

SAVE THE EARTH: IT'S EVERYONE'S HOME!

LESSON 4: Grades 4-6 EARTH-SMART CONSUMERS

Show Me Standards:

Academic Goals: 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.3, 2.5, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6 & 4.7

Knowledge Goals: Comm Arts: 1, 3, 5, 6; Mathematics: 1 & 3; Science 4 & 8; Social Studies: 3, 4, 5 & 6; Fine Arts 1, 2 & 4 Health/Phys Ed: 2, 5 & 6.

Objectives:

1. The students will develop an understanding of what it means to be an earth-smart “consumer”.
2. The students will learn how to make earth-smart choices when buying products.
3. The students will create earth-friendly product ideas and advertisements for them.
4. The students will develop and implement a plan to encourage the school administration to buy earth-friendly cleaning products.

Materials:

- *Toxic Talk* Activity Sheet
- 4 cans of soda (different types)
- paper
- pencils
- art supplies

Method:

1. Begin this lesson by asking the students if they are allowed to vote. They will probably say, “No, duh! We are too young.” Set 4 different cans of soda at the front of the room and poll the students on which one is their favorite. They can only vote once. Record the results on the board.
2. Explain that each student just acted as a **consumer**: someone who buys a product or service for personal needs. Explain that every time they spend money to purchase a product or service, they are exercising their right to vote. Pretend the class represents all soda consumers in the world and most of the class voted for the 7UP. Other soda companies will realize that the clear citrus soda is the most popular and will then create and market a clear citrus soda as well so they can be in competition for the consumers’ money. If no one or very few consumers voted for the grape soda, the soda company would eventually quit making it because they weren’t making money on it. So see, as a consumer, you are casting a vote with every dollar you spend and you have the power to affect the market. This is also called supply and demand. When the consumer demands more of a product, the companies will supply more. When they do not demand or want a product, the companies produce less of the product and the supply gets smaller.
3. Now that you are armed with this knowledge, put your vote to work for the environment! There are many toxic chemical cleaners in your home that are bad for the environment. Many cleaners pollute the air, burn holes in the ozone layer, pollute the rivers, streams and oceans when poured down the drain, kill insects, poison animals, and can be fatal if swallowed by people or pets! Not to mention the fact that many of them have been tested on animals. (Find out more about animal testing at www.navs.org) You may think you can’t get along without these products but what if there were alternatives? There are! You can make almost all of these products at home and they’re safer for the environment, not tested on animals, cheaper and just as easy to use!
4. Hand out the *Toxic Talk* activity sheets and give the students 10 minutes to complete them on their own or with a partner. Discuss the answers.

Call to Action:

Divide students into groups of 2 or 3 and have them create an earth-safe product similar to the ones on the activity sheet and a commercial to advertise their product. The questions below will guide them through this. Decide upon a deadline and give them adequate time to rehearse their commercials. Ask each group to perform their commercial for the class or at a school open house, an assembly, etc.

Extension Activities:

Conduct research as a class to find companies that make earth-safe cleaning products that are reasonably priced and create and perform a play or skit to persuade the administration and maintenance staff to purchase these earth-friendly products in place of their current ones. Find out what products that are currently using to help you compare and contrast the safe with the unsafe. Provide them with the name of the company you discovered and their contact information.

Choose one of the products created by the students that is easy and inexpensive to make and sell it to make a profit that will benefit an environmental group or will further your efforts to educate others about earth-smart decision making. For example, as the activity sheet suggests, a vinegar and water mixture makes a great glass cleaner! Make sure you advertise your product so consumers know it exists (bulletin boards, newspaper, school announcements, etc.).

Web sites: For recommended animal-related web sites visit www.apamo.org and choose “Animal Issues” from the left-side menu, then choose “Links” from the top of the page. Or [click here](#) to launch your browser and link directly to the list.

Creating a Commercial

Directions: Please answer the following questions:

- What is the name of your product?
- What is your slogan? (For example, Folgers Coffee is “Good to the Last Drop”!)
- What is your product used for?
- Why is it a better choice than a similar store bought product?
- What does it cost to make the product (research the costs of the ingredients)?
- What is the price difference? If your product costs more explain why it is worth it.
- What will the product look like? Draw it on a large sheet of paper or poster board.
- Write a short skit for your commercial on the back of this paper. What will you say?

KIND Name _____

Toxic Talk

When we use less and save more, we are being kind to the Earth. For instance, when we save energy, less energy needs to be produced. Producing some kinds of energy, like electricity, causes pollution and destroys animal homes. On the left are actions taken by people who forgot to be kind. Match up each action with the kind thing to do on the right. Write the letter of the kind action in the blank.



1. ____ A, Put a chemical flea spray on your pet in the summer.
B. Comb your pet with a fine-toothed flea comb
2. ____ A, Use an air freshener that comes in a spray can
B. Open windows for fresh air
3. ____ A. Pour boiling water down the drain each week to keep it clear
B. Use a chemical drain opener
4. ____ A. Mix one part lemon juice and two parts vegetable oil to make a polish for furniture
B. Use a store-bought furniture polish
5. ____ A. Use bug spray to kill beetles on the tomatoes in your garden
B. Plant marigold flowers next to the tomatoes to keep the beetles away
6. ____ A. Use store-bought scouring powder to clean your kitchen
B. Use baking soda and water for kitchen cleaning
7. ____ A. Put poison around for small, unwanted animals like rats and mice
B. Use a small box trap to catch animals. Then let them go free outside
8. ____ A. Wash clothes with a mild laundry soap instead of laundry detergent
B. Use laundry detergent that does not have the word *biodegradable* on it
9. ____ A. Use a store-bought glass and window cleaner
B. Clean windows with a mixture of vinegar and warm water
10. ____ A. Catch a spider in your house using the glass-and-cardboard method. Then let it go free outside.
B. Use bug spray to kill a spider in your house.



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