentation in a safe place to be used in the next lesson.