

## Geography Alive: Stage 3 Geography (Topic 1; Unit 2)

Lesson 5: Significance of Environments: People's needs and protection of environments		
<p><b>Content focus:</b></p> <p>In this lesson students have the opportunity to investigate the importance of natural resources to people. They consider, for example, the provision of food, medicine, fuel, timbers, fibres and metals.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Resource Sheet 1: Breakdown rates</a></li> <li>• <a href="#">Teaching Resource 1: PowerPoint presentation – Environmental impacts of resource use</a></li> <li>• Website: <i>Australian Mines Atlas</i> <a href="http://www.australianminesatlas.gov.au/?site=atlas">www.australianminesatlas.gov.au/?site=atlas</a></li> <li>• Website: <i>Minerals Downunder</i> – An interactive resource on location and use of minerals in Australia. <a href="http://www.oresomeresources.com/interactives_view/resource/interactive_minerals_downunder/section/resources/parent//category/">www.oresomeresources.com/interactives_view/resource/interactive_minerals_downunder/section/resources/parent//category/</a></li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What resources do we use in our daily lives and where do they come from?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• appreciates that the items we use on a daily basis have their origin in natural resources</li> <li>• identifies the source of selected natural resources</li> <li>• distinguishes between items based on their breakdown rate.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Ask students to sit in a circle and provide a collection of 'every day' items on the classroom floor. Introduce students to the concept of 'breakdown rate' (<b>Resource Sheet 1</b>).</li> <li>• <b>Step 2:</b> Ask students to consider what materials these items are made of. Encourage students to sort the items into categories (for example, fabric, paper, wood, metal, plastic) on the floor.</li> <li>• <b>Step 3:</b> Use the <i>Australian Mines Atlas</i> and <i>Minerals Downunder</i> interactive websites to locate places where some of these materials are mined around Australia.</li> <li>• <b>Step 4:</b> Using the PowerPoint (<b>Teaching Resource 1</b>) discuss some of the environmental effects of obtaining these resources.</li> <li>• <b>Step 5:</b> Refer back to the 'every day' items that were grouped on the classroom floor. Which of the items will end up as waste? Sort these into a separate group. Can any of them be recycled? If they are not recycled and end up as litter how long would they remain in the environment for?</li> <li>• <b>Step 6:</b> Use a rope as a timeline and use labelled time intervals (for example, two months, six months, one year, five years, 50 years, 500 years, forever). Invite students to place the 'every day' items along the timeline. Answers provided on Resource Sheet 1.</li> <li>• <b>Step 7:</b> Use the rubbish from everyday items and place in a box and bury in the ground with a sign-posted 'Waste Capsule'. Dig the items up after six months and one year.</li> </ul>