

What is Stewardship? (Grades 3-6)

Language Arts

Standard 1. Uses the general skills and strategies of the writing process

6. Uses strategies (e.g., adapts focus, point of view, organization, form) to write for a variety of purposes (e.g., to inform, entertain, explain, describe, record ideas)
11. Writes in response to literature (e.g., summarizes main ideas and significant details; relates own ideas to supporting details; advances judgments; supports judgments with references to the text, other works, other authors, nonprint media, and personal knowledge)

Standard 2. Uses the stylistic and rhetorical aspects of writing

1. Uses descriptive language that clarifies and enhances ideas (e.g., common figures of speech, sensory details)
2. Uses paragraph form in writing (e.g., indents the first word of a paragraph, uses topic sentences, recognizes a paragraph as a group of sentences about one main idea, uses an introductory and concluding paragraph, writes several related paragraphs)
3. Uses a variety of sentence structures in writing (e.g., expands basic sentence patterns, uses exclamatory and imperative sentences)

Standard 8. Uses listening and speaking strategies for different purposes

5. Uses strategies to convey a clear main point when speaking (e.g., expresses ideas in a logical manner, uses specific vocabulary to establish tone and present information)

Civics

Standard 10. Understands the roles of voluntarism and organized groups in American social and political life

1. Understands the importance of voluntarism as a characteristic of American society (e.g., people should volunteer to help others in their family, schools, communities, state, nation, and the world; volunteering is a source of individual satisfaction and fulfillment)

Always Leave It Better Than You Found It

When you clean your room, wash the dishes, or take the garbage out you are being a good steward of your own home.

Stewardship is taking care of possessions and property with consideration for others. The word stewardship is often associated with the environment and natural resources. In this regard, stewardship is related to the management of **natural resources** so they are available and in good condition for future generations.

What are natural resources? Natural resources are the materials the environment provides necessary for our survival. They include water, air, trees, and many other resources. Can you think of other natural resources?

What can we do to be good stewards of our natural resources? Simply leave the environment in better condition than you found it. This might mean a little bit of work on your part, but the payoff is priceless. To start, think

about how the things you do might affect natural resources. Do you let the water run when you brush your teeth? At a park do you sometimes toss trash towards the garbage can and if it misses not bother to pick it up? Do you clean up after your dog in parks or along sidewalks? Are there other bad habits that you could change to become a better steward of the environment? One of the best habits you can acquire to be a good steward is to simply follow the rules set by land

managers.

The next step involves more effort. It is not just changing your habits but also correcting the damage made by others. These types of stewardship projects include education programs such as recycling or water conservation, cleaning up parks and recreation areas, repairing damaged trails, etc. It is this type of stewardship that truly leaves resources in better shape and provides continued opportunities to enjoy our natural resources in the future.

Learning Outcome

To better understand the importance of stewardship of our natural resources students will:

- Define stewardship and natural resources through art.
- Participate in a stewardship service learning project related to natural resources.

What is Stewardship?

Student Goals

- ✿ Define stewardship of natural resources by using pictures to create a themed collage.
- ✿ Participate in a stewardship project and describe the experience through writing.



Activity At A Glance:

Students will create collages with magazine pictures depicting their idea of natural resource stewardship. They will then describe their idea to classmates. Upon completion of this activity, students will design and carryout a class stewardship project.

Grades: 2nd through 6th

Setting: indoors for Part 1 (outdoors for service project)

Time: *Part 1:* 45 minutes to 1 hour *Part 2:* Depends on how much class time can be devoted to a service-learning project.

Materials Needed: glue, paper, scissors, many different magazines, and markers

Activity: What is Stewardship?

Part 1: Stewardship Collage

Part –Step 1: Define environmental stewardship with your class. Have your class brainstorm ideas and examples of environmental stewardship and why environmental stewardship is important.

Part 1—Step 2: Provide students with magazines, preferably with outdoor pictures including recreation, natural landscapes, etc. Have students create a collage that defines what environmental and natural resource stewardship means to them.

Part 1—Step 3: When students have completed their collages have them explain their reasoning for their picture choice either to the class or to a small group of students.

Part 2: Stewardship Project

Part 2—Step 1: Research natural resource issues in your community. Determine what issues are important to your community through interviews, local media, and recent stewardship projects. For younger students you may want to provide the information for discussion. As a class choose an issue to focus on.

Part 2—Step 2: Once the class has picked an issue, learn more about the issue: whom it affects, and what is being done to alleviate the problem. Then, brainstorm ideas about the type of stewardship project the class could do relative to the issue. Have the class decide on the project, determine actions and goals, and choose a project name.

Project Ideas:

- ▶ Pick up trash around your school or along a local road, and reuse the trash to create signs about the consequences of littering.
- ▶ Work with local park or land managers to clean up a recreation area.
- ▶ Work with local park or land managers to plant trees.
- ▶ Write proposals, persuasive speeches, letters, and/or essays to promote community involvement in natural resource issues.

- ▶ Design informational posters to educate the public about a natural resource issue.
- ▶ Start a recycling program in your school.
- ▶ Work in a community garden, or create a garden at your school.

Part 2—Step 3: Create a plan, deadlines, and assign responsibilities.

Part 2—Step 4: Implement plan.

Part 2—Step 5: Utilize journaling throughout the project to reflect the program's progress.

Assessment: Write an essay on successes and disappointments of the project. Answer the following questions.

1. What worked well, what didn't?
2. What changes could be implemented to improve the project?
3. What could be done in the future to complement or continue the project?
4. Did you come away from this project feeling rewarded or frustrated?