



# What Are Natural Resources?

## Lesson 1; Pre- Field Trip

**Resource:** Closing the Loop, K-3 Module, Unit 1, Lesson 1

### Objectives

In order for students to better understand waste and recycling, it is important for them to first know where things come from. In this lesson, students will learn about natural resources and the products that people make from these resources. By gaining a basic understanding of natural resources, students will better understand the importance of the 4Rs concept.

### Time

40 minutes for lesson preparation; 50 minutes to implement the lesson.

### Preparation

1. Obtain used paper (blank on one side) for students to use. (Sources of used paper include: discarded or miscued printed documents found in your school's offices or classrooms, and also in parent work places). Each student should have at least three sheets.
2. Make a copy of the "Natural Resources Chart" for each pair of students.
3. Obtain items that can represent different categories of natural resources:
  - Plants / Trees – a potted plant
  - Animals – a stuffed animal
  - Soil – a bag of soil
  - Minerals – a rock
  - Fossil Fuel / Energy – molasses or chocolate syrup
  - Air and Water – empty jar and a jar full of water.

### Pre-Activity

- A. Tell students that they will draw and write information about what they will be studying. Students should know that people write and draw (usually in journals) to record observations, thoughts, ideas, and information about certain topics.
- B. Distribute paper to each student. Explain that the paper is used paper that was reclaimed from some source. (*List sources of reused paper*).
- C. Ask students to draw or describe something that comes from nature.
- D. Ask students to share their writing as you write their responses on the chalkboard.
- E. Ask students what they know about the words **natural** and **resources**. Encourage them to create a class definition of **natural resources**.

## Procedure

- A. Show students each item that represents a natural resource (potted plant, stuffed animal, soil, rock and molasses).
- Tell students that things that come from nature are **natural resources**. Natural resources are things that **all living things need** in order to survive.
  - Help students identify each category of natural resources as you list them on the chalkboard: plants; animals; soil; minerals (rocks); energy sources (sunlight, fossil fuels).
  - Ask students what else they cannot live without. Lead them to conclude: 'water' and 'air'.
- B. Ask students to draw an **icon** for each of the seven categories of natural resources. (Note: Help them write a definition for icon and include it in their notes.) This can be done in groups of seven, with each student drawing one icon and writing the category that the icon represents.
- C. Provide a copy of the "Natural Resources Chart" for each pair of students. Note that students will focus on five categories of natural resources, because these are the ones most often used by people to make things (in addition to air and water, which are usually used in the manufacturing process of products): plants, animals, soil, minerals, and *crude oil* (from *fossil fuels* in the energy sources category).
- Describe how to complete the chart. Students should write or draw what they see that comes from the natural resources listed on their charts.
  - Lead students outside and help them identify things that are part of nature (trees, rocks, soil, etc.).
  - Ask them what natural resources they see (or feel, in the case of air) (i.e. plants, animals, minerals, crude oil – asphalt, air).
  - Ask students what they see that people have made from natural resources. For example, "What do you see that is made from a plant?" (A wooden bench is made from wood from a plant.) What do you see that is made from minerals, such as rocks and steel?" (The building, the road, the poles supporting the swing).
  - Lead students on a walk on the school grounds to look for natural resources and help them to complete their charts.
- D. Back in the classroom, ask students to write or draw the following in their notes:
1. One thing that I saw that was made by people was \_\_\_\_\_.
  2. The natural resource (or resources) from which this thing was made is \_\_\_\_\_.
- E. Ask students to share their written observations with the class. Then discuss some ways that people use natural resources.

## **Discussion / Questions**

- A. Have students locate objects in the classroom made from natural resources. Ask students from which category of natural resources the object was made.
- B. Ask students to review their original class definition of natural resources and ask whether they wish to change any of the words to make the meaning clearer and more accurate.
- C. Discuss with students:
  - Which items that were seen indoors and outdoors were different but came from the same natural resource? (Buildings and the sidewalk; desks and bench).
  - Which items that were seen indoors and outdoors were similar but came from different natural resources? (Wooden bench and plastic bench).



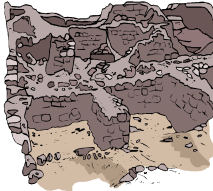

**Note:** *In Lesson 2, students will learn more about ways people use natural resources.*

## **Applications (optional)**

- A. As a class, make a drawing (mural) linking an item in the classroom to the natural resource that was used to make this item; e.g., wooden chair – plant.
- B. Encourage students to keep a journal to draw and/or write what they observe in their communities (home, church, local stores, etc.) based on what they learned about natural resources.
- C. Ask students to share their journal entries.

# Natural Resources Chart

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Natural Resource	Objects Made by People
<p data-bbox="354 457 483 493"><b>Plants</b></p> 	
<p data-bbox="337 793 503 829"><b>Animals</b></p> 	
<p data-bbox="378 1113 459 1148"><b>Soil</b></p> 	
<p data-bbox="332 1434 506 1470"><b>Minerals</b></p> 	
<p data-bbox="263 1715 576 1827"><b>Energy source</b> (fossil fuels, such as crude oil)</p> 