



# Resources and the Raven

## 1<sup>st</sup>-3<sup>rd</sup> grade

### Objectives:

After watching these videos, students will be able to:

- Understand where garbage goes
- Understand what natural resources are and identify what resources make up various products
- Understand that reducing, reusing, and recycling can help conserve our natural resource use
- Understand that there are actions beyond recycling that we can take
- Understand the power of the word “why” in creating positive behavior change

### Resources and the Raven Episode 1: Start at the beginning (4.53 minutes)

Join Dr. Jamie and Re the Raven as they discover where our garbage goes once it leaves our home or school and ponders “where do things come from?” in the beginning.

**Post activity** – Talk or search online with an adult or family member to find out where paper, glass, wool, cotton, metal, and plastic are created from.

If you are interested in learning more where garbage goes, you can watch “Beyond the trash can: virtual tour of Metro Central Transfer Station” at <http://oregonmetro.gov/distancelearning> (in the “Community and family education” section) or view what is happening live at the Metro South Transfer Station trash cam, <http://oregonmetro.gov/tools-living/garbage-and-recycling/metro-south-transfer-station/metro-south-trash-cam>

### Resources and the Raven Episode 2: What are natural resources? (7.32 minutes)

Dr. Jamie and Re the Raven match six natural resources from our Earth with items that we use every day. Even Re the Raven uses natural resources!

**Post activity** – go to the Metro Natural Resource game and challenge your memory as you match natural resources with items that can be created from them. You can play by yourself or with a family member.

[https://www.educaplay.com/learning-resources/5996177-natural\\_resources.html](https://www.educaplay.com/learning-resources/5996177-natural_resources.html)

### Resources and the Raven Episode 3: The 3Rs (6:26 minutes)

Dr. Jamie and Re the Raven show how the “3Rs”, recycling, reuse, and reduce, can help conserve our natural resources instead of sending everything to the landfill.

**Post activity** – Work with an adult or family member to write down as many words that start with the letters “RE”.

If you are interested in learning more about what can be recycled in our region you can watch the “Recycle or Not game” video in either English or Spanish at <http://oregonmetro.gov/distancelearning> (in the “Community and family education” section).

### Resources and the Raven Episode 4: Reimagine (8.21 minutes)

Re the Raven shares her favorite Re word, reimagine, with Dr. Jamie. Together they discuss the power of the word “why?” and how small eco-challenges can make a big difference.

**Post activity** - *Option 1.* Trace your hand on a piece of paper and within each finger, draw or rewrite one “Re” word that you already do or would like to try.

*Option 2.* Download the Eco-Challenge worksheet from the Metro Distance Learning webpage and follow the steps to complete an eco-action in your home or neighborhood.

If you have questions or would like to share your “reimagine” ideas, please have your adult contact [youthprograms@oregonmetro.gov](mailto:youthprograms@oregonmetro.gov)

## Next Generations Science Standards

1/2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change and define a simple problem that can be solved through the development of a new or improved object or tool.

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of material by their observable properties.

3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

3-ETS1-2. Generate and compare multiple solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

## English Language Arts Standards

CCSS.ELA.Literacy.SL.1.2 - Ask and answer questions about key details in the text read aloud or information presented orally or through other media

CCAA.ELA-Literacy.W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA.Literacy.SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Oregon Social Studies Standards

Civics and Government: SS.03.CG.03 Identify ways that people can participate in their communities and the responsibilities of participation

Social Science Analysis: SS.03.SA.03 Identify and compare different ways of looking at an event, issue or problem; SS.03.SA.03 Identify possible options or responses; then make a choice or express an opinion; SS.03.SA.04 Identify how people or other living things might be affected by an event, issue, or problem.

## National Education for Sustainability K-12 Students Learning Standards

2.1 Interconnectedness - Sense of Place: Students demonstrate an understanding of place - the natural systems and cycles, the human/cultural context and the connections between both.

2.2 Ecological Systems - Plants, animals, habitats: Students identify food/energy, water, shelter as basic needs of animals and plants.

2.3 Economic Systems - Human needs and wants: (food, water, energy, shelter) Students distinguish between personal wants and needs and identify how culture, marketing and advertising inform their consumption patterns.

3.1 Personal Action - Making a difference: students understand that everyone has the ability to affect change or impact a system, community and self