

Raisin Resources

Teacher's Guide

The Initial View (Introducing the Activity)

This activity will start to show the wise use of resources. *Chocolate chip cookies work just as well and are easier to find!* Remind them they CANNOT eat these cookies, unless you say so! You can also provide other kinds of “tools” like spoons, forks, etc., so be creative!!

Take a Deeper View! (More Science)

Remove any **Resource** and the world is different where this is done! It doesn't matter whether it's farming, mining, gardening, fishing, hunting, cutting timber, or digging a basement for a new house; the world is changed or **Impacted** by using these needed resources. The very existence of a human with our complex **Technology** and **Needs** requires resources. People can't survive and NOT change the world. Yet on the other hand, humans have a requirement to be good stewards of these resources. Other people will be born to follow us and will need resources as well. Those of us alive right now can't live in a **Polluted** or destroyed world like these cookies looked like. (After these destructive “mini-miners” were done!) Our choices are to use almost no resources and live in caves, or be responsible and use resources wisely and carefully.

More and Bigger Views! (Additional Classroom Ideas)

1. Get the kids talking about the need of resources and the **Environment**.
2. Repeat the activity, only this time try NOT to destroy the cookie when taking out the resources. Try to “repair” the damage with glue or other suitable materials to show **Land Reclamation**. Some raisins may have to stay because removing them can destroy the cookie!
3. Set a \$ value for the raisins removed, tools used, and for the materials to repair the cookie. What would happen if there wasn't enough profit for a company to mine a resource?
4. Contact your state's *Department of Natural Resources* to find out how responsible hunting and fishing controls populations and raises tremendous amounts of money for **Habitat**, parks and preserves. Research what other uses there are for these license fees and special taxes.
5. Find other examples of resources taken from the Earth. Make a bulletin board of what some of these resources are. Devise categories and put each resource into your grouping.
6. What are some resources in short supply around the world?
7. Learn more about how to **Reduce** the need for resources. Make posters around school to show ways to reduce the amount of material people need.
8. What are some resources which are **Recycled**? Research more about recycling.
9. **Reusing** means to find other uses for materials we already have. Find out more about the reusing of a material. Make a bulletin board of these **Three R's of Resources**; *Recycling, Reusing, and Reducing* our demands on resources!
10. What **Fuels** are taken from the Earth's **Crust**? Make a set of posters showing these fuels and where they are removed from the Earth. Find the difference between the word resource and **Reserve** of a natural resource. There is a big difference in these two words!
11. The most valuable resource on Earth is **Soil**. Find out how soil is being lost to **Erosion** and how soil is being protected and **Conserved** by different methods.
12. Write a story to tell how you could be wiser in the use of resources.
13. What are the needs of human beings, what kind of resources meet these needs?
14. Write about what it would be like not to have a certain resource. Write about the damage caused by irresponsible use of a resource.

Answers

1. (a growing population of people need resources) 2. (it increases it a lot)