



SOURCES OF RESOURCES

- I. Objectives
 - a. Students will learn what a “resource” is.
 - b. Students will understand that all of the products we use today originally came from a natural resource.
 - c. Students will identify the natural resources that were used in the creation of various products.

- II. Materials
 - a. Three cloth posters (animals, plants, ground)
 - b. Three plastic tubs
 - c. Product samples made from animals, plants, and minerals (enough for one sample per student)
 - d. Snack from a natural resource – example, Goldfish

- III. Introduction
 - a. Bringing all of this stuff here today could have been difficult, except I used something to make it easier!
 - What did I use to make carrying all of this stuff easier? (Cart, tubs, etc.)
 - b. This cart and these tubs are all “resources!”
 - Do any of you know what a resource is? (Let students answer)
 - The definition of resource is very simple – it’s just three words: a resource is something you use!
 - Is your notebook a resource? Your coat? Desk? This room? (Yes!)
 - Anything we use is a resource!
 - c. Today, however, we’re going to be talking about natural resources.
 - What’s the difference between a resource and a natural resource? (Natural resources come from nature – they’re not man-made)
 - So what are some examples of natural resources? (Let students answer)
 - d. Now that we know what natural resources are, did you know that all the resources we have come from natural resources? That’s what we’re going to spend the rest of this presentation talking about!

- IV. Natural Resources & Activity
 - a. There are three main areas where we get the natural resources to make things out of:
 - Animals are a natural resource! Hang up cow poster on first tub. How many different animals can you think of? (Allow students to answer.) We’ll be talking about many of the ways we use these animals!
 - Plants are natural resources, too! Hang up tree poster on second tub. How many different plants can you think of? (Allow students to answer.) We use plants to make a lot of things too! We’ll talk about those in a minute.
 - Ground! Hang up ground poster on third tub. Many things come from the ground that we use to make things! Can you think of anything we use that comes from the ground? (Allow students to answer.)
 - b. Today I brought a lot of different products that we use every day, and you’re going to learn where they come from! Pass out one sample to each student, equally dividing among the animal, plant, and ground samples. We’re going to have each person come up put their product into the tub they think it came from! And don’t worry if you don’t know – that means you’re about to learn!
 - Have students come up to bins one at a time, placing their product in the tub they believe it originated from. Briefly discuss the product and how it was created. Continue until all products have been placed in their respective tubs.

V. Conclusion

- a. How many of you learned something new about where things come from? (Let students raise hands.)
- b. Everything we have comes from a natural resource... but...
 - What happens if we run out of these natural resources? (Allow students to answer.)
 - Whose job is it to take care of our natural resources? (Ours!) That's why...
 1. If we're going to cut down trees to make paper, we need to plant more trees AND recycle the paper we use so we don't have to cut down as many!
 2. If we're going to use metal to make cans, we recycle the metal so we don't run out!
 3. If we're going to use any of our resources, we use them responsibly!
- c. Remember, it's our job to take care of the world – who else is going to do it?
- d. Questions?

