Conservation

LESSON PLAN

A guide to the booklet
Mission: Rescue Earth

_____	_____	_____
Name (Learner)	**Date Started**	**Date Completed**
_____	_____	_____
School	**Grade**	**Age**

A QUICK OVERVIEW

You may have heard words like **conservation** and **pollution** and wondered how they affect your life. These issues are often discussed on TV or in newspapers. Have you wondered what these things are and what on earth you can do about them?

The truth is you can help and if every person on the Earth did their part to help, we could change things around so that there was no longer a problem. An example of this is the ozone layer (this is a layer high in the sky that protects the Earth from too much sun). Twenty years ago, everyone was in a panic because there was a big hole in the ozone layer over the Antarctic. It was only a matter of time before the ozone layer became so thin we would all be burned to a crisp by the sun. The World stopped using products with certain chemicals and there was a ban on certain types of fridges. Due to this worldwide change in attitude and law, the hole in the ozone has started to close up.

For this reason, we at The Earth Organization decided to change things around and teach people how they can take care of the world. It is a pretty good idea to take care of Earth, we only have one and if we keep damaging it, we may eventually have nothing to stand on!

PURPOSE

The purpose of this guide is to take you through the various sections of the booklet. After each section, you will have some activities to do; such as sketching a diagram, or answering some questions. When answering the questions you can refer back to the booklet as this is not a test.

The idea behind this booklet is to give you a good understanding of the things that are going on with Earth and give you some tools to help change things around.

HOW TO DO THE LESSON PLANS

The lesson plan is a step by step guide to take you through the booklet *Mission: Rescue Earth*. By the time you finish the lesson plan you should have a good understanding about conservation and what you can do to help.

If you come across any words that you don't understand or are unsure of, make sure that you have a dictionary nearby and look up these words. There is also a full glossary at the back of the booklet that gives the meaning of many of the words that are used. If you still don't understand what you are reading, ask your educator to help you through the lesson.

When you have done a step of the lesson, sign your initials and the date on the line on your right hand side of the page. _____ _____

(Your initials) (Date)

Then go on to the next step. Do not jump the lesson steps! The lesson is completed when you have done all the lessons and signed and dated all the lines. It will be checked by your educator to verify you have done all the steps. You will then qualify to get a certificate.

LENGTH OF TIME TO COMPLETE

There is no time limit to completing the lesson plans. Do it at your own pace and so long as you honestly do all the steps of the lessons then you will be complete and then you will have earned your certificate.

DEFINITIONS OF TERMS

Before reading the booklet *Mission: Rescue Earth*, several terms need to be defined. Words that are written like *this (in italics)* are found in the glossary at the back of the booklet.

Conservation – This comes from the word "conserve″which means "to save". It means you are saving the environment from being wasted.

_____ _____

Environment – This is everything around you. This includes living and non- living things.

_____ _____

Recycle – To use something again, instead of throwing it away. This usually includes having a company pick up the things to be recycled from a special garbage bin and taking it to a place where it can be re-made or, made into something else. Old paper can be broken down and recycled into new paper. Glass bottles can be carefully cleaned and used again. Old plastic containers can be melted down and made into other things.

_____ _____

Critically endangered – Critical is when something is in an emergency. Endangered means when something might run out until nothing is left. Together, these two words mean that there are so few left of a type of plant or animal that it may die out and there

will be none left for the future. This means the plant or animal species is threatened with extinction.

_____ _____

Extinction – If something is extinct, it means there are no more of that thing left in the world.

SAVE THE PLANET

Study: Read the "Introduction" section. _____ _____

Activity: Page through the booklet and find a word that you don't understand. Look it up in the glossary. If the word is not in the glossary look it up in the dictionary. Write down the word and its meaning as you understand it.

_____ _____

RESCUE YOUR PLANET IN 10 EASY STEPS

REDUCE, REUSE AND RECYCLE –chapter 1

Study: Read the opening paragraph and the chapter entitled Reduce, Reuse and Recycle.

_____ _____

Activity:

- Write a paragraph (8-10 Lines) on the differences between reduce, reuse and recycle. _____ _____
- Draw a picture of something being recycled.

_____ _____

- Write an essay on what this sign means and why it has three sides.

_____ _____

- Find out if there are any recycling places in your area and make a list of these.

_____ _____

- List 5 ways you reuse items you have bought, eg: plastic bottles.

_____ _____

DEALING WITH SOLID AND LIQUID WASTE – chapter 2

Study: Read the chapter on Dealing with Solid and Liquid Waste.

_____ _____

Activity:

- Write an essay on what happens to plastic when it is thrown away.

_____ _____

- In your home, notice whether there is litter lying around. Write a short paragraph on how much litter you noticed.

_____ _____

TAKING CARE OF PLANTS AND TREES – chapter 3

Study: Read Chapter 3 – Taking Care of Plants and Trees.

_____ _____

Activity:

- Draw a picture of what happens to the soil during the rain when there are no plants or trees. _____ _____

- Write a description (half a page) of what indigenous plants are.

_____ _____

RESPECTING AND PROTECTING PETS – chapter 4

Study: Read Chapter 4 – Respecting and protecting pets.

_____ _____

Activity:

- Write a story about what an animal can do for you.

_____ _____

- List 10 things you could do to take care of any animals you have.

_____ _____

BEING KIND TO ALL LIFE FORMS – chapter 5

Study: Read Chapter 5 – Being Kind to all Life Forms

_____ _____

Activity:

- Write a story on what would you do if you saw a hurt animal in your neighbourhood.

_____ _____

EATING THE RIGHT FOOD – chapter 6

Study: Read Chapter 6 – Eating the right food.

_____ _____

Activity:

- List 5 steps on how you could find out if a type of fish was endangered.

_____ _____

- Describe what "battery farmed foods" mean?

_____ _____

- Go to a grocery store and look at the labels of the different meat. See if you can spot any free range meat. Write up what you found.

_____ _____

CONSERVING ENERGY – chapter 7

Study: Read Chapter 7 – Conserving Energy.

_____ _____

Activity:

- List 8-10 ways in which energy is wasted. _____ _____
- Now list 8-10 things you can do to save energy. _____ _____

CONSERVING WATER – chapter 8

Study: Read Chapter 8 – Conservation Energy. _____ _____

Activity:

- List three things that you could do, starting today, that would conserve water.

_____ _____

KNOW WHAT YOU ARE WEARING – chapter 9

Study: Read Chapter 9 – Know what you are wearing. _____ _____

Activity:

- Write a paragraph (8-10 lines) on why it harms the environment to wear fur coats.

_____ _____

- Have a look at home and examine your beauty or hair products or those of your mom. Do any of them say "not tested on animal"? List which products are not tested on animals, if you find any.

_____ _____

GETTING OTHERS TO DO THE SAME – chapter 10

Study: Read Chapter 10 – Getting others to do the same.

_____ _____

Assignment:

- Write an essay on what you can do to help rescue earth.

_____ _____

FINAL ESSAY

Write an essay on what you have done or been doing to rescue Earth and what you learnt from doing these actions.

_____ _____

COMPLETION

I confirm that I have done all the steps of the lesson plans and sign off all parts of the lesson plan.

Name (Learner)	**Signature**	**Date**
Address		**Post Code**
E-mail	**Tel No.**	**Cell No.**
School	**Grade**	**Age**

I confirm that I have supervised the leaner on his lesson plans and that he has done all the parts of the lesson plan and all assignments and I am satisfied he can apply the materials he had learned. He qualifies to receive a certificate.

Name (LO Teacher/Educator)	**Signature**	**Date**
School	**Area**	**Tel. No**

FAX THE LAST PAGE OF THE LESSON PLAN INCLUDING THE NAMES AND SIGNATURES OF BOTH LEARNER AND EDUCATOR TO 0866176396.

WE SHALL THEN PROCESS THE CERTIFICATE AND ISSUE THE LEARNER WITH A CERTIFICATE.

THE CERTIFICATE WILL BE ISSUED AT A GRADUATION CEREMONY EITHER AT THE SCHOOL OR AT AN EVENT WHICH WILL BE ADVISED

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