

# “Everything Comes From Something” Kits

<http://www.uni.edu/ceee/way-we-live/educatorresources>

Feel free to add to your kit - the potential list is ENDLESS!

- Cotton & T-Shirt
- Flax & Linen
- Bauxite & Aluminum
- Cocoons & Silk
- Cacao Beans & Chocolate
- Corn & Fruit Loops
- Trees & Paper
- Soy Beans & Corn & Fruit Snacks
- Rice & Chex
- Oil & Plastic Bag
- Oil & Polyester Sweater
- Sand & Glass
- Wheat Berries & Spaghetti
- Sheep & Wool
- Cows & Leather
- Pigs & Bacon

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## References

List of glassware. (n.d.). *Wikipedia*. Retrieved May 30, 2014 from

[http://en.wikipedia.org/wiki/List\\_of\\_glassware](http://en.wikipedia.org/wiki/List_of_glassware)

Lots of bacon. (n.d.). *Wikipedia*. Retrieved May 30, 2014 from

[http://commons.wikimedia.org/wiki/File:Lots\\_of\\_bacon.jpg](http://commons.wikimedia.org/wiki/File:Lots_of_bacon.jpg)

***Here are some ways you may choose to use your kit. Feel free to share additional ideas!***

- Matching
  - Divide your class into two groups. Members of one group each receive a resource; each member of the second group receive a product. The students are tasked with finding the matching resource(s) or product(s). Note: Remember to let them know that some products have two main resources, and that some resources are used to make more than one product.

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- Researching
  - Have each student (or pair, or group) take a resource or product, and practice their researching skills to: a) determine what the resource is used for, or b) what resources are used to create a particular product.
- Critical Thinking
  - Combining with the Hamburger Activity, students take a product and determine the chain(s) of production involved in producing the final product.
- Comparison
  - Students could be tasked to take two or more products and determine which uses the most resources, or has the most impact on the environment. Students would then write a persuasive argument as to why one impacts the environment less (or more) than the other.
- Technological Literacy
  - Students create a blog about product use in their daily life.
  - Students use their choice of media (comic strip, video, etc.) to show how resources are used to create a product.
- Service Project
  - After discovering the impact of resource use, the class (or groups of students) could choose a product that they find ways to reuse, or reduce use of, and create a class project/goal that provides data and proven results. This could be a project involving several disciplines, while also teaching important environmental lessons from impact to efficacy.
    - Possible examples:
      - Milk carton use in the lunch room. How much milk is wasted? What happens to the cartons? How might they be reused? What other options besides cartons might be used to reduce waste?
      - How much notepaper does a class use? How could we use less paper, and reuse what is used?
      - Lights in the classroom. Bulb use, wattage, when are lights on unnecessarily? Could we use daylighting, or less lights?
      - Celebrate Buy Nothing Day ([http://en.wikipedia.org/wiki/Buy\\_Nothing\\_Day](http://en.wikipedia.org/wiki/Buy_Nothing_Day)). Students will reflect upon the ideas of advertising, consumption, and waste, then they will write about their experiences buying nothing for a day.