



VALUES ON THE LINE

QUICK PEEK

In this activity, students explore their thoughts and feelings about the environment and have the opportunity to share their opinions with the class.

SUGGESTED GRADE

LEVELS: 4-8

ILLINOIS STATE LEARNING GOALS

SCIENCE

4.A, 4.B

MATH

12.B, 12.E, 13.B

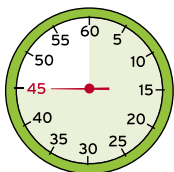
LANGUAGE ARTS

14.C, 14.D, 15.A, 15.B,
17.B, 17.C, 17.D

OBJECTIVES

★ Students will examine statements regarding environmental issues and determine the degree to which they agree with them.

★ Students will demonstrate effective communication skills.



PACE YOURSELF:

50 MINUTES



PREPARE YOURSELF

Make a copy of the student page for each student.



MATERIALS

Per Class:

(optional) Chalk, string, or masking tape

Per Student:

Copy of student page

Writing utensil



WHAT YOU NEED TO KNOW...

Examples of natural resources are air, water, wood, oil, solar energy, wind energy, coal, water and minerals.

Natural resources are the raw materials supplied by the earth and its processes and include things in the physical environment used for housing, clothing, heating, cooling, transportation and to meet other human wants and needs. These resources include soil, air, water, sunshine, forests, wildlife, fish, fossil fuels, metals and minerals produced by the earth's natural processes. Using natural resources to meet human needs and wants has an impact on the global environment. Each time raw materials are used to produce goods, there are ecological, social, and economic impacts. Managing these natural resources and utilizing conservation techniques is necessary to help societies meet present and future needs.



WARM UP!

1. Write "Natural Resources" on the board.
2. Ask students for a definition and examples of natural resources and make a list.



THE "HOW TO"

1. Pass out copies of "Value Statements" and ask students to rank how much they agree or disagree with each statement. For each statement, they should check a box, with "10" signifying strongest agreement and "1" for strongest disagreement.
2. Find an open space and have the students stand in a line. Tell them that the line represents the scale of 1 to 10 that they used to rank the value statements (one end of the line being "strongly agree" and the other end "strongly disagree.")
3. Read aloud one of the value statements and have students reposition themselves in line according to how they ranked that statement. They will need to communicate with each other to make sure everyone is in the right place. Once they are settled, point out how the line reflects the range of opinions in the class.
4. Next, break the line at its midpoint, and have half the students stay in place while the other half moves down so that each student has a partner. (See diagram on page 4.)

A natural resource qualifies as a **renewable resource** if it is replenished by natural processes at a rate comparable or faster than its rate of consumption by humans or other users.

VALUES ON THE LINE

5. Give each person in each pair one minute to explain to his or her partner the ranking he or she chose. Then give the other partner half a minute to paraphrase what the partner said. Have the partners switch roles, giving the other person a minute to explain his or her ranking and the partner half a minute to paraphrase.
6. Repeat Steps 3 through 5 for as many of the value statements as you like.



WHAT'S GOING ON HERE?

Students are forming opinions on issues affecting the environment. Many people don't take the time to explore the underlying assumptions they have concerning the environment. They often form an opinion without understanding all the sides of an issue or taking different perspectives into consideration. This activity gets students thinking about their feelings and expressing their views.



DID THEY GET IT?

POSTLAB QUESTIONS (*Discuss these questions with the entire group*):

1. What reasons did they have for the rankings they chose?
2. What reasons did their partner give for the rankings they chose?
3. Did any of them support their rankings using examples or specific information from real-life situations?
4. Did anyone feel like changing their ranking on a particular statement after pairing with someone else and hearing their opinion?
5. Did students feel they needed additional information to judge an issue? If so, what did they need?
6. Where do people's values come from? What kinds of experiences change or strengthen people's values?



ET CETERA

Here is another way to present the activity:

Using chalk, string, or tape, create a scale of 1 to 10 on the floor or ground. Make the scale 10 yards or meters long with the numbers one yard or meter apart. For a particular value statement, have the students place themselves as close as possible to the ranking they chose. When everyone is settled, make a diagram on the board of how students are distributed on the scale. Have them do the exercises in Steps 3 to 5, and allow them to change their ranking based on what they learn. Have students once again position themselves on the scale.

* Lesson adapted from
Project Learning Tree

VALUE STATEMENTS

1. Natural resources should not be left untapped if using them could improve living conditions for a group of people.

1 2 3 4 5 6 7 8 9 10

2. It is important for people to preserve wilderness areas even if a vast majority of people will never visit them.

1 2 3 4 5 6 7 8 9 10

3. The world's natural resources exist for people to use. Preserving these resources as wilderness is a luxury we often cannot afford.

1 2 3 4 5 6 7 8 9 10

4. Environmental deregulation is the biggest problem facing humanity today.

1 2 3 4 5 6 7 8 9 10

5. People will eventually develop new technologies to cope with environmental problems.

1 2 3 4 5 6 7 8 9 10

6. People have a responsibility to protect all life forms on Earth.

1 2 3 4 5 6 7 8 9 10

7. Protecting a country's natural resources is primarily the government's responsibility.

1 2 3 4 5 6 7 8 9 10

8. The government is doing a good job of protecting our county's environment.

1 2 3 4 5 6 7 8 9 10

9. Recycling is the most important thing people can do to help improve the environment.

1 2 3 4 5 6 7 8 9 10

10. People should be able to use their own land in any way they choose (farming, housing, wildlife, landfill).

1 2 3 4 5 6 7 8 9 10

11. All people have a legal right to clean air and water.

1 2 3 4 5 6 7 8 9 10

12. When a dilemma arises between protecting wildlife and protecting jobs for people, we should consider the needs of people first.

1 2 3 4 5 6 7 8 9 10

13. The fate of humans is tied to the fate of other living things; if people are to survive, we must protect all species and their habitats.

1 2 3 4 5 6 7 8 9 10

14. Human overpopulation is the single greatest factor contributing to Earth's environmental problems.

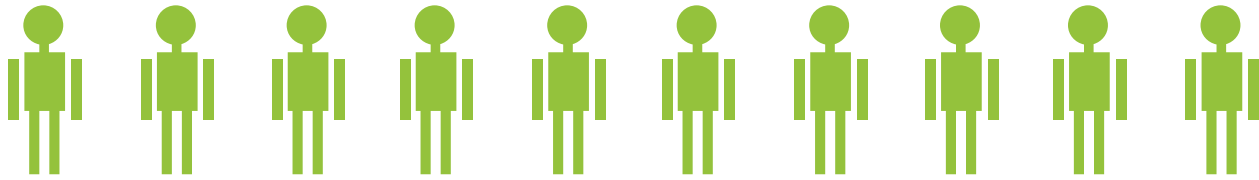
1 2 3 4 5 6 7 8 9 10

15. The laws the federal government has passed to control pollution are sufficient to ensure safe air and water for future generations.

1 2 3 4 5 6 7 8 9 10

"HOW-TO" VISUAL GUIDE

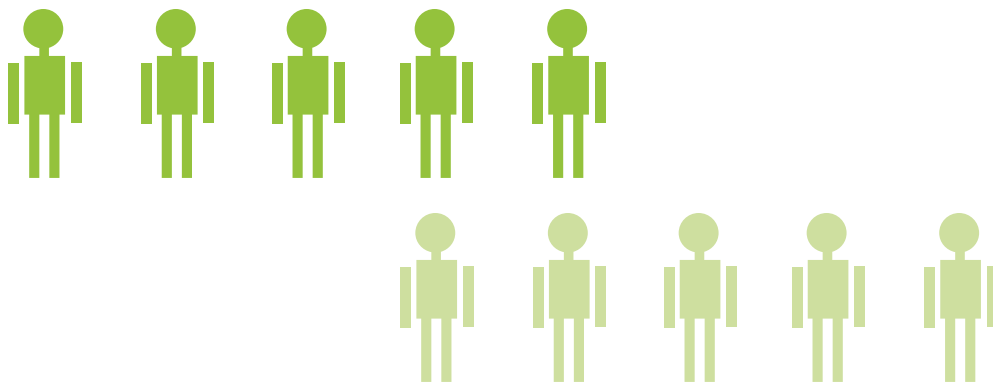
ORIGINAL LINE:



BREAK THE LINE HERE . . .



HAVE HALF THE STUDENTS MOVE OVER . . .



AND PAIR WITH SOMEONE ELSE.

