

General Description

Students will demonstrate a strategy of conservation by using a lollipop.

Objectives

Students will demonstrate knowledge of conservation and conservation strategies.

Arizona State Standards

SC02 S1C2 PO1 Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry

SC02 S1C2 PO4 Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper)

SC02 S3C2 PO1 Analyze how various technologies impact aspects of people's lives (e.g., entertainment, medicine, transportation, communication). Students can relate the need for conservation to the different types of technology/energy we use everyday

W02 S3C2 PO1 Write expository texts (e.g., labels, lists, observations, journals)

R02 S3C2 PO1 Follow a set of written multi-step directions

Teacher Background

Explain to students that they can help conserve resources in many different ways. Ask them what they think the word conservation means. Help the student understand that by using energy wisely they are actually conserving energy and resources. Conservation is defined as the way we can make things last for a longer period of time.

Materials (per student)

Lollipop

Paper to record information

Journal to record findings and ideas

Procedure/Exploration

1. Give each student a lollipop.
2. Ask them to record strategies of how they are going to make their lollipop last the longest or the shortest period of time.
3. Students will put their strategies into place.
4. The students will record their findings.
5. Ask the students to think about the lollipop as a limited resource; for example what if the lollipop was water, or gasoline, or heating oil: How can we transfer the experience with the lollipop?