



SEDONA RECYCLES

KEEPING THE RED ROCKS GREEN SINCE 1989

Natural Resource to Retail

Developed by Jean Turocy, Sedona Recycles

Overview

Every year humans consume more natural resources than the earth can replenish within one year. This is not sustainable; eventually our resources will run out. This exercise is to help students be more conscious of the fact that everything we use has its origin from nature.

Objectives

- Understand what natural resources are.
- Learn what humans make out of those resources.
- Explore how the products we buy affect the environment.
- Compare use of resources and sustainability in different areas.

Grade Level: 4-8

Suggested Time: 30 minutes - 1 hour

Multimedia Resources

- <http://www.overshootday.org/>

Materials

- Natural Resource chart at end of this lesson
- Clipboards
- Pencils

The Lesson


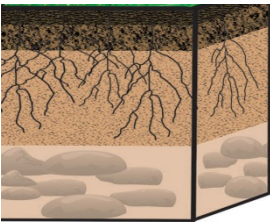


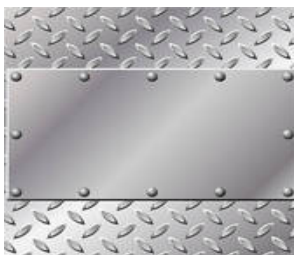
1. Define what natural resource means: A resource is anything you can use; a book or a person can be a resource, and natural means it's from the earth. So a natural resource is something found in nature that is useful or necessary for humans.
2. List our natural resources: water, sun, air, plants, soil, rocks and minerals, metals, oil, natural gas, animals, etc.
3. What does a renewable resource mean? Any resource that can replenish itself *within our lifetime*. Which are renewable? Sun, plants, animals, soil. Water should not be considered renewable; it is being removed from the water cycle faster than it is replenished.
4. Look around the room. Are there any things that we do not get from nature? Students may answer things like a desk or phone. Remind them that people convert natural resources into the things we use every day.
 - Trees: wood, paper, cardboard
 - Metals: hardware, electronics
 - Sand: glass, concrete
 - Plants: clothing, carpet, rubber
 - Animals: leather, wool clothing
 - Oil and natural gas: plastics

Activity

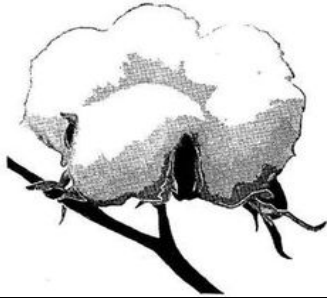
Using the chart below, have students find objects inside and outside and list them according to what natural resource it was made from. Have them pick a favorite object, like a skateboard or game, and on the back of the sheet list its parts and what resource each was made from. Count how many different resources went into making that item. What other resources might be needed? Example: water needed to make paper and plastic, plants to feed livestock etc.

Extension for grades 6-8

Students often confuse the end product with the natural resource. When asked to name a natural resource, younger students will say things like "paper". Once an understanding of the root source of our products is established, the difference between trash and recyclables can be introduced. Trash is stuff that can no longer be useful; recyclables are *resources*. They are no longer in their natural state but, as they can still be used, they are a resource. (Can follow up with the 3R Race lesson.) How does the use of one resource affect another? Cutting of trees affects air and soil quality, growing plants uses water, mining of metals pollutes water, etc. For every item recycled, how many natural resources are conserved? The natural resource in the item, land (reduced landfill use), water, energy, reduces air pollution.

Natural Resource	Object made from this resource	
	Inside	Outside
<p>Trees</p> 		
<p>Soil and Rock</p> 		
<p>Sand</p> 		
<p>Oil and Natural Gas</p> 		
<p>Metals and Minerals</p> 		

Cotton



Rubber



Leather

