Canadian Centre for Energy Information

CANADA FUELED BY resources

Canada – Fueled by Resources is part of an integrated education program developed and distributed nationally by the Canadian Centre for Energy Information (Centre for Energy). The purpose of this learning resource is to increase students', teachers' and parents' understanding of petroleum and its relevance to all Canadians.

Each part of the series focuses on student participation and real-world examples to help make the petroleum industry come alive to students. Important background information and thought-provoking questions to extend learning are woven through each activity.

The activities in *Canada – Fueled by Resources* are designed to be used in a variety of ways. Students can complete the activities in groups or individually, or they can be directed by the teacher. In addition, an interactive online learning activity is available in the Energy Education/EnerActivities section of **www.centreforenergy.com** for students to work on individually or in pairs.

Featured activities introduce students to Canada's petroleum resources, including crude oil and natural gas. In the activities, reference is made to conventional or onshore petroleum resources (such as those found in the Western Canada Sedimentary Basin), as well as oilsands (Alberta), offshore (East Coast) and frontier (Northern) sources of petroleum. Students should have a general knowledge of Canada's political divisions (provinces, territories and major cities) and physical features (mountain ranges, water bodies, eco-zones, etc.) before participating in this series of activities. All of the learning activities work with and build on a single map of Canada. As a result, it is best if the activities are completed in the order they are presented.

April 2006 **LEARNING RESOURCE SERIES**

Canadian Centre
for Energy Information

Your Resource Source

The Canadian Centre for Energy Information (Centre for Energy) is a non-profit organization created in 2002 to meet a growing demand for balanced, credible information about the Canadian energy sector. On January 1, 2003, the Petroleum Communication Foundation (PCF) became part of the Centre for Energy. Our educational materials will build on the excellent resources published by the PCF and, over time, cover all parts of the Canadian energy sector from oil, natural gas, coal, thermal and hydropower to nuclear, solar, wind, fuel cell and other alternative sources of energy.

The Centre for Energy does not take positions on issues. The Learning Resource Series was developed using a multi-stakeholder review process with the aim of creating fact-based, balanced documents. Educators helped ensure that the educational materials are interesting and applicable to students in schools across Canada.

Canadian Centre for Energy Information
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To order publications and educational materials, call toll free: 1-877-606-4636

To find out more about the Canadian Centre for Energy Information or to find up-to-date information on petroleum issues, statistics or Centre for Energy education resources, please visit the Centre for Energy's portal at: **www.centreforenergy.com.**

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Background Information

TEACHING TIPS

The *Did You Know* text blocks offer additional information, which teachers can use to provide a more complete understanding of the concepts or to encourage students to explore further. The *Hints* provide the teacher with ideas to guide students to think through some of the questions and problems posed in the activities. *Hints* can be shared with students as needed. *Tips* offer suggestions for facilitating the activities.

Teachers are encouraged to read the Centre for Energy background information on Canadian petroleum resources (see below) prior to introducing these activities. Centre for Energy classroom materials are available free to Canadian teachers *(some restrictions apply)*. Other Centre for Energy publications may be purchased at a minimal cost. Please visit the Bookstore at **www.centreforenergy.com** for product descriptions and ordering information. Products may also be ordered by calling the toll-free order line at 1-877-606-4636:

- *Our Petroleum Challenge, 7th edition.* This book provides a general introduction to Canada's crude oil and natural gas industry. Section 1 presents an overview of the nation's crude oil and natural gas resources and the role they play in modern society. Section 2 describes in more detail the steps involved in finding, producing, processing, transporting, refining, selling and using petroleum products. Section 3 discusses the challenges and opportunities facing the industry in the 21st century.
- *Petroleum,* a large two-sided poster depicting scenes of exploration, drilling, production, transportation, refining and processing of crude oil and natural gas in Canada

More geology, geography and petroleum information can be found online at the following websites:

- Background information on the petroleum industry, educational materials and a careers section from the Centre for Energy: **www.centreforenergy.com**
- Resources including maps, facts and Canadian Communities Atlas information from the National Atlas of Canada Online: **http://atlas.gc.ca/site/english/index.html**
- Lesson plans, quizzes, activities and information from Statistics Canada: **www.statcan.gc.ca/edu**
- Statistics on Canada's petroleum industry from the Canadian Association of Petroleum Producers: **www.capp.ca**

- Collection of lesson plans and activities on Canada: **www.proteacher.com/090166.shtml**
- Learning resources on the topic of Canada from 2Learn: **www.2learn.ca**
- Maps of natural gas and crude oil pipelines from the Canadian Energy Pipeline Association: **www.cepa.com**
- History, geography and geology of Alberta's petroleum resources from the Canadian Petroleum Interpretive Centre in Devon, Alberta: **www.c-pic.org**

Some junior books on Canada also discuss natural resources:

- *Canada: Its Land and People*
  Don Massey and Patricia M. Shields (1995)
- *The Kids Book of Canada*
  Barbara Greenwood (1997)
- *Discovering Canada*
  Marlene Gutsole and Reginald Gutsole (2000)
- *Canada from A to Z*
  Bobbie Kalman and Niki Walker (1999)
- *Canada*
  David Marx (2000)
- *The Big Book of Canada*
  Christopher Moore (2002)
- *Canada, The Land*
  Bobbie Kalman (2002)
- *Experience Canada: A Geography*
  Robert Harshman (2003)

Curriculum Links and Learning Outcomes

The activities in *Canada – Fueled by Resources* have been previously authorized as fitting within the following Alberta curriculum links and learning outcomes. This designation is currently under review, with a decision expected in fall 2005.

SOCIAL STUDIES 4

Alberta: Its Geography and People

- Locate and describe major geographical regions and specific geographical features, such as lakes, rivers, cities and mountains.
- Use colour contour and visual relief maps to visualize the nature of the areas shown.
- Compare distance in kilometres to places under study.
- Analyze how the use of a natural resource can affect the rest of the environment.
- Predict the consequences of misusing natural resources.
- Compare and contrast points of view and underlying values, e.g. about how Alberta's resources are used.
- Draw conclusions about the use of renewable and non-renewable resources.

SOCIAL STUDIES 5

Canada: Its Geography and People

- Gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures and atlases.
- Read and interpret maps/legends of Canada showing: political divisions, physical features, major natural resources within regions, population distribution and transportation routes.
- In kilometres, compare distances to places under study.
- Draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation.
- From physical geography and latitude, infer human activities and ways of living.
- Summarize information from a variety of sources by writing two or more well-organized paragraphs, supporting main idea(s) with appropriate details.

ENGLISH LANGUAGE ARTS 4

General Outcome 3: Listen, speak, write, view and represent to manage ideas and information.

- *3.2:* Locate information to answer research questions using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips.
- *3.2:* Recall important points, and make and revise predictions regarding upcoming information.
- *3.4:* Communicate ideas and information in a variety of oral, print and other texts, such as short reports, talks and posters.

ENGLISH LANGUAGE ARTS 5

General outcome 3: Listen, speak, read, write, view and represent to manage ideas and information.

- *3.1:* Summarize important ideas in print, oral and other media texts and express opinions about them.
- *3.2:* Locate information to answer research questions such as newspapers, encyclopedias, CD-ROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions.
- *3.3:* Organize ideas and information to emphasize key points for the audience.
- *3.4:* Communicate ideas and information in a variety of oral, print and other texts, such as illustrated reports, charts, graphic displays and travelogues.

INFORMATION AND COMMUNICATION TECHNOLOGY 4 AND 5

- *C1:* Access, use and communicate information from a variety of technologies.
- *C5:* Use technology to aid collaboration during inquiry.
- *C6:* Use technology to investigate and/or solve problems.

NOTE

This set of activities is designed to support the curriculum strands listed on these pages, but is not a complete unit of study designed to meet all the learning requirements for each curriculum. Rather, the resource is intended as a supplement or extension to the broader lessons included in the curriculum and therefore covers only selected learning outcomes.

STUDENT ACTIVITY 1 **SOCIAL STUDIES 4 AND 5, ICT 4 AND 5**

Petroleum Plotting

TIP

Other Canadian maps are available online at the National Atlas of Canada **atlas.gc.ca/site/english/index.html**

Learning Outcomes

- *SOCIAL STUDIES 4:* Locate and describe major geographical regions and specific geographical features, such as lakes, rivers, cities and mountains.
- *SOCIAL STUDIES 4:* Use colour contour and visual relief maps to visualize the nature of the areas shown.
- *SOCIAL STUDIES 5:* Gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures and atlases.
- *SOCIAL STUDIES 5:* Read and interpret maps/legends of Canada showing: political divisions, physical features, major natural resources within regions, population distribution and transportation routes.
- *ICT 4 AND 5:* Access, use and communicate information from a variety of technologies.

Materials

- Student handout of map of *Canada's Petroleum Resources*

Activity

Begin this activity with a class brainstorming session to answer the question: What is a natural resource? When a number of ideas have been suggested, such as forests, water, minerals, agricultural land and petroleum, share some examples of what can be produced from these resources. From petroleum, for example, we get gasoline for our cars, natural gas to heat our homes, plastic wrap and containers to protect our food, safety equipment, cosmetics and hundreds more products we use every day.

Have students research where Canada's petroleum resources are found. Using the handout map labelled *Canada's Petroleum Resources,* have students create a map of Canada that shows Canada's seven hydrocarbon regions. Students may choose a colour for each hydrocarbon region on their map or colour them all the same colour. Have students make a legend for the petroleum regions. Ensure they leave room at the bottom of the legend to add more symbols.

Questions

After the map is completed, ask students the following questions: Where are most of Canada's petroleum resources located? Why do you think more petroleum is found in some regions like Alberta and the Northwest Territories and less in others like Quebec or Nunavut?

Extension

Explain to students that some regions of Canada are the site of more than one resource industry. For example, areas of Alberta and Saskatchewan often share petroleum and agricultural resources on the same piece of land. Explain that most landowners in Canada only own what's on the surface of their property – the Government of Canada or more commonly individual provinces or territories own the other resources such as petroleum that might be found underground. Ask: How might Canadians decide which resource to access when farmland also has petroleum underground?

TIP

This activity could also be completed using a computer with mapping and/or graphing capability.

Did you know?

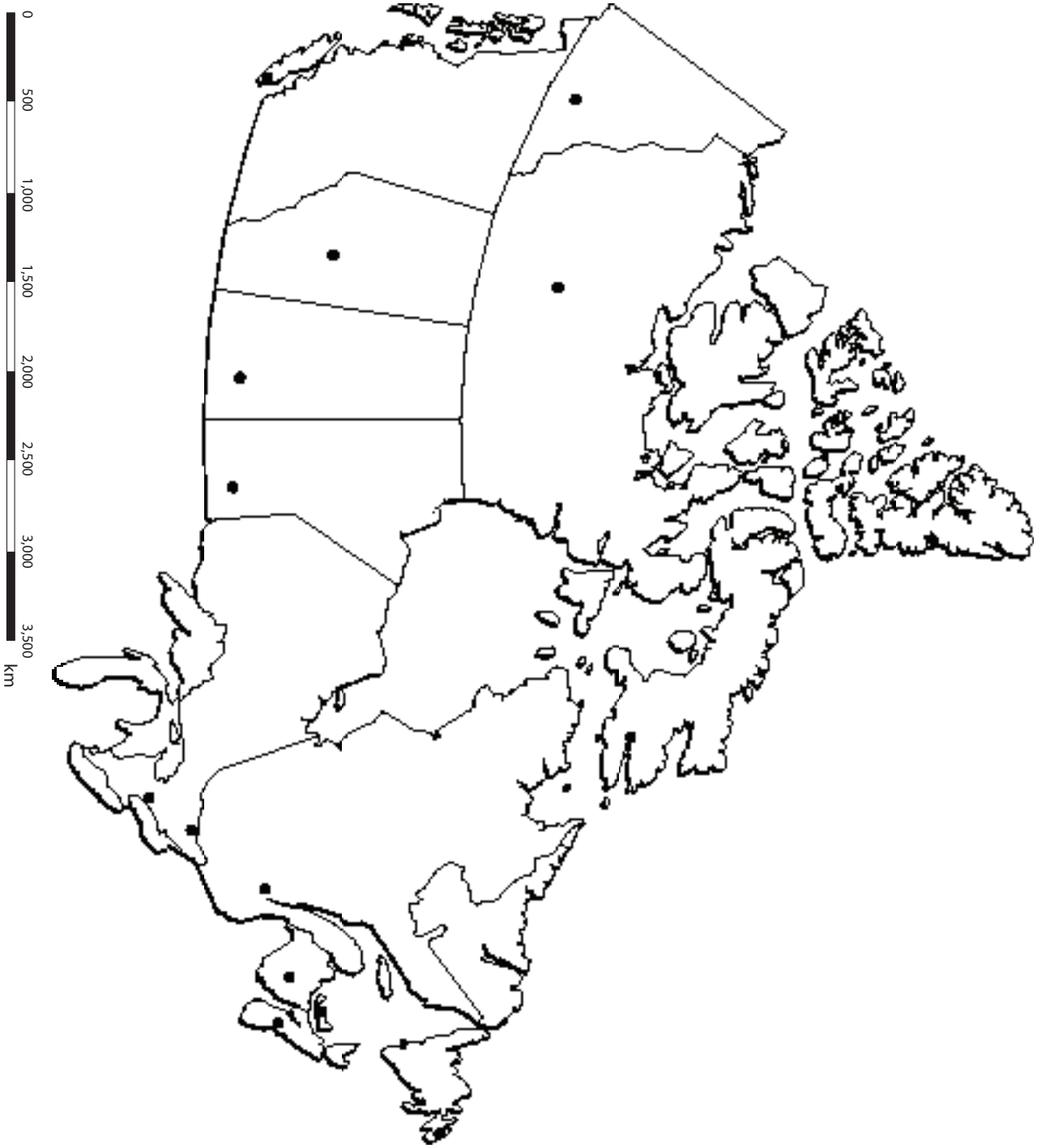
The petroleum industry is active in 12 out of Canada's 13 provinces and territories. Alberta is the source of about 75% of Canada's crude oil and natural gas resources.

Canada is the third-largest producer of natural gas and the eighth-largest producer of crude oil in the world.

Source: Canadian Association of Petroleum Producers, 2006

STUDENT HANDOUT

Canada's Petroleum Resources



STUDENT ACTIVITY 2 **SOCIAL STUDIES 4 AND 5, ICT 4 AND 5**

Big Country

Learning Outcomes

- *SOCIAL STUDIES 4:* Compare and contrast points of view and underlying values, e.g. about how Alberta's resources are used.
- *SOCIAL STUDIES 4:* Analyze how the use of a natural resource can affect the rest of the environment.
- *SOCIAL STUDIES 4:* Predict the consequences of misusing natural resources.
- *SOCIAL STUDIES 4:* Draw conclusions about the use of renewable and non-renewable resources.
- *SOCIAL STUDIES 4 AND 5:* In kilometres, compare distances to places under study.
- *SOCIAL STUDIES 5:* Draw conclusions about how the characteristics of a physical region affect natural resources, occupations, population distribution and transportation.
- *ICT 4 AND 5:* Access, use and communicate information from a variety of technologies.

Materials

- *Canada's Petroleum Resources* map created in *Petroleum Plotting* activity.

Activity

Begin this activity by explaining that Canada has a lot of petroleum resources, which is fortunate because Canadians use petroleum-based products (like gasoline, toothpaste and pens) every day. Point out that even though most Canadians don't live very close to the resources we need, we have found ways to bring the resources to us. Explain that students are going to show this on their map of *Canada's Petroleum Resources.*

Did you know?

To escape the worst of Canada's long, cold winters, most Canadians live in the south of the country, close to the United States border. In fact, almost one-third of all Canadians live in the country's three largest cities – Toronto, Montreal and Vancouver – all located in the far south of their respective provinces. Canadians rely on more than 700,000 kilometres of pipelines that lay under Canadian soil to bring them crude oil which is refined into gasoline and other products used to run cars, buses, trains and planes, and natural gas to heat homes and generate power.

Ask students to add the following items to their map of Canada's petroleum resources:

- Major populations centres in each province and territory.
- Major crude oil and natural gas pipeline routes.
- Legend for crude oil pipelines, natural gas pipelines and major population centres.

When they have finished, ask students to identify and circle Toronto, ON and Vancouver, BC on their maps. Explain that millions of people live in these two cities but there are no petroleum resources close to either city. Ask students what they think might be the source of oil products (like gasoline and diesel fuel) and natural gas to each city.

Have students use an atlas or wall map with an accurate scale to measure the distance between each city and a possible source of oil products and natural gas, along a pipeline route. Help students convert the distance they measure into kilometres and write the distances along the pipeline routes on their own map.

Questions

Lead a class discussion by asking the following questions: Do you think people in Vancouver and Toronto pay more or less for petroleum than people living in Edmonton or Calgary, which are located in the heart of the petroleum industry? Why do you think so many people live far away from the petroleum resources they need?

TIP

- Toronto's oil products (like gasoline and diesel fuel) come via pipeline from Edmonton, Alberta (approximate pipeline length 3,050 km according to Enbridge Pipelines Inc.).
- Toronto's natural gas comes via pipeline from western and northern Alberta (approximate pipeline length 4,700 km according to TransCanada Pipelines).
- Vancouver's oil products (like gasoline and diesel fuel) come via pipeline from Edmonton, Alberta (approximate pipeline length 1,150 km according to Terasen Inc).
- Vancouver's natural gas comes via pipeline from Fort Nelson or Fort St. John (approximate pipeline length 1,265 km according to Duke Energy).

Extensions

1. Have students compare their pipeline maps with a map showing the physical features of Canada. Ask: Where do pipelines cross water bodies, like lakes or rivers? Where do pipelines tunnel under mountains? As a class, list the answers to these questions in the same format as this example.

Pipelines tunnel under these mountain ranges	Pipelines cross these bodies of water
Rocky Mountains, B.C. and Alberta	Lake Huron, Ontario
Cariboo Mountains, B.C.	North Saskatchewan River, Alberta

2. Explain that since most people rely on long pipelines to get the petroleum resources they need, it makes sense for us all to conserve petroleum. Ask: How can we use less petroleum? What would happen if we ran out of petroleum? Have students write a paragraph describing how their lives would change if they couldn't rely on petroleum-based products.

HINT

There are thousands of petroleum-based products, from shampoo to tires, milk jugs to gasoline. A list of some common petroleum-based products can be found in the discovery booklet *Petroleum – The Source of So Much* available through the Centre For Energy Bookstore at **www.centreforenergy.com.** Once students have a better idea of some of the many products made from petroleum, they will find it easier to think of some ways to conserve this valuable resource.

STUDENT ACTIVITY 3 SOCIAL STUDIES 4 AND 5, ENGLISH LANGUAGE ARTS 4 AND 5, ICT 4 AND 5

Hot Spots

Learning Outcomes

- *SOCIAL STUDIES 4:* Locate and describe major geographical regions and specific geographical features, such as lakes, rivers, cities and mountains.
- *SOCIAL STUDIES 5:* From physical geography and latitude, infer human activities and ways of living.
- *SOCIAL STUDIES 5:* Summarize information from a variety of sources by writing two or more well-organized paragraphs, supporting main idea(s) with appropriate details.
- *ENGLISH LANGUAGE ARTS 4:* Locate information to answer research questions using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips.
- *ENGLISH LANGUAGE ARTS 4:* Communicate ideas and information in a variety of oral, print and other texts, such as short reports, talks and posters.
- *ENGLISH LANGUAGE ARTS 5:* Locate information to answer research questions, such as newspapers, encyclopedias, CD-ROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions.
- *ENGLISH LANGUAGE ARTS 5:* Communicate ideas and information in a variety of oral, print and other texts, such as illustrated reports, charts, graphic displays and travelogues.
- *ICT 4 AND 5:* Use technology to investigate and/or solve problems.

Materials

- *Canada's Petroleum Resources* map created in Big Country activity
- Paper and coloured pencils (or computer and colour printer)

Activity

Have students look at their map of Canada's petroleum resources and choose a community located within one of Canada's major oil and gas regions. For example, they might choose Fort St. John, British Columbia; Lloydminster Alberta/Saskatchewan; or St. John's Newfoundland and Labrador.

Ask students to imagine they have been hired by the mayor of that community to design a brochure to encourage more people to move there. To write the brochure, students will need to research and take notes on the community's:

- physical features (e.g. rivers, mountains, climate)
- history (e.g. events, people, legends)
- people (e.g. diversity, education, employment)
- government (municipal and provincial/territorial)
- industries (other than petroleum)
- unique traits and appealing characteristics (e.g. physical, cultural, economic, recreational)

Encourage students to try to find out why people live in that community and what the area has to offer its different residents. Students should look for photos or create graphics to make their brochure eye-catching.

When everyone in the class has finished, have students share their brochures with a few other classmates. Ask students to explain what they find appealing about each of the brochures they look at.

Extensions

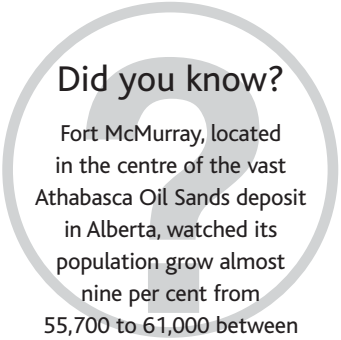
1. Students could mail their brochure or email their multimedia presentation to the mayor of the community they studied. They might include a letter describing this petroleum resources project and explaining why they chose that mayor's city or town.

2. Ask each student to think about all the good points they found out about the community and choose the three most convincing reasons for people to move to that city or town. One by one, students should present their three reasons to the rest of the class. Explain that while one student is presenting, the rest of the class should imagine they are people interested in moving to that community. At then end of their presentation, each student should help the rest of the class identify the location of their chosen community so that everyone can plot it on their map.

3. Have students investigate the kinds of work done by people in their chosen community. Ask them to choose a job or career and research what that position requires in terms of education, experience and skills, what it offers in terms of salary, benefits and working conditions. Information on dozens of petroleum-based careers can be found at: **www.centreforenergy.com** and at **www.careersinoilandgas.com**

TIP

This activity could also be done as a multi-media presentation.



STUDENT ACTIVITY 4 SOCIAL STUDIES 4 AND 5, ENGLISH LANGUAGE ARTS 4 AND 5, ICT 4 AND 5

Canadian Clues

Learning Outcomes

- *SOCIAL STUDIES 4:* Locate and describe major geographical regions and specific geographical features, such as lakes, rivers, cities and mountains.
- *SOCIAL STUDIES 5:* Gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures and atlases.
- *ENGLISH LANGUAGE ARTS 4:* Recall important points, and make and revise predictions regarding upcoming information.
- *ENGLISH LANGUAGE ARTS 5:* Summarize important ideas in print, oral and other media texts and express opinions about them.
- *ICT 4 AND 5:* Access, use and communicate information from a variety of technologies.

Materials

- Canada's Petroleum Resource map from Hot Spots activity
- Index cards
- Hole punch
- String
- Push pins
- Wall map of Canada

Activity

Ask each student to choose a location in Canada that is related to petroleum in some way. They might choose a town like Norman Wells, Northwest Territories; a pipeline network like the one operated by TransCanada Pipelines Limited; an historic drilling site like Leduc #1, Alberta; an oilsands deposit like Cold Lake, Alberta; a petroleum region like the Western Canada Sedimentary Basin; or an offshore project like Hibernia off the coast of Newfoundland and Labrador. Students should keep their location secret from their classmates.

Give each student an index card. Ask students to write on the top of the card one or two sentences describing their chosen location, focusing on its connection to petroleum. Tell them not to use any of the location's words in their clues. For example, they might describe Cold Lake as 'This is the second largest oilsands deposit in Canada. It is south of Fort McMurray, Alberta'. Or they might provide a clue for Hibernia such as 'This is off the coast of Newfoundland and Labrador. Oil is pumped up from below the bottom of the ocean.' Make sure they leave space on the card to fill in the name of their location. When they are finished writing the description, student should write their name of the bottom of the card.

Put all the cards in a pile and have someone mix them up. Have everyone in the class choose a card. Have students take turns reading out the clues and having classmates guess the name of the petroleum location. The student who wrote the Canadian clue should confirm when someone correctly guesses their petroleum location. Once all the locations have been identified, have students give each card back to its original owner. When they get their own card back, have students write the name of their location in big letters on the card.

Punch a hole in the corner of each index card and give students a string to tie through their card. Then in pairs or threes, students should find their location on a large wall map of Canada and mark it with a push pin, or tape their index card to the wall, trying to make the sting tight enough to make a straight line from the map to their card and making sure there's enough room for everyone's card. Cut the string shorter if necessary.

Extension

Invite students to create their own games with their clues. Suggest games like 'Who wants to be a Canadian petroleum expert?', 'Petroleum Jeopardy', or even 'Petroleum Bingo'. Encourage teamwork and creativity.

Online Resource

A complementary learning resource on Canada's geography and petroleum resources can be found in the Centre for Energy portal at **www.centreforenergy.com/ducatIon/K-12/TeachingResources/CanadaFueledByResources.asp?template=4,1**

The online resource allows students to get a closer look at Canada's petroleum resources and test their general and petroleum-related Canadian geography knowledge by participating in two interactive games. Students can play alone or with a partner. Background information for teachers, including an answer key can be downloaded and printed.

The online resource supports the following learning outcomes.

- *SOCIAL STUDIES 4:* Locate and describe major geographical regions and specific geographical features, such as lakes, rivers, cities and mountains.
- *SOCIAL STUDIES 5:* Read and interpret maps/legends of Canada showing: political divisions, physical features, major natural resources within regions, population distribution and transportation routes.
- *ICT 4 AND 5:* Use technology to aid collaboration during inquiry.

Did you know?

In 1858 James Miller Williams operated the first Canadian producing crude oil well near Sarnia, Ontario.

The Athabasca Oilsands deposit in Alberta is the world's largest known petroleum resource, but only a fraction of the oil can be extracted economically with today's technology.

By 2015, oil sands growth will move Canada from eighth to fifth largest oil producer in the world.

Source: Canadian Association of Petroleum Producers, 2006

STUDENT ACTIVITY 5 SOCIAL STUDIES 4 AND 5, ENGLISH LANGUAGE ARTS 4 AND 5, ICT 4 AND 5

Real People, Real Places

Learning Outcomes

- *SOCIAL STUDIES 4:* Compare and contrast points of view and underlying values, e.g. how Alberta's resources are used.
- *SOCIAL STUDIES 5:* Gather information by interpreting relationships and drawing inferences from graphs, tables, charts, pictures and atlases.
- *SOCIAL STUDIES 5:* Read and interpret maps/legends of Canada showing: political divisions, physical features, major natural resources within regions, population distribution and transportation routes.
- *ENGLISH LANGUAGE ARTS 4:* Communicate ideas and information in a variety of oral, print and other texts, such as short reports, talks and posters.
- *ENGLISH LANGUAGE ARTS 5:* Communicate ideas and information in a variety of oral, print and other texts, such as illustrated reports, charts, graphic displays and travelogues.
- *ICT 4 AND 5:* Access, use and communicate information from a variety of technologies.

Materials

- Variety of current newspapers and/or Internet access

Activity

Have students find and clip (or download from the Internet) an interesting article on the Canadian petroleum industry, or on events and activities occurring in one of Canada's major petroleum regions. Their article might be good news about a new natural gas pipeline or innovative petroleum technology, or it might be bad news about dwindling resources, pollution, economic difficulties or people without enough oil or gas. Have students write a point-form summary or draw a mind map of their article, making sure they include the answer to the who, what, where, when, why and how questions.

TIP:

An easy way to find petroleum-related news articles is to search on-line for newspapers in cities that are known for their emphasis on the petroleum industry, such as: Fort McMurray Today **www.fortmcmurraytoday.com** the Calgary Herald, **www.calgaryherald.com** or the Halifax Chronicle-Herald **www.herald.ns.ca/**; or go to **www.centreforenergy.com** and click on Energy News.

Using a map of Canada, have students find the location of their newspaper story. Ask them to imagine they are a radio news announcer or television news anchor. Have each student present their article summary to the class and point out the location on the map. As a class, create a display with a large map of Canada and the important article headlines.

Extension

Have students try to find one interesting petroleum fact about each province and territory in Canada. Ask the student to write down their facts on index cards and add them to the map display. Some examples are in the *Did you Knows*… on pages 14 and 16.

The Terra Nova offshore energy project (located east of St. John's, Newfoundland and Labrador) has an expected production life of 18 years.

Canadian Centre
for Energy Information

Canada-Fueled by Resources
Resource Review

Please help us improve this resource by providing feedback on the following areas. You may complete and fax this review form to the Centre for Energy at 403- 237-6286, or by mail to 1600, 800 6th Avenue SW, Calgary, AB T2P 3G3. You may also e-mail your comments to infoservices@centreforenergy.com

In what grade and subject did you use this resource?

_____

_____

_____

Did you find the resource useful for your class?

☐ Yes ☐ No

Would you use it again and/or recommend it to other teachers?

☐ Yes ☐ No

Which if the activities did you and your students complete?

☐ #1 Petroleum Plotting
☐ #2 Big Country
☐ #3 Hot Spots
☐ #4 Canadian Clues
☐ #5 Real People, Real Places
☐ Canada – Fueled by Resources – Online Resource

Of the activities you completed, which ones did you and your students find the most interesting. Please list your top three.

TEACHER	*STUDENTS*
1	1
2	2
3	3

Please rate this resource in the following categories:

Curriculum fit	☐ Good fit	☐ Some fit	☐ No fit
Age level	☐ Too old	☐ Too young	☐ Just right
Activities	☐ Too many	☐ Too few	☐ Just right
Time required	☐ Too long	☐ Too short	☐ Just right
Support materials (i.e. student handouts)	☐ Appropriate	☐ Not needed	

Other support materials needed:

Please offer your suggestions for improving this resource. Feel free to expand on your responses given above and/or continue on a separate page if necessary.

Thank you! Your input is appreciated. We invite you to complete the following information so we can send you a token of our appreciation.

Name:

School:

Street address:

City:

Province:

Postal code:

Phone:

Fax:

E-mail:

Please indicate if you would like to be added to our mailing list

☐ Yes ☐ No