



Quality of Life

❖ Strand D: Processes That Shape the Earth

❖ **Benchmark:** SC.D.2.1.1.-The student understands that people influence the quality of life of those around them.

❖ **Strategy:** hands-on/minds-on

❖ **Materials:** 3 clear plastic cups (6 ounces), small strainer, coffee filter

❖ **Word Wall/Vocabulary:** quality, life, pollution, environment, air, water, land, filter, clean

❖ **Literature Connection:** *Berenstein Bears, Don't Pollute* by Jan and Stan Berenstein

❖ Lesson/Procedure

1. Read to students the literature selection *Berenstein Bears, Don't Pollute*.
2. Discuss the many ways people have changed the environment by polluting. Brainstorm and write on board the student responses to ways in which people have changed the air, water, and land (see sample graphic organizer).
3. Discuss ways the bears changed things in positive ways. Write those on the board next to the negative ways.
4. Have students observe the air and land pollution by taking a brief walk on school grounds (perhaps on their way to lunch).
5. In class, demonstrate to children an example of water pollution by showing a container with water and some dirt.
6. Ask students to think of different ways we can pollute water.
7. Demonstrate to students three ways in which water can be filtered and/or cleaned. One way will be to pour some of the dirty water through a strainer placed over a clear cup. Second, pour some water through rocks (which can be put in the small strainer) and placed over a clear cup. Last, pour water through a coffee filter into a clear cup.

8. Have students predict which method will best filter the water and then perform the experiment.

❖ **Assessment**

Students will write about the different ways they can influence life around them in positive ways.

SAMPLE

