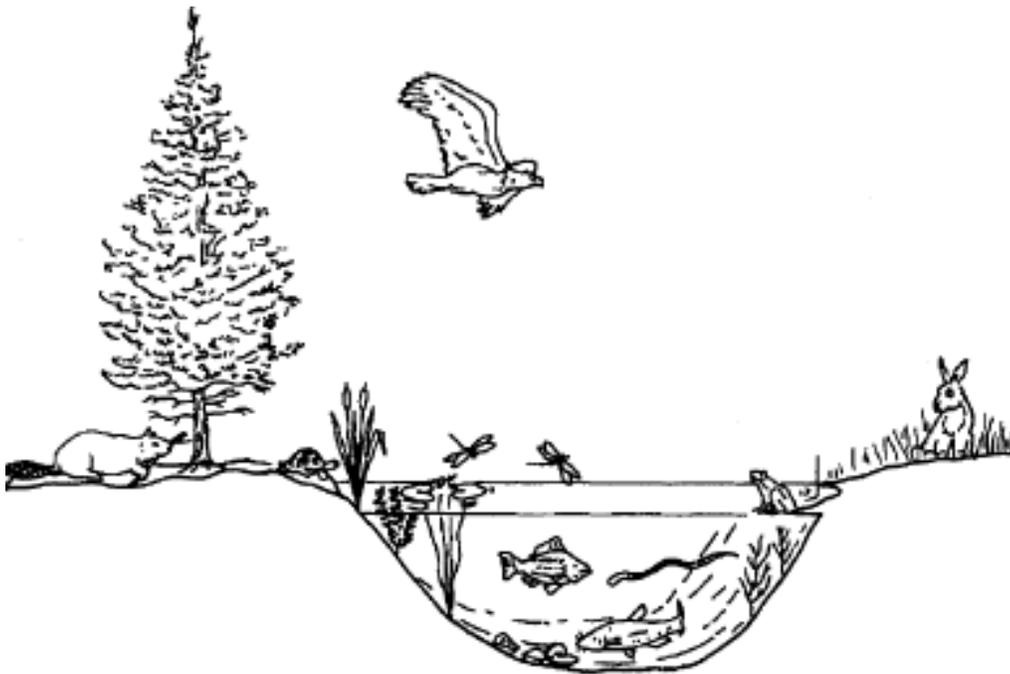


We Are One



Background:

Natural resources are naturally occurring materials, which can be used by human beings such as air, soil, water, trees, and animals. Some of them are crucial for survival of both animals and people, but others are used to make our lives better. Everything in our world is connected, thus the health of our natural world determines our quality of life and the life of wild animals. Trees and plants provide shelter, tools, paper, oxygen, and many other things.

Many of our choices affect the environment, for better or for worse. It is important to be aware of how our actions affect our natural resources, so we can minimize harmful effects and maximize beneficial effects. This way, our children and our grandchildren will be able to benefit from the sustainable resources and enjoy their beauty for a long time. Learning good conservation practices at a young age will help kids build a foundation that can last a lifetime and

Key Groups:
Families, School
Groups, Cub
Scouts (ages 8-
11)

Subject: Natural
Resources

Duration: 1 hr

Abilities:
Working with
others,
Discussing,
Analyzing,
Reflection

Materials:
Paper, Pencil,
Yarn Roll

Vocabulary:
Natural
Resource, Ethics

encourage them to have a positive influence on the world.

Method:

Ask:

What do you believe in? (Have them write down their answers on paper) (They can believe in ideas, activities, people, or things)

Have the kids share their ideas with each other, and write out the beliefs the kids share. Bring up the word “ethic” and ask the kids to come up with a definition.

Activity: Have the kids form a circle and assign each of them the name of an object found in nature (stream, tree, soil, deer, coyote, rock, insects, fish, etc). At least one person needs to represent humans. To start you could fill this roll. Join them in the circle with the yarn in your hand. In the activity, everyone will think about how they interact or affect something else in nature. Take turns telling how they are connected to someone else in the circle. You will choose a random starting point and tell that student how they affect another in the circle. You then will take one end of the yarn to the person you connected with. They will then find someone in the circle

they affect or are affected by. Telling the first person to hold on to the yarn, go to the next person with the yarn. Keep repeating this process until everyone is holding the string at least once. Since you are playing the role of humans, it is important that you be connected to everyone.

Ask:

-What did we learn from this activity? (Everything is connected or everything affects something else in the world)

Now ask what would happen if a part of the web of life were broken or damaged. Give an example of a way the web could be changed because of humans and drop the yarn you are holding.

Ask:

-What else do people do that harm the web of life or the environment? (e.g. picking flowers, carving on trees, straying off of designated trails, littering, etc.)

When everyone runs out of answers, have the person playing the humans pick up their part of the yarn again. As the kids give answers to the next question, give a tug on the yarn you are holding.

Ask:

-What do people do that help the web of life or the environment? (e.g., planting trees, picking up trash, etc.)

Now bring up ethics again.

Ask:

- How do ethics relate to people's relationship with nature?

Extension: (this will help cub scouts to earn their belt loop in geography): Draw a map of your neighborhood in relationship to the natural environment. Identify key areas and human activities (both good and bad).

Assessment:

-Have kids explain how people impact their environment and list some of those activities, both the good and bad ones.

Further Learning:

-Kids can make posters about what they learned in the lesson and put the posters in different places around their community. The posters can include how people help and hurt the environment, why it is important to take care of the environment.

Works Cited

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