

# Make it Last

**Fourth Grade**

**Activity: 15**

**Time: 1 Class Periods**

## General Description

Students will understand the meaning of conservation as it applied to natural resources.

## Objectives

Students will observe and experience the depletion of a classroom resource.

Students will observe the depletion of three different energy sources.

Students will develop their own definition of limited resources.

## Arizona State Standards

SC04 S4C3 PO1 Describe ways various resources (e.g., air, water, plants, animals, soil) are utilized to meet the needs of a population

SC04 S4C3 PO3 Analyze the effect that limited resources (e.g., natural gas, minerals) may have on an environment

SC04 S4C3 PO4 Describe ways in which resources can be conserved (e.g., by reducing, reusing, recycling, finding substitutes)

## Teacher Information

Students need to understand what a limited resource is in order to plan how to conserve resources.

Giving students the opportunity to experience resources that become depleted gives them a better understanding of the need to conserve.

## Materials

Flashlight

Small candle (tea light or birthday candle)

Science notebooks

Matches

Stickers or decorator pencils or free homework passes

## Procedures/Exploration

1. Have the students predict how long the battery will last in flash light if they leave it on. Turn the flashlight on and leave it on until the energy is depleted. Relate this idea to the fact that the amount of energy is limited.
2. Have the students predict how long they think the candle will burn. The energy in the candle is stored chemical energy. This energy is also limited.
3. Put the stickers/pencils/ homework passes at the front of the room. Tell the students that they are going to see how long they can make the supply last. When the stickers/pencils/ homework passes have all been used they will not be replenished. Tell the students that they may get stickers/pencils/ homework passes whenever they would like to get one. (Pencils do not need to be used up to get another one.)
4. When the supply is gone ask the students to explain what limited resources and conservation means to them.