

Natural Resources...Handle With Care (cont.)

PROCEDURE (cont.)

5. If the number of suggestions is sufficient, assign a suggestion to each student. A list of natural resources can be found on the HANDOUT: **Natural Resources** (A 49). If the class is too large or the suggestions too few assign a group of students to each suggestion. Each group or student is to research information on the assigned topic. Students are to use three different sources (magazines, textbooks, reference books, filmstrips, cassettes, etc.). Information should include what the natural resource is, how is it harvested, what end products are made from the resource, and the environmental problems associated with mis-managing the resource. Also, the students should find/theorize possible alternatives to the resource and/or solution to the environmental impacts.

EXTENSION:

1. Ask the students to consider the resources and energy wasted when garbage is landfilled.
2. Have the students design a program to reduce the natural resources and energy used in the classroom. Some examples are writing on both sides of the page to save paper, fixing a leaky tap to save water and energy, or caulking a window to stop a draft.
3. Bring two identical lamps into the class. Place a normal incandescent 60 watt bulb in one lamp. In the other lamp use a 13 watt compact fluorescent tube. Leave both lamps turned on continuously (you may wish to use the lamps during school hours only) to see which type of light will run the longest. (Note: Fluorescent bulbs use roughly 70% less energy than incandescent bulbs.)

EVALUATION:

1. Ask the students if natural resources should be sold to other countries (i.e. Canadian water diverted to the United States).
2. Ask the students to think of ways to conserve natural resources and energy in their home.
3. Have the class list sources of research information and where these sources could be found (library, college, secondary school, private enterprise, government services, etc.).