



Source Search

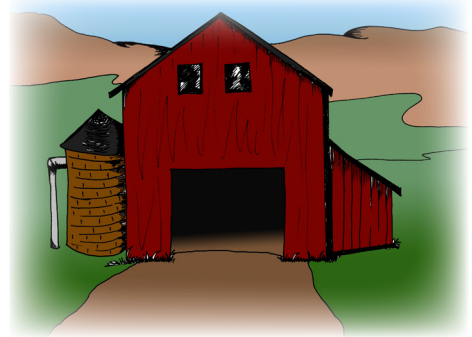
Agriculture provides the world with a wide variety of raw materials from which we are able to make clothes, books, cosmetics, medicines, sports equipment, and much more in addition to the food you eat. It is important for students to understand that before an item ever leaves a factory or enters a store, it began as a resource or product of the natural world.

Preparation

1. Cut out the attached pictures (40) of common products we see or use every day. Randomly divide the pictures into two groups.
2. Use two colors of poster board (or card stock) and glue the pictures onto the poster board.
3. Cut out the poster board around the pictures leaving a $\frac{1}{4}$ - $\frac{1}{2}$ inch border.
4. Laminate the pictures to preserve for future use.
5. Obtain four containers (boxes, plastic tubs or paper grocery bags) and label each with one of the following: "Store," "Factory," "Farm" and "Natural World."
6. Identify a location for a relay race outside like a, wide hallway, or gymnasium.

Materials

1. Four boxes, tubs or bags
2. Poster board, or card stock
3. Glue
4. Scissors



Activity Procedure

Logistics

1. Divide the class into two teams.
2. Divide the laminated pictures by color. If you have used red and blue poster board, you have a red team and blue team.
3. Each student will take only one turn in the relay.
4. The students will need to line up behind one another.
5. Their task is to sort the pile of picture cards placed in front of each team into one of the four containers. Be sure to have all the pictures face down.
6. Locate the tubs 20-50 feet away from the first person in each line.

Student Instructions

- Give students the following instructions:
1. This is the source relay; your job is to place each picture in the container that is the source for the items we use in our everyday lives.
 2. When you are in the front of the line, pick up a card, look at the picture, then run to and place the picture in the correct container based on the product's "source" - either "Store," "Factory," "Farm" or "Natural World." You are looking at the product, not the packaging.
 3. The next person in line goes when the person in front of them crosses over the start line or hand-tags them.
 4. Continue the "relay race" until all of the pictures have been sorted. The first team done with the most correct answers in the search wins!

And the Winner Is?

Explaining the point of the activity and which product goes into what container

Ask the students to gather around you as you go through the pictures in each container. As you hold up each picture, the students can show whether they agree or disagree with the sort. Remind your students that this is the "source" search. What is the **real** source of the things we use everyday? Nearly all are grown, mined, farmed or extracted from the natural world. Begin with the "Farm" container.

Farm

This container should have pictures of ingredients or raw products from a farm.

Examples:

Food items: cereal, cookies, and milk
Clothing items: made out of a natural fiber such as cotton (jeans) or wool (coat).
Items not eaten or worn: paint (this contains linseed or soybean oil), fuel such as ethanol.

The "Farm" container will typically have only a few items in it.

Next

Natural World

Items in this container should be products we get from the ocean, from plants or animals that occur naturally without management from humans, or from mining.

Examples:

Fish or shrimp (wild; however, fish and shrimp are also farmed), cars, salt, water, plastic (starts as oil, which is mined) synthetic fabrics (polyester; petroleum or oil products), computers, cell phones, any metallic items. Wood products may be in this box, but many wood products are from timber grown on farms.

Let the class decide how to divide these. You might decide to "split the difference;" put one (the fish) into the "Farm" box and the wood into the "Natural World."

Then

Factory

A factory is a place where raw ingredients are changed into the useful items we need or want; wood into furniture, ore into steel for cars, wheat into bread, and potatoes into chips. A factory assembles items for sale in a distribution center, or store. Everything in the "Factory" box should be sorted into either the "Farm" or "Natural World" container. After doing this, your students get it — products have been grown or mined.

Ah-Ha!

Store

Students now realize that like the "Factory" container, nothing should be in the "Store" container; this is just where we purchase the items. Factories and stores rely on raw ingredients from the farm and the natural world.

Extension

Do the relay a second time using only two containers, "Farm" and "Natural World." This will help you to assess your students' understanding.

Discussion Questions

- Needs vs. Wants: Which of the products in the tubs do we need to survive? Which do we want for a variety of reasons?
- Considering all the things we use every day, how many careers do you think there might be in the area of farming or agriculture and natural resources? From production, processing (factory), to distribution, what entry level and highly skilled jobs are there?
- How does the proper management of farms and natural resources affect our quality of life?
- Which items used in this activity are from renewable resources?

