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| **Project ID: 2021-1-CZ01-KA220-SCH-000034484**    **COURSE FOR ENVIRONMENTAL EDUCATION**  *e-Modules: Teaching Learning activities and their technology enhanced material set to develop*  ***DISCLAIMER***  *Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*  **COURSE AUTHORS**   |  |  | | --- | --- | |  | Martyna Florkowska-Kardasz, Justyna Pająk-Jaroszewska |   **COURSE SHARING LICENSE**   |  |  | | --- | --- | | Une image contenant symbole, cercle, capture d’écran, Graphique  Description générée automatiquement | You are free to:   * Share — copy and redistribute the material in any medium or format for any purpose, even commercially. * Adapt — remix, transform, and build upon the material for any purpose, even commercially. | | | |
| **MODULE 2** | | |  |  | | --- | --- | | **CYCLICAL NATURE** |  | |
| **PART 2** | | |  | | --- | | **Grouping the natural resources on Earth** | |
| **Lesson 1** | | |  | | --- | | **How do we group natural resources?** | |

**SUMMARY**

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# 1. COURSE TIME, TARGET AND TOPIC

* **Age of target students:** 15+
* **Teaching time:** 1 hour
* **Disciplines:**  English, art, ICT, biology, social studies, geography
* **Title:** How do we group natural resources?

# 2. COURSE OBJECTIVES

## Competences promoted in this lesson:

* Communication in foreign languages competency
* Digital competency
* Learning to learn competency
* Social and citizenship-related competencies
* Initiative and entrepreneurship competencies
* Cultural awareness and expression competencies

## Lesson objectives:

* The students can identify and group various natural resources
* The students understand the significance of natural resources.
* The students discuss the sustainable use of natural resources.

# 3. LEARNING – TEACHING PROCESSES

There are 4 activities in this lesson:

1. **ENGAGE:** Poster and quote presentation, exchanging ideas about what natural resources are
2. **EXPLORE:** group work (assigning a resource to each group)
3. **EXPLAIN:** poster and findings’ presentation
4. **EXTEND:** case study analysis

# 4. EVALUATION

The evaluation is described in the last part of the document.

# 5. DOCUMENTS

### ENGAGE

* At the beginning of the lesson the students are exposed to a poster presenting a quote by Theodore Roosevelt. One of the students is asked to read it out loud. The students are asked what natural resources are. In this way we gauge prior knowledge and let the students warm up. The teacher lists the responses on the board.

Expected answers:

- Water, wind, gas, oil, …

- materials or substances that occur naturally in the environment and are essential for the survival and well-being of living organisms, including humans;

- things that exist in nature and can be used by people, for example oil, trees, etc.

*source: www.ldoceonline.com*

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*Source:* TOP 25 NATURAL RESOURCES QUOTES (of 260) | A-Z Quotes (azquotes.com)

• The teacher states the objective of the lesson: “Today, we will explore different natural resources and categorize them based on their characteristics and significance.”

### EXPLORE

* The students are divided into small groups (3-4 students per group)
* Each group is provided with a set of sticky notes and a piece of poster paper
* Each group is assigned a natural resource (e.g. air, water, soil, sun, wind, oil, natural gas, coal, etc)
* The groups discuss and list the following for their assigned resource:

- Characteristics (e.g., state, location)

- Uses and importance

- Environmental impact (if any)

* Having gathered the information, each group is supposed to create a poster summarizing their findings and label it with their assigned natural resource.
* The groups present their posters to the class and explain their resource’s characteristics, uses, and environmental impact.
* Alternatively, the students might prepare their posters using canva.com and present their findings on padlet.com. (20 minutes)

Useful links :

https://www.britannica.com/science/natural-resource

https://www.futurelearn.com/info/courses/introduction-to-environmental-science/0/steps/269824

https://scdhec.gov/sites/default/files/Library/OR-0689.pdf

### EXPLAIN

* Students present their posters and discuss their findings.

### EXTEND

* After all groups have presented, lead a class discussion to explore the commonalities and differences between the natural resources.
* Discuss the concept of renewable and non-renewable resources and ask students to identify which resources from their presentations fall into each category.
* The teacher emphasizes the importance of sustainable resource management and the potential consequences of overexploiting non-renewable resources.
* The students explore case studies on how different countries manage their natural resources sustainably.
* The students discuss emerging technologies and innovations for harnessing renewable energy resources.
* The students analyze current events related to natural resource conservation and their global impact.
* The teacher organizes a debate on the pros and cons of utilizing a specific natural resource, emphasizing sustainability and long-term environmental impact

### EVALUATE

* The students reflect on what they have learned and how it might influence their own actions and choices regarding natural resources.
* The teacher and their students summarize the main points of the lessons, emphasizing the need for responsible resource management and sustainable practices.