

Name: _____ Date: _____

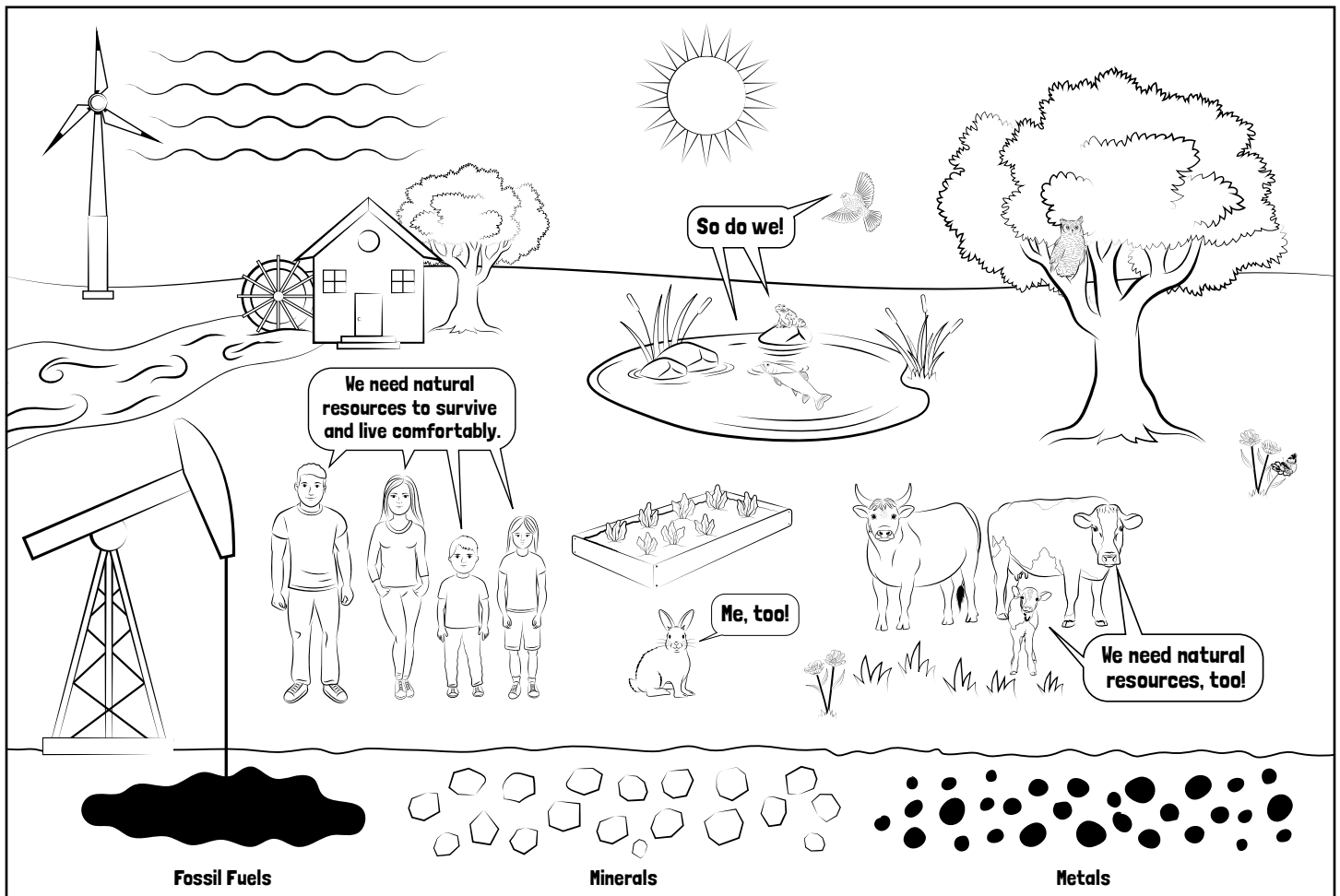
We All Need Natural Resources!

Natural resources are things found in nature that can be used by humans and other animals for convenience, pleasure, or survival. There are many natural resources, including air, water, soil, minerals, metals, sunlight, and plants. There are four kinds of natural resources:

1. Living
2. Nonliving
3. Renewable
4. Nonrenewable

Instructions

1. Circle the natural resources used by humans in purple.
2. Circle the natural resources used by other animals in blue.
3. Color in the humans and other animals for fun!



Look at the natural resources you circled in purple and the ones you circled in blue. Why do you think we should be more aware of the natural resources we use? How could we reduce our impact (carbon footprint) to help keep the Earth healthy?

Look at the natural resources you circled in purple and the ones you circled in blue and write them in the correct categories. Use the word bank below to make sure you circled all the natural resources.

Living	Nonliving	Renewable	Nonrenewable

sunlight	trees	plants	vegetables	flowers	water
air	wind	soil	metals	minerals	fossil fuels

Choose one resource that humans and other animals use in the same way. Explain how they use it in the same way.

Choose one resource that humans and other animals use in different ways. Explain how they use it in different ways.

Teacher's Answer Sheet

Look at the natural resources you circled in purple and the ones you circled in blue. Why do you think we should be more aware of the natural resources we use? How could we reduce our impact (carbon footprint) to help keep the Earth healthy?

Possible answer: We should be more aware of the natural resources we use because humans aren't the only ones using them—we share them with other animals. We need to protect our resources so future generations will have what they need. We could reduce our carbon footprint by using less paper so that fewer trees would be cut down.

Look at the natural resources you circled in purple and the ones you circled in blue and write them in the correct categories. Use the word bank below to make sure you circled all the natural resources.

Living	Nonliving	Renewable	Nonrenewable
trees plants vegetables flowers	sunlight air wind water soil metals minerals fossil fuels	sunlight air wind water soil trees plants vegetables flowers	metals minerals fossil fuels

sunlight	trees	plants	vegetables	flowers	water
air	wind	soil	metals	minerals	fossil fuels

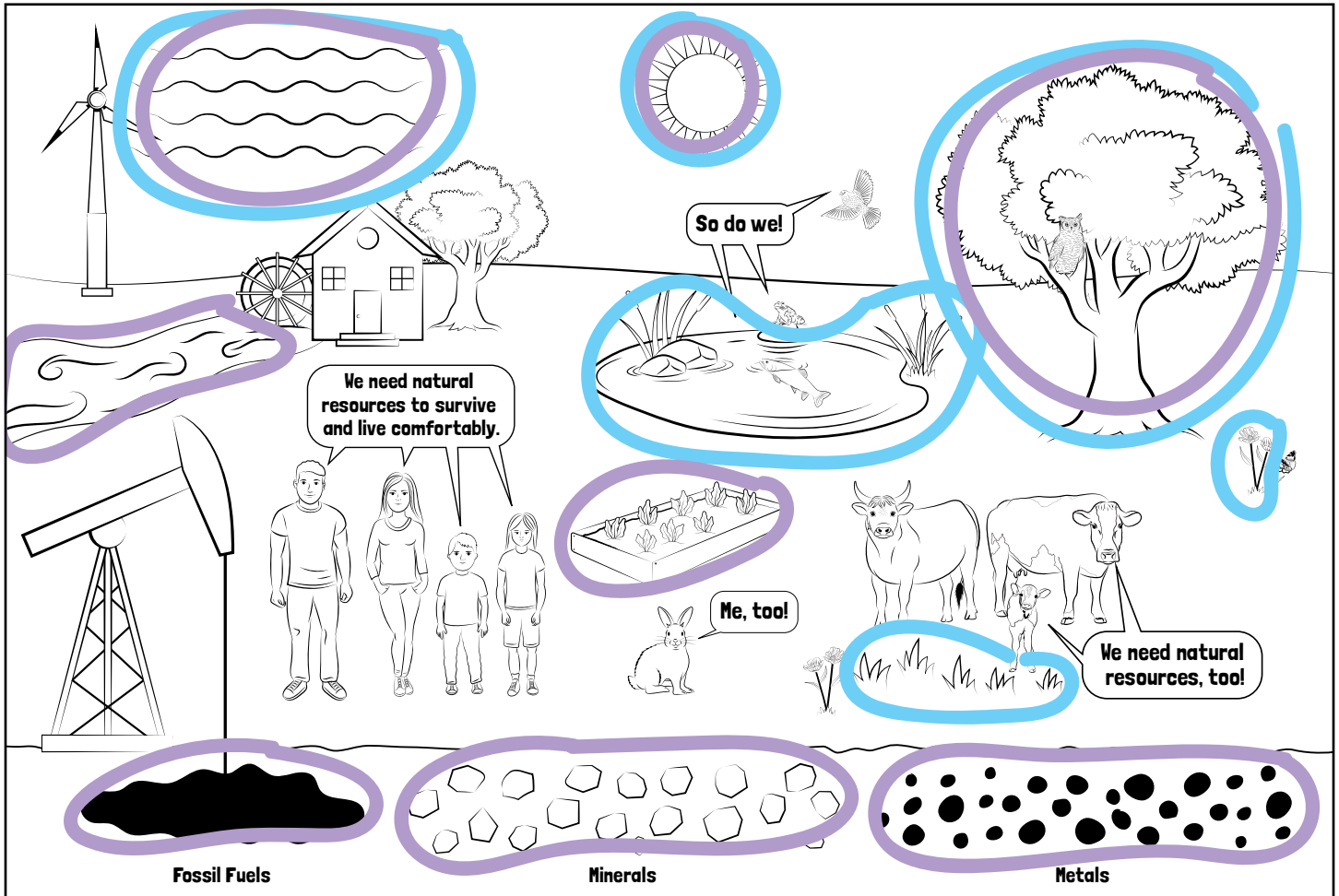
Choose one resource that humans and other animals use in the same way. Explain how they use it in the same way.

Possible Answer: Air. Both humans and other animals breathe air.

Choose one resource that humans and other animals use in different ways. Explain how they use it in different ways.

Possible Answer: Trees. Humans process trees into lumber for building homes and craft their wood into furniture, but other animals build homes out of their branches in their raw, natural state or even live in the trees themselves.

Teacher's Answer Sheet



What's Wrong With Teaching Students That Animals Are 'Natural Resources'?

Most children understand that animals are thinking, feeling individuals who deserve love and respect and object to harming them. So when they're taught that animals are natural resources—which are things to be used, not sentient beings—they may become confused. Before beginning a lesson on natural resources, it may be helpful to talk about some animals' unique characteristics and quirks:

- Mother hens “talk” to their chicks while they're still in their shells so the babies will learn to recognize their mother's voice, and they fiercely protect them from predators.
- Fish can remember interactions they've had with others, and some can even remember faces for years! They show affection by rubbing against each other.
- Cows are social animals who form friendships with other cows in their herd. They can even recognize more than 100 other cows.
- Goats are picky eaters and are known to eat only the most nutritious parts of plants and leave the rest.

It may also be helpful to talk to your students about the environmental implications of using animals as if they were natural resources. You could discuss topics such as the number of animals raised for food in the U.S. each year (about 9 billion) and ask students how that might affect natural resources such as land, crops (plants), and water. You could also ask them to think about how much waste is produced when these animals go to the bathroom and how that waste might pollute the soil, water, and air that humans and other animals need to survive. When children are provided with [facts about how many natural resources are used by the animal agriculture industry](#) to raise animals for “food and other resources,” it allows them to think critically and draw their own conclusions about how to use natural resources most effectively.