

Resource type: Activity

Year level: F - 7

Curriculum links: [Click here](#)

All the world's resources

(M&M's activity)

The game that gets you thinking about all of the world's natural resources and how they are shared.

Time needed for this activity:

10-15 minutes

Materials/equipment needed:

- large plate
- large packet or bucket of M&M's

Introduction

Get the students to sit in a large circle and place the empty plate in the middle. Use the following text (or similar) to introduce the idea of our world's natural resources:

We all live on one planet, Planet Earth.

We all rely on the Planet Earth to sustain us, to provide us with basics like food, water and shelter.

We also rely on Earth to provide us with other things, things we want rather than need - like oil to be able to drive cars and plastics to make drink bottles.

This plate in the middle of the circle represents Planet Earth.

And these (show the M&M's) are representative of all the resources on Earth that are available to us.

Tip the M&M's (or lots of them) onto the plate in the middle of the group.



This activity is a great introduction to the all the world's resources for ANY year level.

Activity

Get the students to 'name' the natural resources (M&M's):

We need to name these natural resources. What might we call the Blue M&M?

Ask the students to offer ideas to name them (for example: blue M&Ms = water, brown = soil, green = trees, yellow = sun/energy, red = fire etc). Get them to name or list as many as they can.

Now, imagine the Earth, this plate and all it's resources with no people living on the planet. Abundant resources, no problems!

And then the first two humans came to Earth.

Ask for two volunteers to come up to the front OR into the middle of the circle.

As the VERY FIRST two humans on Earth you have ALL the world's resources at your disposal, you have no competition you are just living a nice quiet and relatively easy life. You may go to the plate in the centre and you have 10 seconds to collect just the amount of resources that you need to survive. Think about what you actually need and remember that you don't need to take them all as you are the only two humans here...OK, go!

Count down 10 seconds - then send the first humans back to their spot in the circle). You can decide whether or not they can eat their resources before they melt in their hands.

Now the next generation of people are living on Earth and they need to collect the resources they will need to survive.

Ask 4 more people to come up - but only give them 8 seconds to collect their resources.

This time ask 8 students to come up and give them 5 seconds.

Now the time is today - the year 2022. There are a LOT more people living on Earth.

Ask everyone else to come up but they only have 2 seconds to get what they need.

** You may find that you need to visit the conclusion early if all the resources disappeared before the next generations were able to get any.



Conclusion

Ask the students to explain and talk about what happened?

Did everyone get at least one M&M?

Ask them to put their hands up if they did NOT get any M&Ms.

Was it fair the way the resources were distributed?

Are there any 'resources' left? How much is left for the plants and animals and their habitat? What resources have you left for future generations?

Explain that many of our resources are finite - meaning they will not last forever and can run out if they are not managed properly to ensure that everyone gets their fair share.

Explain that there are currently more than 7 billion people living on Planet Earth and they all have to share these resources with each other - as well as the plants and animals - in order to survive and keep us and the planet healthy.

Therefore it is very important that we start to think about how we personally use these resources and how we share them with others.

Ask the students for ideas on how the resources could have been shared in a better way and so as to ensure there was something left for animals etc.

Ask the students for ideas as to how we can all use natural resources more sustainably (eg. reduce, re-use, recycle).



	Year	Content description
SCIENCE	F	Living things have basic needs, including food and water (ACSSU002)
	Year 1	Living things live in different places where their needs are met (ACSSU211)
	Year 2	Earth's resources are used in a variety of ways (ACSSU032)
	Year 7	Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116)
HASS F-7	Year 4	The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)
	Year 6	Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) Work in groups to generate responses to issues and challenges (ACHASSI130)
	Year 7	Classification of environmental resources and the forms that water takes as a resource (ACHASSK182) The quantity and variability of Australia's water resources compared with other continents (ACHASSK184) The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185) Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186) Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188)
GEOGRAPHY	Year 7	Classification of environmental resources and the forms that water takes as a resource (ACHGK037) The quantity and variability of Australia's water resources compared with other continents (ACHGK039) The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040) Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041) Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)

This activity, along with associated discussion topics and information, could assist in the delivery of content in the following cross-curricular priorities:

Sustainability

OI.1 The biosphere is a dynamic system providing conditions that sustain life on Earth.

OI.2 All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

OI.7 Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

OI.9 Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

References:

Images used in this resource sourced from pixabay.com and pexels.com

Contact:

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landscape.sa.gov.au/mr/education

Murray Bridge:

Education Officer, Murraylands
Ph: 8532 9100

Berri:

Education Officer, Riverland
Ph: 8580 1800



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