





**SUPER ANA** introduces students to the idea that the choices they make when shopping or disposing of unwanted items have an impact on the environment. The assembly contains three key concepts:

- Natural resources are used to make the things we need or want but are limited.
- There are many things each of us can do to reduce our impact on the earth.
- Advertising and peer pressure affect buying habits.

This guide provides discussion questions, activities, vocabulary, interesting facts and resources as a foundation for understanding the assembly or building on concepts introduced during the show. The back page, *What can you do?*, can be copied as a handout for students.

### STANDARDS ALIGNMENT

The assembly and this discussion guide address the following standards:

#### Next Generation Science Standards

- ESS3.A: Natural Resources
- ESS3.C: Human Impacts on Earth Systems

#### Oregon Social Sciences Academic Content Standards

- Geography: 4.13; 5.11
- Economics / Financial Literacy: 4.17; 5.17
- Social Science Analysis: 5.23

#### Common Core State Standards

- Comprehension and Collaboration  
CCSS.ELA – Literacy.SL.4.1  
CCSS.ELA – Literacy.SL.5.1

### VOCABULARY

**Advertising** Speech, writing, pictures, or films meant to persuade people to buy something

**Conserve** To use natural resources in a way that ensures availability for future generations

**Disposable** Made to be thrown away after one use or used for a limited time

**Durable** Capable of withstanding long use, wear and decay

**Earth footprint** A measurement that represents the amount of biologically productive land and sea needed to provide the resources we use and to manage the amount of garbage we produce

**Landfill** A large outdoor area specially designed for disposal of solid waste

**Life cycle** A series of stages occurring over the lifetime of an organism or product

**Natural resources** Raw materials supplied by nature, including plants, rocks and minerals, water, and oil

**Nonrenewable resources** Resources, such as oil or minerals, that cannot be replaced as they are used

**Packaging** Covers, wrappers or containers for the transportation, protection, storage and advertising of products

**Peer pressure** Pressure from peers that can influence a person's decision in a positive or negative way

**Persuasive** Able or likely to convince

**Recycle** To collect discarded items and turn them into new products

**Reduce** To decrease the amount of waste generated or resources used; to lessen in size, weight, amount

**Reuse** To use an item more than once for the same or different purposes

**Renewable resources** Resources, such as trees or fish, that can be replaced as they are used

**Sustainable** Able to meet current needs without limiting the ability of future generations to meet their needs; able to continue indefinitely

### ADDITIONAL METRO RESOURCES

Metro's free programs and materials can help students learn the connection between their personal choices and the world's diminishing resources. Free classroom presentations and puppet shows on waste prevention, recycling and toxics reduction are available for K-5 schools in Clackamas, Multnomah and Washington counties.

For more information, send an email to [darwin.eustaquio@oregonmetro.gov](mailto:darwin.eustaquio@oregonmetro.gov) or visit [www.oregonmetro.gov](http://www.oregonmetro.gov).

# Taking steps to conserve resources

All living things – including people – use natural resources to meet their needs. However, the planet doesn't have an unlimited supply of resources. Some resources – plants, for example – are renewable. Others, such as rocks and minerals, are nonrenewable.

Scientists have developed a tool called the ecological footprint, or earth footprint, that helps us compare the amount of resources individuals and nations consume and the amount of waste they produce. It's basically a measurement of our impact on the earth: how much land and resources it takes to support our lifestyle.

To be sustainable, it's important to consider how we use resources to meet our present needs without compromising the ability of future generations to meet their needs.

## DISCUSSION QUESTIONS

- What are natural resources? Why are they important?
- What is an earth footprint?
- What choices did *Super Ana* make to reduce her Earth footprint?
- What are choices you can make to reduce your earth footprint?

## ACTIVITIES

- Collect a variety of items or pictures of items and have students identify the natural resources used to make each item (e.g. plastic bottles come from oil). Which items were made from renewable resources? Nonrenewable resources?
- Discuss the difference between needs and wants. Ask students to list their own needs and wants, then brainstorm ways to accomplish them while using fewer resources.
- Have students pledge to reduce their own earth footprint by adopting one waste prevention behavior. Record the pledges on a giant footprint-shaped poster.

## RESOURCES

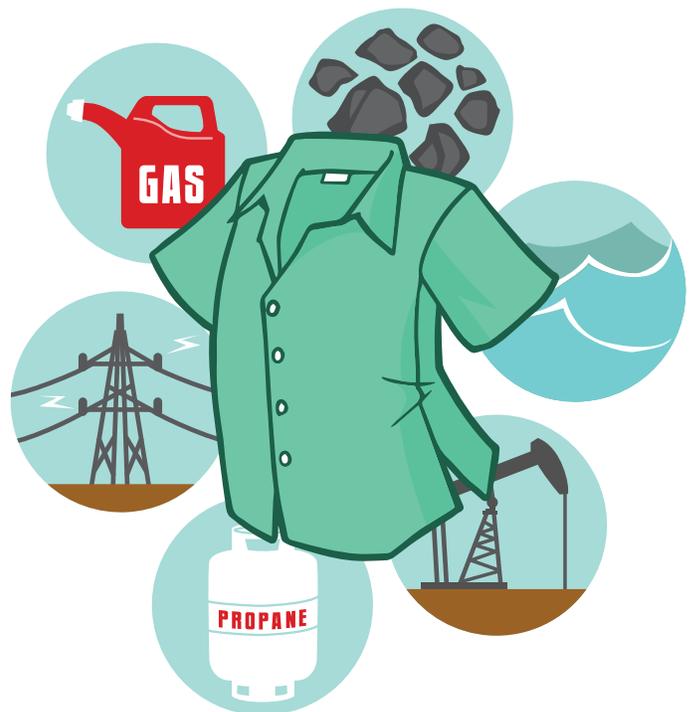
*The Lorax*, Dr. Seuss. This is a great story for talking about how human needs and wants impact resources.

*Why the Sky is Far Away*, Mary-Joan Gerson. This retelling of a folk tale from Nigeria is about wastefulness and exploitation of natural resources.

*Material World: A Global Family Portrait* and *Hungry Planet: What the World Eats*, Peter Menzel and Faith D'Aluisio. These books are photographic studies of the possessions of families from around the world and of what families around the world eat in one week.

**The Story of Stuff**, [www.storyofstuff.org](http://www.storyofstuff.org). A 20-minute animated documentary about the life cycle of stuff

**Global Footprint Network**, [www.footprintnetwork.org](http://www.footprintnetwork.org). Background information and resources about earth footprints



# What's a life cycle?

Have your students considered where the products they use every day come from or how making the products affects the environment?

Just as living things are born, age and die, products also complete a life cycle. Each stage of a life cycle affects the environment in different ways. Some products, such as cell phones, have many components, each of which has its own life cycle.

## STAGES IN A LIFE CYCLE USUALLY INCLUDE:

**Design** determines what materials will be used. It also affects the product's durability and ability to be repaired or recycled.

**Materials extraction** Raw materials for products are mined or harvested from the earth. This takes energy, depletes natural resources and can create pollution and waste.

**Processing and manufacturing** After materials are extracted, they are converted into a usable form. Products are then manufactured in a factory. This stage uses a lot of energy and can make pollution and waste.

**Packaging and transportation** Packaging protects products but uses a lot of resources. Energy is used to transport products to locations where they are sold.

**Use and disposal** Using an item over and over again helps reduce the need for raw materials, requires less energy and can decrease the amount of material that ends up in a landfill, where it can't be used again.

## DISCUSSION QUESTIONS

- What are the various stages or steps in making some of our favorite items?
- What are some of the reasons that we sometimes discard items (clothes, cell phones, etc.) that are still useful?
- What are choices we can make to reduce the impact on the environment when making the things we need?
- How does reducing and reusing conserve resources and make a smaller Earth footprint?

## ACTIVITIES

- Read *French fries: from farm to fast food* (page 5 of this guide) and have students illustrate the path of fries from farm to fast food. Discussion questions are included at the end of the story.
- Read *Galimoto* (described below) and challenge students to create a toy or sculpture from used items.
- Have each student choose an item and describe the steps (make a list, concept map, mobile) from the natural resource to the final product. Consider the resources used in producing the item (growing and extracting, manufacturing and processing, transportation, packaging, etc.) and impacts on the environment (pollution, waste).

## RESOURCES

*Galimoto*, Karen Lynn Williams. This is a story about an African child's resourcefulness in making his favorite toy.

*The Adventures of a Plastic Bottle*, Alison Inches. Take a peek into a bottle's diary as he tells the tale of his life cycle from oil to bottle to spacesuit.

**School and Community Reuse Action Project**, [www.scrappdx.org](http://www.scrappdx.org). SCRAP offers creative reuse workshops and a store that sells inexpensive used items for art and science projects.

**U.S. Environmental Protection Agency**, [www2.epa.gov/students](http://www2.epa.gov/students). Find Quest for Less curriculum, life cycle posters and other resources on this website.



# Ad awareness

Whether driving around town or sitting in front of the computer or television at home, it's easy to spot ads almost everywhere we look. Many of those ads target youth, with advertisers spending more than \$15 billion a year marketing to them.

One of the underlying messages in nearly all marketing is that the things we buy will make us happy. But research has shown that advertising and marketing promote the acquisition of materialistic values, which have been linked to depression and low self-esteem.

Given that the average American youth is exposed to about 3,000 ads a day, it's important that young people learn to view ads critically. Understanding how and why ads work can help youth make more informed decisions about what they want to buy and whether or not material things can make them happy. As young people buy more thoughtfully, they can also help reduce impacts on limited resources and reduce some of the waste that comes with overconsumption.

## DISCUSSION QUESTIONS

- What motivates people to buy things?
- How does advertising affect what we buy?
- Where do we see and hear ads?
- How do popular logos or designer labels impact the cost of items? For example, the average designer outfit can cost 40 percent more than a comparable outfit without a popular logo.
- Can “things” really make you happy or cool? If not, what does?
- How do the opinions of your friends impact your choices when shopping?

## ACTIVITIES

- Make copies of *Ads are Everywhere!* (page 7 of this guide), and have students complete the activity. Discuss the variety of places students found ads and techniques companies used to advertise their products.
- Ask students to bring in ads from magazines or newspapers. Critique the ads with students: What is the ad selling? What claims are made about the product? Are the claims credible and accurate? What is the ad's underlying message?
- With students, brainstorm activities or experiences that make them happy. Have them write ads to encourage folks to “buy in” to doing that activity.

## RESOURCES

**Admongo**, [www.admongo.gov](http://www.admongo.gov). Ad awareness resources by the Federal Trade Commission

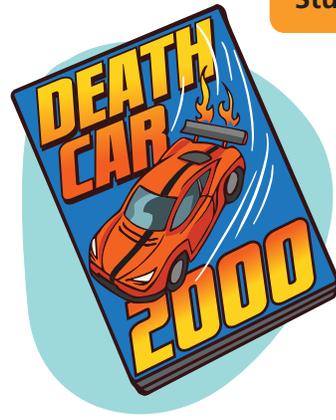
### **Don't Buy It, Get Media Smart!**

<http://pbskids.org/dontbuyit/>. Online activities for youth and teaching resources for teachers



# Ads are everywhere!

It's pretty hard not to see an ad these days. You may not even realize you're seeing an ad on some items such as clothing or food packaging. Search your house to discover how many different kinds of ads you can find. Try to find at least two ads in each room and answer the questions below.



## KITCHEN

Hint: Look in the cabinets and on or in the refrigerator.

1. What is the ad for? \_\_\_\_\_  
Where did you find it? \_\_\_\_\_
2. What is the ad for? \_\_\_\_\_  
Where did you find it? \_\_\_\_\_

## LIVING ROOM

Hint: Take a look in magazines, newspapers and on television.

1. What is the ad for? \_\_\_\_\_  
Where did you find it? \_\_\_\_\_
2. What is the ad for? \_\_\_\_\_  
Where did you find it? \_\_\_\_\_

## BEDROOM

Hint: Look closely at posters on the wall or clothes and shoes in your closet.

1. What is the ad for? \_\_\_\_\_  
Where did you find it? \_\_\_\_\_
2. What is the ad for? \_\_\_\_\_  
Where did you find it? \_\_\_\_\_

## EXTRA CREDIT LOCATION

Hint: Look around your school, inside a shopping mall or out the car window.

1. What is the ad for? \_\_\_\_\_  
Where did you find it? \_\_\_\_\_

Adapted from Admongo ([www.admongo.gov](http://www.admongo.gov))

# Los anuncios están por todas partes!

Es muy difícil no ver un anuncio en estos días. Pudiera ser que ni siquiera te des cuenta que estás viendo un anuncio en algunos artículos como ropa o envases de productos alimenticios. Busca en tu casa para descubrir cuántos diferentes tipos de anuncios puedes encontrar. Trata de encontrar al menos dos anuncios en cada habitación y contesta las preguntas de abajo.



## LA COCINA

Sugerencia: Busque en los gabinetes y en el refrigerador.

1. ¿Cual es el producto que te quieren vender? \_\_\_\_\_  
¿Donde encontraste el anuncio? \_\_\_\_\_
2. ¿Cual es el producto que te quieren vender? \_\_\_\_\_  
¿Donde encontraste el anuncio? \_\_\_\_\_

## LA SALA

Sugerencia: Busque en revistas, periódicos y en la televisión.

1. ¿Cual es el producto que te quieren vender? \_\_\_\_\_  
¿Donde encontraste el anuncio? \_\_\_\_\_
2. ¿Cual es el producto que te quieren vender? \_\_\_\_\_  
¿Donde encontraste el anuncio? \_\_\_\_\_

## EL DORMITORIO

Sugerencia: Fíjate bien en carteles en la pared o en la ropa y los zapatos en tu closet.

1. ¿Cual es el producto que te quieren vender? \_\_\_\_\_  
¿Donde encontraste el anuncio? \_\_\_\_\_
2. ¿Cual es el producto que te quieren vender? \_\_\_\_\_  
¿Donde encontraste el anuncio? \_\_\_\_\_

## CRÉDITO EXTRA

Sugerencia: Mire alrededor de su escuela, en el interior de un centro comercial o por la ventana del carro.

1. ¿Cual es el producto que te quieren vender? \_\_\_\_\_  
¿Donde encontraste el anuncio? \_\_\_\_\_

Adaptado de Admongo ([www.admongo.gov](http://www.admongo.gov))

# What can you do?

## LEARN MORE

*Why Should I Recycle?*, Susan Meredith. This book describes everything you could want to know about the reasons for reducing, reusing and recycling.

**Loopscoops**, [www.pbskids.org/loopscoops/](http://www.pbskids.org/loopscoops/). Watch fun animated videos about everyday products like magazines and electronic gadgets.

**My Garbology**, [www.naturebridge.org/garbology](http://www.naturebridge.org/garbology). Test your skills in sorting garbage and learn interesting facts about the things we throw away.

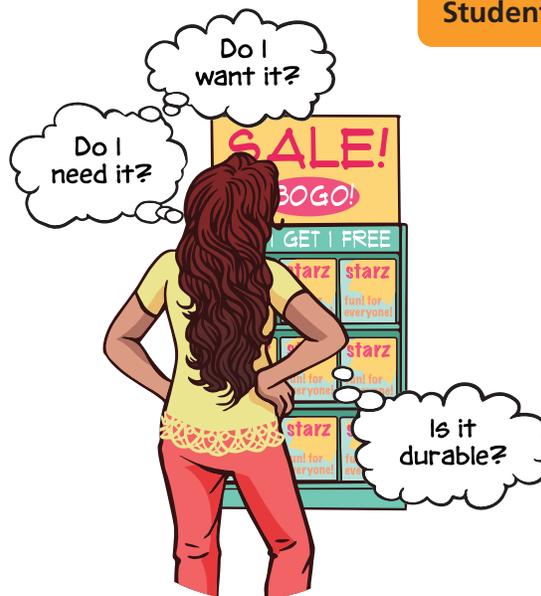
## Don't Buy It, Get Media Smart!

[www.pbskids.org/dontbuyit/](http://www.pbskids.org/dontbuyit/). These online activities about advertising will really get you thinking about the things you buy!

## REDUCE YOUR EARTH FOOTPRINT

How much land does it take to support your lifestyle?

The earth footprint of the average person in the United States is almost 17 acres. If everyone on the planet had the same lifestyle as ours, it would take four Earths to support our needs and wants. With an adult's help, you can measure your footprint at [www.myfootprint.org](http://www.myfootprint.org). Talk to your family and make a plan of how you can reduce your impact on the Earth.



## THINK BEFORE YOU BUY

Next time you go shopping, ask yourself these questions before you buy:

- Do I want it?
- Do I need it? How often will I use it?
- Is it durable? How long will it last?
- Is there another way to get the same item that will use fewer resources or create less waste?
- Can I borrow it from a friend?

Try to buy only what you need, in a way that will keep your earth footprint small.

## REUSE IT

Using an item over and over helps conserve natural resources and energy. Plus, the item won't end up in a landfill, where it can't be used again. Here are a few suggestions for reusing items:

- Organize a swap meet with friends for toys and games.
- Wait to upgrade electronics such as games and phones.
- Pack your lunch in reusable containers.
- Borrow books and DVDs from the library.
- Bring a reusable bottle to school for water.

What are your ideas?

# ¿Qué puedes hacer tú?

## APRENDE MÁS

*Why Should I Recycle?*, Susan Meredith. Este libro describe todo lo que usted pudiera desear saber sobre las razones de la reducción, reutilización y reciclaje.

**Loopscoops**, [www.pbskids.org/loopscoops/](http://www.pbskids.org/loopscoops/). Mire videos animados divertidos acerca de productos de uso cotidiano, como revistas y aparatos electrónicos.

**My Garbology**, [www.naturebridge.org/garbology](http://www.naturebridge.org/garbology). Pon a prueba tus habilidades en la clasificación de la basura y aprende datos interesantes sobre las cosas que tiramos.

## Don't Buy It, Get Media Smart!

[www.pbskids.org/dontbuyit/](http://www.pbskids.org/dontbuyit/). Estas actividades a través del internet realmente te harán pensar sobre las cosas que compras!

## REDUZCA SU HUELLA ECOLÓGICA

¿Cuánta tierra se necesita para sostener su estilo de vida?

La huella ecológica de la persona promedio en los Estados Unidos es de casi 7 hectáreas (17 acres). Si todo el mundo en el planeta tuviera el mismo estilo de vida como el nuestro, se necesitarían cuatro planetas Tierra para sostener nuestras necesidades y deseos. Con la ayuda de un adulto, usted puede medir su huella en [www.myfootprint.org](http://www.myfootprint.org). Hable con su familia y haga un plan de cómo usted puede reducir su impacto en nuestro planeta.



## PIENSE ANTES DE COMPRAR

La próxima vez que vaya de compras, hágase las siguientes preguntas antes de comprar:

- ¿Realmente lo quiero?
- ¿Lo necesito? ¿Cuántas veces lo voy a usar?
- ¿Es duradero? ¿Cuánto tiempo durará?
- ¿Hay otra manera de conseguir el mismo artículo que utilice menos recursos naturales o que produzca menos basura?
- ¿Me lo puede prestar un amigo?

Trate de comprar sólo lo que necesita, de una manera que le ayude a reducir su huella ecológica.

## REUTILICE

Cuando usas un artículo muchas veces, ayudas a conservar los recursos naturales y la energía. Además, de esa manera el artículo no va a terminar en un basurero, donde no se puede utilizar de nuevo. Aquí están algunas sugerencias para la reutilización de los artículos:

- Organiza una reunión de intercambio de juguetes y juegos con tus amigos.
- Espera a actualizar los electrónicos, como los teléfonos celulares y los juegos.
- Empaca tu almuerzo en envases reutilizables.
- Pide prestado libros y DVDs de la biblioteca.
- Lleva una botella reutilizable a la escuela para el agua.

¿Qué ideas tienes tú?