

TEST No3

Conservation of water resources.

A lesson designed for children in primary school

It is necessary to make a note before the presentation of the lesson – children in the initial educational stage are not able to solve test tasks, and the developed project guide covers all educational stages. The period before primary school is fairly due to the fact that children perceive reality through fairy tales or through play and it is impossible to systematize and structure questions on a specific topic. In the initial educational stage, the teacher can create different situations in which knowledge set out in the handbook is presented through play, through project-based learning, through experience learning and other approaches. Such exemplary situations and questions are presented here.

In the world of children, the environment is everything in the world around us, which affects our planet and the lives of its inhabitants, including air, water, plants, animals and people. People receive from the environment five basic things – oxygen, water, food, shelter, and heat, and participate actively in its equilibrium.

- The air gives us oxygen and the trees make sure it is clean and fresh.
- Rains fill rivers, dams and lakes and water our crops. Rivers irrigate the soil, and the seas and oceans take care of the climate, provide us with waterways and bring us plenty of food.
- The most useful and valuable food we get comes from plants and animals.
- The land also gives us materials with which to build our homes – wood, stone, sand, etc.
- The sun provides light and warmth without which the Earth would become a cold and hostile place, and life on it would disappear.

As the global population grows, the environmental impact of humans becomes more tangible and affects the ecological balance and life of the planet. Therefore, educating in virtues such as generosity, empathy, service for the benefit of others, and wisdom can replace destructive human behavior and lay the most important foundations for the sustainable resolution of many modern problems.

Basic virtues related to the environment: care, purity, frugality, gratitude, respect, joy, responsibility.

Sample discussion questions:

- What do we call "environment"?
- What is environment?
- How does the environment take care of man?
- Why is a healthy environment also important for air, water, plants and animals?
- How does man affect the environment?
- How do we sometimes harm the environment?
- What happens when the air and water are contaminated?
- What happens when we cut down trees without planting new ones?
- What happens when people dump their waste in nature – in mountains, forests or water?
- How do you feel when you are in the mountains or in the wild and breathe fresh air?
- Can you imitate how birds sing?
- Have you seen any wild animals? What?
- Have you dived into the sea?
- What marine animals do you know?
- Have you smelled a flower? Do you have a favorite fragrance?
- Have you eaten fruit in nature – maybe raspberries, apples, blueberries etc.?
- Do you know people who raise animals?
- How do we take care of the environment?
- How does nature repay us for our care?

Situations in the classrooms

1. Drawing posters

On several consecutive days you can make posters of different ecosystems – mountain, sea (or ocean), field and city. On large size drawing paper draw a sketched background: mountain, sea (or ocean), forest and city, and divide the children into teams – the first team will draw animals that live in these places. The second will paint plants, and the third – people who get something valuable: for example, they fish in

the sea, raise cows in the mountains, get trees from the forest, grow food in the field, rest in the city park, etc. The fourth team is tasked with drawing on how people take care of nature in these places – for example, cleaning the dirt in the water, weeding the fields, planting trees in the forest or caring for the flowers in the park. The fifth team has the task of coloring the main background.

Let the children draw their tasks on small square sheets (about 3/3 cm.), which then glue on the poster, choosing the most suitable places.

This task will require more time and constant guidance from the teacher. You can complete it for a few days or modify the condition by dividing children in groups and give them separate ecosystems to work on.

After completing the task, hang the posters in your room and discuss them.

2. Taking care of nature from home

Tell the children that there are some ways we take care of the environment while at home.

Tell them how electricity is generated and where water comes from in their homes. Tell them about how these resources are not infinite, and that is why it is important that people save them and use them carefully.

Play a scene in which you wash your hands and teeth:

- Stand together and pretend you are standing in front of the bathroom sink.
- Pretend to flush the water to get your hands wet (*make a sound of running water every time you "flush the water"*).
- Pretend to stop the water while soaping your hands.
- Let water go again so you can rinse your hands.
- Stop the water to take the toothbrush and toothpaste and pretend to put paste on the brush (*by peeling off a cap and squeezing a tube*).
- Turn on the water to wet the brush.
- Stop the water and brush your teeth, then spit out.
- Drop the water, rinse your mouth, and stop it afterwards.
- Wipe and get out of the bathroom, turning off the lamp.

You can make a scene by showing how we save electricity by playing around, playing the child in his room and playing, and then going to the bathroom to wash his

hands before dinner, first switching on the lamp in the hallway to get there, and finally going to the kitchen to have dinner. Walk around the imaginary home, switching on and turning off the lights every time you need it. You can also combine it with hand washing as an example of the caring use of these resources.

3. To nature with gratitude

Let the children draw a picture of how nature takes care of people. Give them the opportunity to choose one of the five different natural resources we use (*oxygen, water, food, shelter, and heat*). Let them make thank-you cards to nature for allowing us to generously use them.

You can also temporarily hang them on nearby trees, and then collect them and hang them on the dashboard.

Use the last minutes of the hour to summarize the topic with sample questions.

- *What was interesting to you?*
- *How does the environment help you?*
- *What do you want to remember about the environment?*
- *Can a person live in a polluted environment?*
- *Is man separate from nature or is he part of it?*
- *How can we reduce the planet's pollution? Why is this important to people? Do our actions at home have a reflection in the wild?*
- *What is the price of water? And what is its value? How long can a person live without drinking water or consuming foods rich in water?*
- *Why do we say that life came from the oceans? What evidence can you support this argument with?*

Let the children respond together to find out which children know, as well as allow the insecure children to hear the information once more. Then you can ask the question a little differently in a moment and point to a pupil to answer on his own, but with the clear idea that he knows the answer and will provide a correct answer. Finally, you may end up with the shiest pupils who will gain confidence and self-confidence that they know and they can manage and give correct answers.