A glass globe, representing Earth, sits on a bed of dark green, textured foliage. A single, bright green leaf is in sharp focus in the upper left foreground. The background is a soft, out-of-focus green with bokeh light effects.

# **Natural Resources Assembly: Secondary Teacher Guidance**

# Natural Resources Assembly

## Teacher notes

15  
minutes

### Introduction

This assembly aims to introduce students to the concept of natural resources, why we need to conserve them and ways to do this.

The learning outcomes are to understand:

- What natural resource are.
- Why unsustainable use of natural resources is problematic.
- How to use fewer natural resources.

This guide takes you through each slide in the assembly presentation.

### Curriculum Links

This resources links to Personal Social & Health Education:

- Shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling).
- People's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity, food choices).

### Resources

You will need:

- Laptop
- Screen
- Bag
- Items to place in the bag or box: cotton t-shirt, woolly jumper, fruit or vegetable, mobile phone, plastic bottle and a book.

## Slides



### Slide 1

Introduce today's topic.

If you are coinciding this assembly with an event day, e.g. World Overshoot Day, mention this.

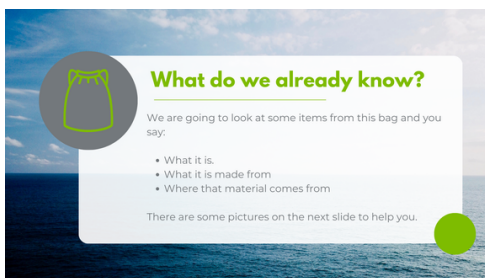


### Slide 2

Assess existing knowledge or misconceptions. Ask 'What are natural resources?'

Questions to support the students:

- Have you heard the term? – ask for a show of hands.
- What does the word 'natural' often mean?
- What might 'resource' mean? When I give out resources in class what are they? (i.e. things we use that are helpful to us).



### Slide 3

Introduce the bag game.

Ask volunteers to take an item out of the bag.



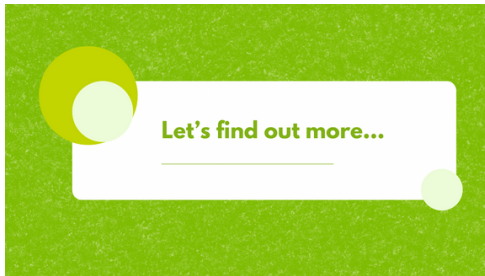
### Slide 4

Show this slide during the bag game as a prompt if the students are unsure where items come from.



### Slide 5

Reiterate what a natural resource is. Emphasise humans' dependency on the planet's natural resources e.g. everything they can see in the room and everything they buy, use or eat comes from a natural resource.



### Slide 6

Transition slide to the video.

# Stuff!

### Slide 7

Play the video. This happens automatically when you move onto this slide.



### Slide 8

Assess understanding. Ask: 'Why is it good to use fewer natural resources?'

Answers you're looking for:

1. We could run out - impacts health & political security.
2. Impacts biodiversity on which humans depend.
3. It makes Climate Change worse.



### Slide 9

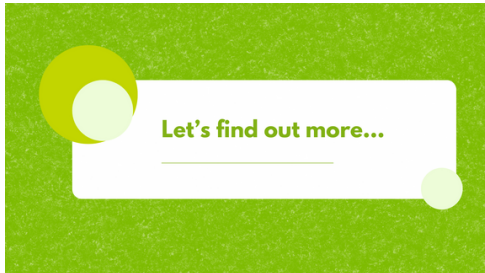
Assess existing knowledge. Ask: the students for their thoughts and ideas about how we could use fewer natural resources to keep the planet healthy.



## Slide 10

Transition slide.

Share the following slide 11-15 with the students.



**If time permits, you can use the suggested questions to make the session more discursive.**

## Slide 11

Suggested questions:



1. How would you feel about choosing to buy less stuff?
2. Why might it be challenging to buy less stuff?
3. How might it be good for you to buy less stuff? e.g. less stuff cluttering up your room, more money in your savings / feeling good because your doing some thing positive for the environment.
4. How might it be good for the environment to buy less stuff? Can you give an example?
5. What might this mean for businesses?



Buy pre-loved

Buy reusable  
items



**Swap the  
way you shop**

## Slide 12

Suggested questions:

### Buying Pre-loved

1. How many of you have bought pre-loved things ?
2. Did you know this was good for the environment?
3. Why is buying pre-loved good for the environment?
4. How would you feel buying pre-loved
5. Why might buying pre-loved items be good for us?

### Reusable items

1. How many of you have reusable items e.g. water bottle.
2. Why is buying a reusable item good for you? e.g. save money.
3. Why is buying a reusable item good for the environment? Answers may include: disturbs habitats less, fewer carbon emissions, mitigates Climate Change etc.



Share with  
friends

Fix it



**Use it again,  
and again  
and again**

## Slide 13

Suggested questions:

### Sharing

1. How many of you already borrow things from friends? Celebrate positive actions they are already taking.
2. Did you know when you borrow things you are helping the environment?
3. Who or where else can be borrow or rents things? Answers may include: rent a dress or tux for prom etc.
4. Why might people find it hard to lend things to others? How can we deal with this?
5. Why is borrowing things from other people or places good for you? Answers may include: save money, use a wider range of products e.g. books, clothes etc Access to high end or luxury items via renting.

### Fix it

1. Have you or a parent fixed any of your belongings before e.g. put a button back on, taped a torn page in a book.
2. How easy is it to fix things?
3. What would you need to fix more things?



**Rehome it**

## Slide 14

Suggested questions:

Rehoming

1. Where could you rehome items you no longer need or want? Answers may include: charity shop, online preloved retailer.
2. How do you feel about rehoming items you no longer want or need?
3. What makes it easier to rehome items?



**Recycle it**

## Slide 15

Suggested questions:


1. Do you know where you can recycle clothing and tech? Answers may include: household recycling centres.



**Share one thing you  
will do to use fewer  
natural resources**

## Slide 16

Ask students for 1 thing they are going to do differently from now on.



RECOUP  
1 Metro Centre  
Wellbeck way  
Peterborough  
PE2 7UH

[recoup.org](http://recoup.org)

**RSTUFF**  
Our stuff. Our responsibility.

[rstuff.uk](http://rstuff.uk)  
[rstuff@recoup.org](mailto:rstuff@recoup.org)