



PASS THE SACK

RYAN JONES

Time Frame:	Standards:
45 Minutes 5 th Grade	5.S.5.1.1 Identify issues for environmental studies 5.S.5.3.1 Identify the differences between renewable and nonrenewable
Objectives:	
The students will understand that some energy resources are nonrenewable and that their use is limited by social decisions	
Background Information:	
<p>All statistical research agrees that world consumption of natural resources is increasing every year. Population growth ensures that demand for renewable and nonrenewable energy sources needed to maintain our living habits will continue to increase. This demand creates a problem with the use of nonrenewable resources. Nonrenewable resources are just that-resources that cannot be renewed. If we continue to use energy at our present rate, the demand will actually increase. For example: a resource used at our present rate might last about 100 years. Factor in population growth and new technologies, which will require more energy and that resource may last 79 more years.</p> <p>Conservation, while not providing new or more of these resources, can help stretch out the years of availability and give scientists a greater chance of finding alternatives for these nonrenewable resources.</p>	
Materials:	
<ul style="list-style-type: none">• Mini snickers or other small pieces of candy-enough for 1 ½ times the class size• Pictures of non renewable resources-coal, oil, and natural gas• Pictures of renewable resources –solar, wind, and water	

Procedure:

1. Count out enough mini-snickers so there is one piece per student. Put it in a paper sack. Save the remaining snickers.
2. Before passing out the candy, review renewable and nonrenewable resources and give examples of each.

Renewable Resources: wood, water, wind, sun

Nonrenewable Resources: coal, oil, natural gas

While this discussion is taking place, pass around the sack of candy without any rules about how many pieces students may take. Occasionally add four or five pieces of candy to the sack. The sack will be empty before it reaches all the students.

3. Point out that fossil fuels have limits just like the candy. Emphasize that fossil fuels are nonrenewable and are being consumed faster than they are replaced by nature. Discuss the fact that it would be more difficult for students to eat the candy if they had to search the room to find it instead of just taking it from the sack. What if the rules did not allow students to leave their desks? Point out that natural gas, coal, and oil companies are looking harder for more resources. What effect did the availability of candy have on relationships between students? What effect might the availability of fossil fuels have on the relationships among nations, provinces, states, people, standards of living, and quality of life?
4. With the class, discuss passing out the remaining candy. Should rules be established? Do oil, coal, and natural gas companies have rules (regulations) that they must follow to find resources? Should there be rules and regulations on how much oil, coal, or natural gas people use? How does the class's social decision influence the availability of candy?
5. Pass out the rest of the candy according to the plan.



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Extra:

Set up a panel to discuss whether the students who took and ate several pieces of candy-used more resources than their share-should be allowed to share the remaining candy (resources) or if they should not be allowed anymore and have to watch the others eat the remaining candy. Discuss the consequences of not allowing them to share the remaining candy-not allowing citizens or a country additional resources (to generate electricity) because they have already used more than their share.

Assessment:

How might social decisions influence the amount of energy available to people?
(Example: regulations on how much people use or regulations on drilling or transportation of resources)

Explain how our natural resources are like the candy.

Additional Content:

N/A

References:

National Energy Foundation-Resources for Educators
Energy Fun-Integrated Learning Activities-Primary
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