



# Petroleum Hunt

## MATERIALS NEEDED

- Timer
- **Petroleum Hunt** handout, enough for half the class
- Blank paper and drawing materials, enough for the class to share

## OBJECTIVE

After searching for petrochemical products in their classroom and school, students will educate others about the range of petroleum-based products used in and around their learning environment.

## EDUCATOR NOTE

Before leading this activity, present the *Explore* section to the classroom teacher and work with them to figure out how to best allow students to explore their classroom, around their school, and take a peek at the parking lot or blacktop area (either by going outside or looking out the window).

Depending on the students' ages and the school environment, you may be able to:

- Clearly state where students are allowed to explore and a time at which they need to be back before allowing student pairs to complete the Petroleum Hunt entirely on their own.
- Have students explore the classroom in pairs, before you lead the class through the school with a quick stop/peek outside.
- Have students explore the classroom and the school in pairs for a defined period of time, before you lead the class to quick stop/peek outside.

## ENGAGE

- Engage students by writing the word “Petroleum” on the board. Then set a timer for 2 minutes and challenge the class to share as many things that come to mind when they see this word as they can. Record their ideas on the board as they share.
- Once two minutes are up, review what, if anything, students already know about petroleum.
- If students did not mention gasoline in their brainstorming:
  - Record “Gas” on the board.
  - Ask students to raise their hand if they have ever been to a gas station before.
  - Tell the class that one of the main uses of petroleum is fuel for transportation... like gas for cars!
- Go on to explain that the word petroleum means “oil from the Earth.” Petroleum is a fossil fuel. It is called a fossil fuel because it forms deep underground from fossils and the remains of ancient marine organisms like algae and plants. Humans get petroleum by using big drilling machines. Once it is taken from the Earth, it is cleaned and separated into different parts. After this, it can be used for energy. It powers vehicles, heats buildings, and produces electricity.
- Tell students that while energy is a main use of petroleum, there are other uses for petroleum too... and these uses may surprise students!

## EXPLORE

- Explain that petroleum is also used to help make hundreds of products that we use in our everyday lives... some of which we can find in and around the school building.
- Divide students into pairs, and distribute one **Petroleum Hunt** handout to each partnership.
- Review the handout and tell the class that this list includes some products that are likely to have petroleum in them. Explain that, when the Petroleum Hunt begins, student pairs will search for examples of these products in their school. As they do, they should draw a picture and/or write a description of the specific product in the blank boxes. They should fill as many of the boxes as possible in the time provided!  
*Tip:* For older students, you may choose to make the Petroleum Hunt into a competition to see who can find the most examples.
- Describe the parameters of the scavenger hunt (see the Educator Note at the beginning of the lesson) and be sure to include: 1) Where students are allowed to go, and 2) How much time they will have. Try to allow at least 20–25 minutes for the final *Apply* section of the activity.
- Answer any questions students have and then encourage the pairs to begin!

## APPLY

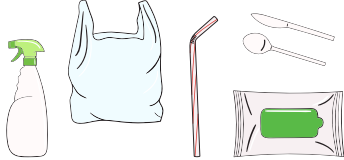





- Once students have returned from the Petroleum Hunt, encourage them to share some of the specific examples that they found. Ask: Were they surprised to learn that any of these products contain petroleum?
- Then challenge students to take on the role of a Petroleum Public Relations Specialist. Explain that a public relations specialist acts as the voice of an organization or company. It is this person's job to communicate with the public and people outside of the company!
- Go on to tell students that as a Petroleum Public Relations Specialist, their first job will be to create a flier that helps other students understand how they use petroleum products in their daily lives.
- Write the number "5" on the board and explain that each flier should teach their peers about at least five petroleum products. This is the only guideline, and how pairs design their flier is up to them. They should be creative as they think about how to capture their peers' attention and teach them this new information.
- Give pairs until almost the end of the session to complete their work. Before the session comes to a close, ask some of the pairs to share their work and explain why they chose to make their flier this way. Before you leave, encourage the teacher and class to see if they can place their fliers around the school!





## K-2 CONSIDERATIONS



- Keep the age level of the students in mind as you explain concepts and substitute simpler words as needed.
- During the *Explore* scavenger hunt, lead students around the school as a class—stopping to observe and record different examples of petroleum products together.





# PETROLEUM HUNT

**Directions:** Can you find petroleum-based products.

Inside your school?	Draw one or more examples of what you found:
<p><b>Objects made of plastic</b></p> 	
<p><b>Rugs</b></p> 	
<p><b>Paper cups</b></p> 	
<p><b>Ink</b></p> 	
<p><b>Crayons</b></p> 	
<p><b>Toilet seat</b></p> 	

<p><b>Soap</b></p> 	
<p><b>Refrigerator</b></p> 	
<p><b>Paint</b></p> 	
<p><b>Paint brushes</b></p> 	
<p><b>Trash bags</b></p> 	
<p><b>Umbrellas</b></p> 	
<p><b>Basketballs</b></p> 	

Outside your school?	Draw one or more examples of what you found:
<p><b>Asphalt/blacktop</b></p> 	
<p><b>Tires</b></p> 	

In the things people own?	Draw one or more examples of what you found:
<p><b>Clothing</b> (unless the tag says 100% wool or cotton)</p> 	
<p><b>Shoes</b></p> 	
<p><b>Backpacks</b></p> 	
<p><b>Eye glasses</b></p> 	

<p><b>Sunglasses</b></p> 	
<p><b>Cell phones</b></p> 	
<p><b>Chap stick or lip balm</b></p> 	