



Finding minerals

This publication is one of a set of four booklets: “a mine”, “Finding minerals”, “Mine Machines” and “When We Mine”.

The publications are produced in Tasmania for the MINERALS COUNCIL OF AUSTRALIA.

The booklets are designed for use from Kindergarten to Year 4 (and beyond) and to assist student literacy, while at the same time exposing children to aspects of our mining industry.

Original concepts and drawings: Ron Bugg (Education Manager, TASMANIAN MINERALS COUNCIL) in consultation with K-4 teachers and curriculum consultants Australia wide.

Design and Artwork: EVERY ONE AN ORIGINAL, Hobart, Tasmania.

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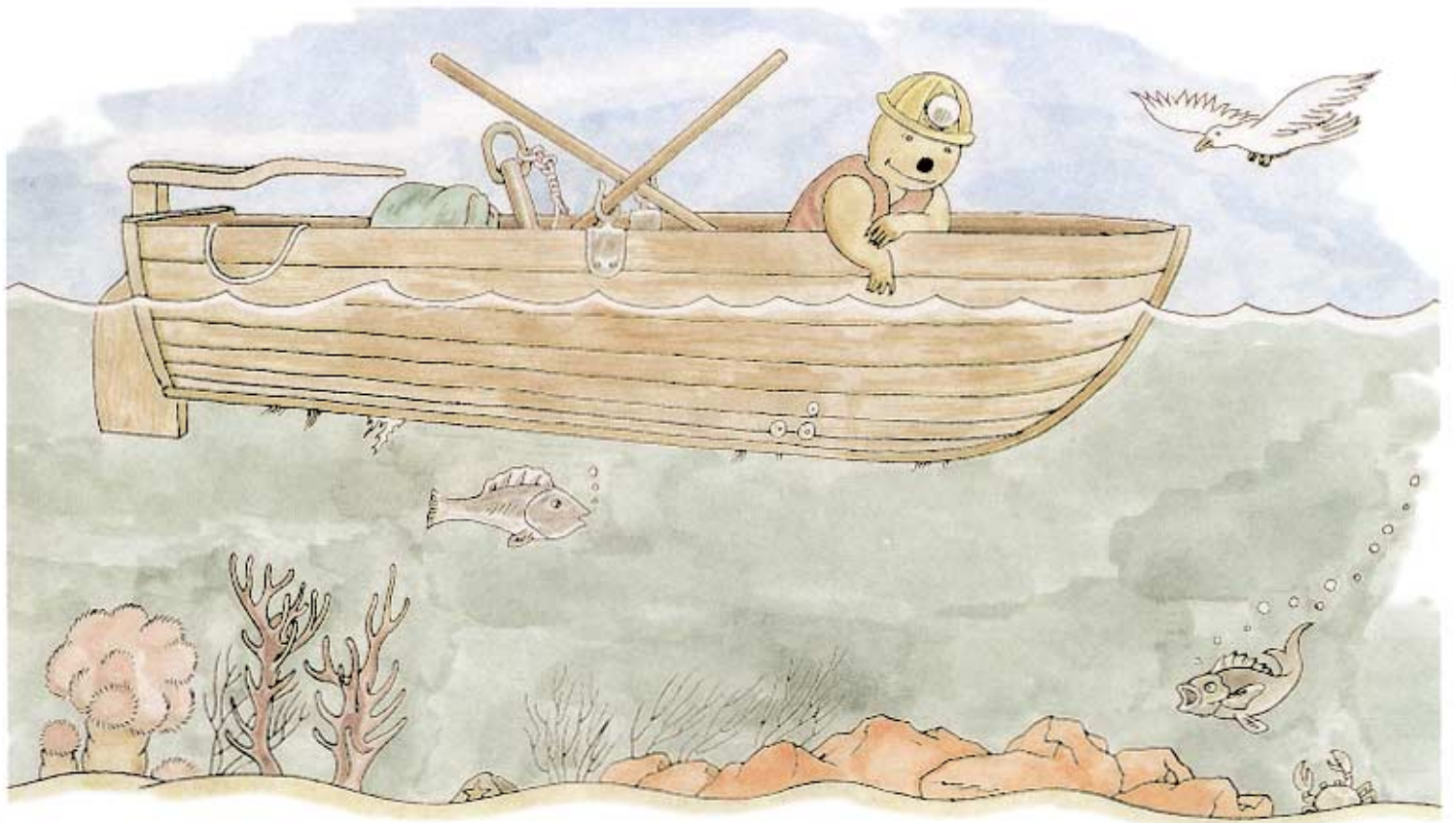
Minerals are found in the ground.



Minerals are found on the ground.



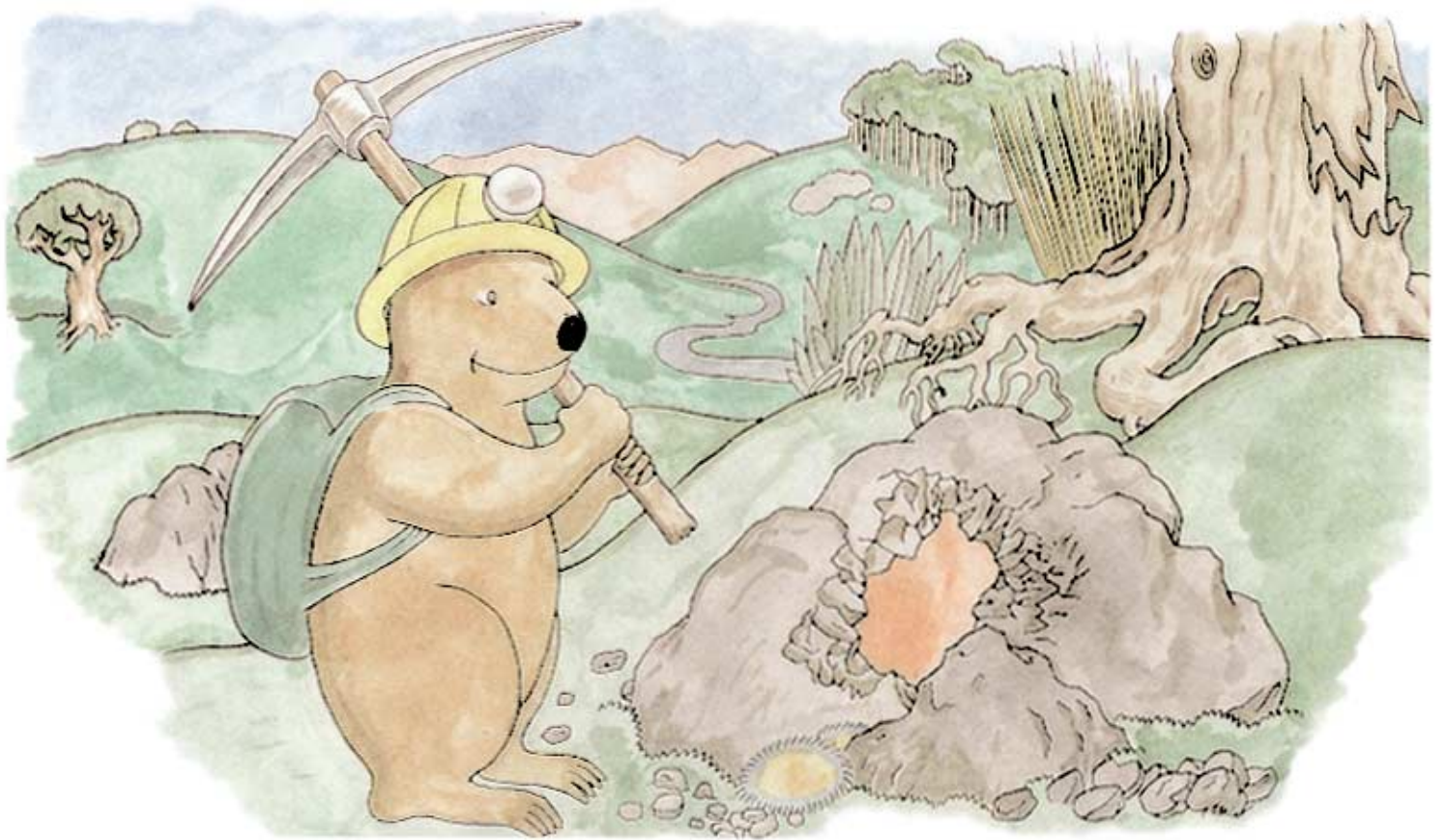
Minerals are found in rivers.



Minerals are found under the sea.



We cannot see minerals under the ground.



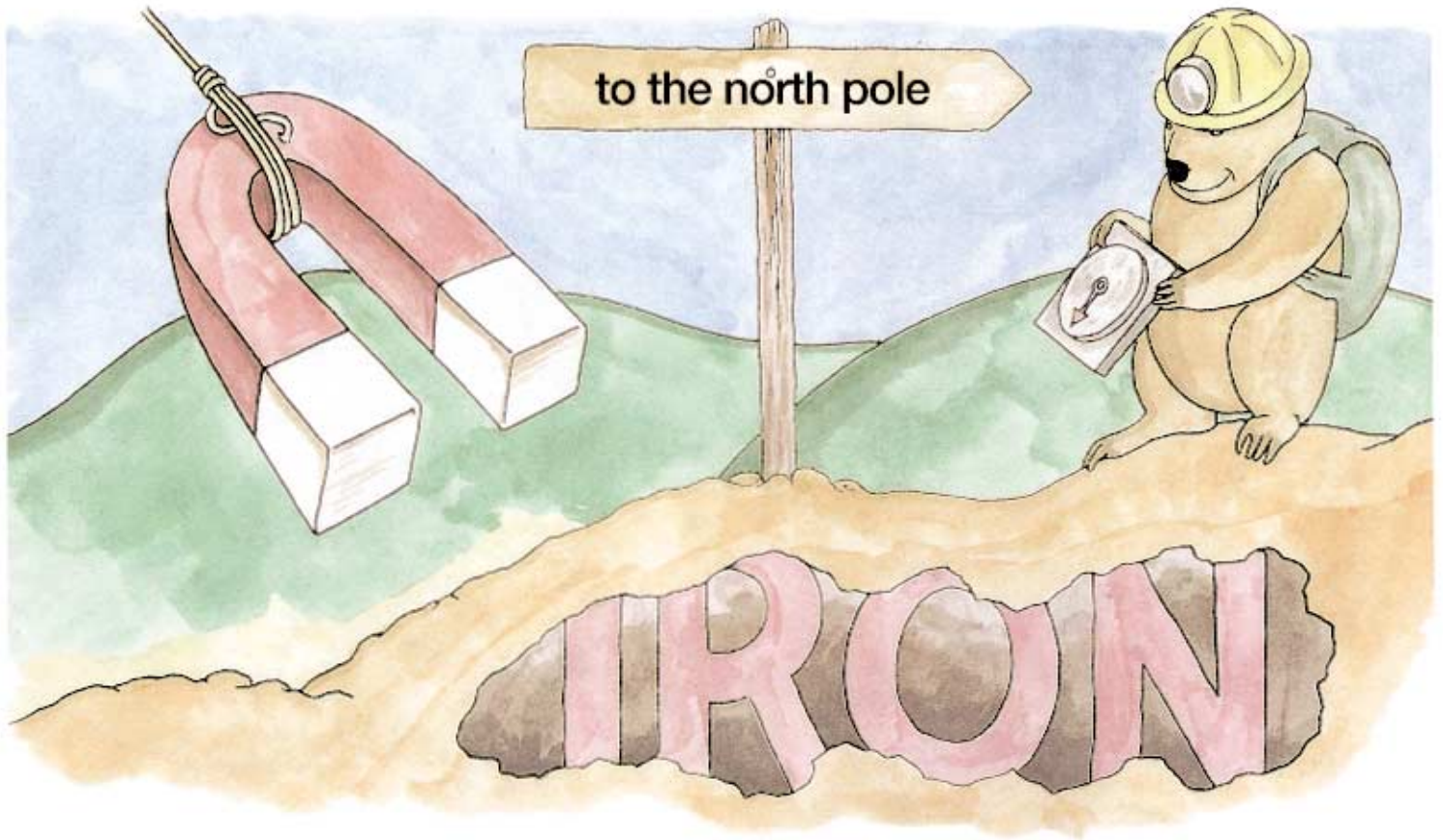
A prospector looks for minerals.



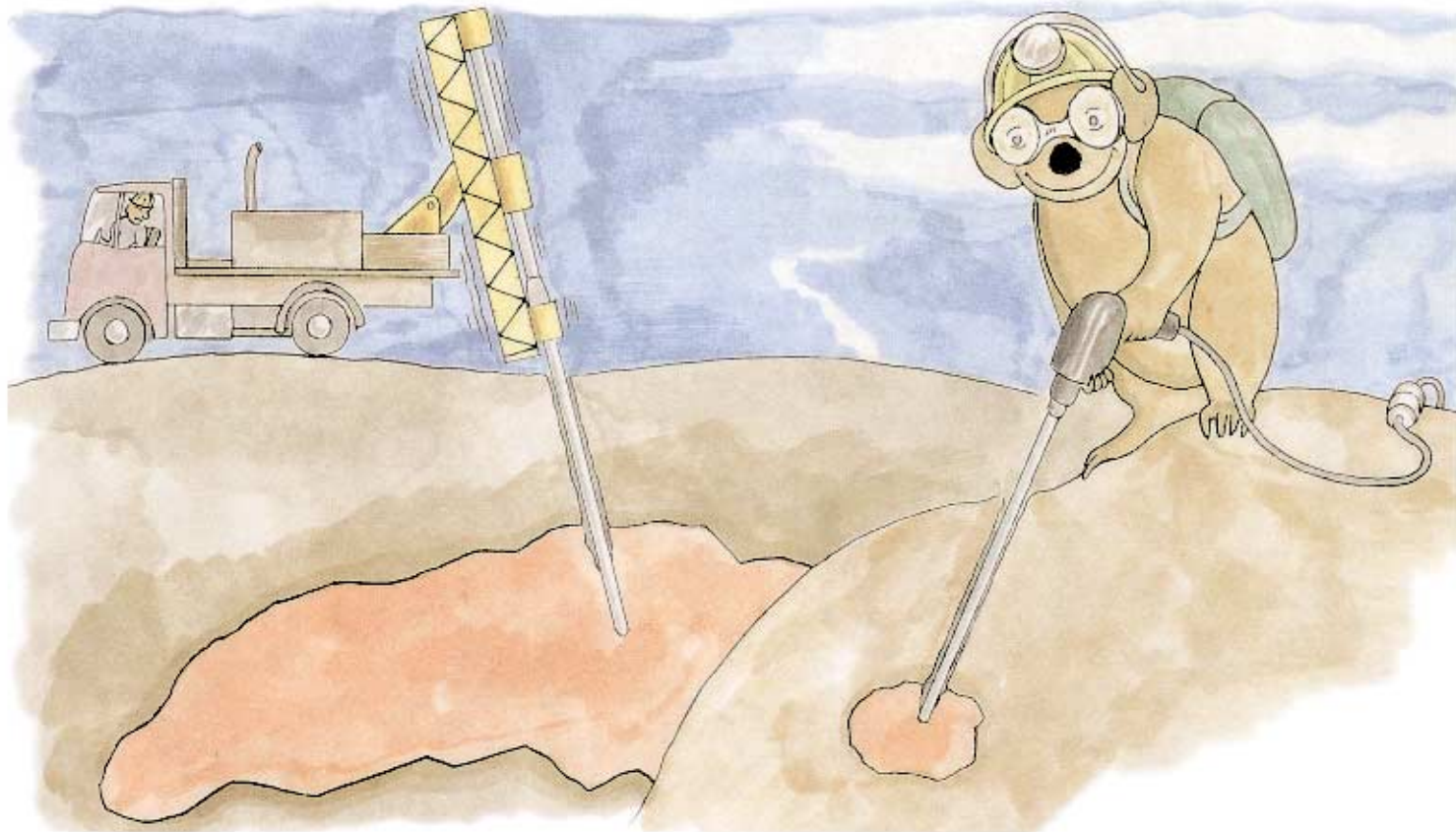
We use satellites to help us find minerals.



We use helicopters to help us find minerals.



Magnetism helps us find minerals.



Drills help us find minerals.



A geologist works to find minerals.



When we find minerals we may start a mine.

Teacher or parent guide

Several activities may be used along with or to supplement this booklet. They include short problem solving exercises.

Activity – Mineral Exploration and Mining

Contact your local minerals council or mining company and borrow a videotape of exploration and/or mining. Show it to the children and ask them to discuss what they have seen.

Activity – Mining or Quarrying

Take the class on an excursion to a local quarry or mining operation. Without explanation let the sights, sounds and smells of the operation stimulate the children's senses. Ask them to talk about their experiences back in the classroom and/or at home. They may also want to draw or paint their recollections of the visit.

Activity – Discovery

Seal an object reasonably well known to the children in a box. Ask the children to identify properties of the object and the object itself (e.g. weight, size, material, shape) by simply handling the box. Take the object out of the box and see how accurate the children's observations were.

Activity – Exploring

Conceal an object of value to the child (e.g. coin, cake, sweet) under sand, plasticine or playdough in a box or tray.

Ask the child to use one or a number of "implements" from a selection provided in order to explore and discover the location of the valuable object, and also to identify it, or at least some of its properties, in its concealed location. The implements provided may include skewers, toothpicks, straws, spoons, wire, magnet.

Before allowing the child to begin "exploration", ask them to explain what they intend to do, and why.

This activity may be extended to outside play (e.g. in the sand pit).