

SAVE THE EARTH: IT'S EVERYONE'S HOME!

LESSON 2: Grades 4-6 TO TRASH OR NOT TO TRASH?

Show Me Standards:

Academic Goals: 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.10, 2.1, 2.2, 2.3, 2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7

Knowledge Goals: Comm. Arts: 1, 3, 4, 5, 6; Mathematics: 1, 3, 6; Science 3, 4 and 8
Social Studies: 6 & 7 Health 6

Objectives:

1. Students will learn the definition, purpose and benefits of re-using and recycling many different types of “trash”.
2. Students will learn how to identify items that can be reused and recycled and will develop and facilitate a program to do so in the classroom.
3. Students will conduct research to determine various people, groups and organizations in the community who would benefit from our re-used items.
4. Students will keep accurate data on reusable items collected and distributed each month.

Materials:

- Pillow case
- Various types of trash to put into the pillow case (pickle jar, old phone book, soda can, milk jug, newspaper, book, old stuffed animal, battery, plastic water bottle, outgrown article of clothing, toy, candy wrapper, milk carton, other “trash”)
- Three large plastic bins labeled (trash, reuse, recycle) and include the recycle symbol on the recycle label
- Current phone book (for research)

Method:

1. Write the following three words on the chalkboard (trash, reuse, recycle) and divide the class into three groups, assigning one of these words to each group for them to create a definition. Give them approximately three minutes to discuss it and then have the groups report their ideas and discuss their thinking with the class. Write the agreed upon definitions next to each term on the board.
2. Play the “To Trash or not to Trash” Game. Pull items out of the pillow case one by one while each group decides together which bin the item should go in, basing their answers on the definitions on the board. Discuss each group’s findings noting that they may have come to different conclusions (not necessarily right or wrong). For example, one group may say the milk carton is recyclable while another group says it can be reused as a bird feeder. This is ok. The idea is to have very few items in the “trash” bin. Show the class how full the reuse and recycle bins are and point out that there really isn’t much “trash” left to go into the local landfill. More landfills are needed to “bury” all the trash we produce. Fertile land is used to hold these landfills and waste from these landfills contaminate the soil and the ground water supply, affecting animals, the environment and people. Think how big of a difference could be made if everyone in the community or world reused and recycled!
3. Remind them that a lot of “trash” was picked up yesterday off the school grounds. Ask them to recall as many items as possible, writing the names of the items beneath the corresponding titles. How much was really leftover “trash”?

Call to Action: Explain that you will be keeping the bins in the classroom so the class can maintain and regulate a recycling/reusing program. Create a simple plan with your class that everyone agrees on. The more ownership they have, the more likely they will be dedicated to it! Have them break into teams to brainstorm and research organizations, groups or individuals that could benefit from the most predominant reusable items on your list. For example, animal shelters are always in need of the following things that people can find in their homes that they may not need or want anymore:

- cardboard soda flats= litter boxes
- newspaper=line cages
- shredded paper=for cages
- gently used dog, cat, rabbit, hamster toys and tennis balls=exercise
- linens (blankets, sheets, towels, etc.)= to comfort animals and for surgery
- stuffed animals= comfort puppies and kittens

They could research and contact local shelters in the phone book or online who would LOVE to have these items. You could then make this your charity project for the year and collect only these reusable items all year long from other classes, teachers, the community, etc. Or you could collect gently used books and toys and donate them to a children's home or hospital. Advertise your project in the school newspaper, flyers, on the announcements, make posters, at school sporting events, etc. The possibilities are endless! Record your collections and donations and celebrate your efforts!

*****You could take the recycling in yourself regularly or have students write persuasive, informative letters to their parents asking them to help your cause by picking a week during the school year to offer to take the recycling to a designated company. If your school already has a recycling service, great!

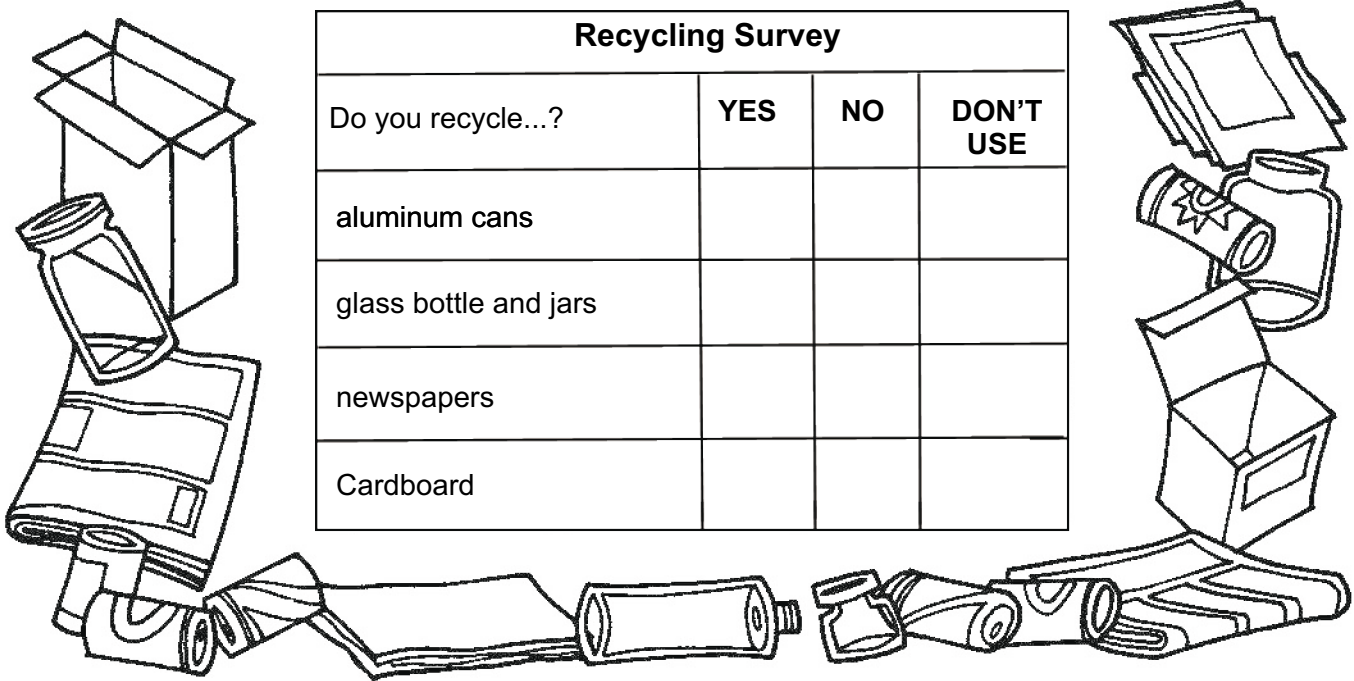
Web sites: For recommended animal-related web sites visit www.apamo.org and choose "Animal Issues" from the left-side menu, then choose "Links" from the top of the page. Or [click here](#) to launch your browser and link directly to the list.

Teacher's box: You may wish to post class survey results - in the form of a bar graph - on a bulletin board or dry-erase board along with information about recycling.

Name _____

Recycling Roundup

Recycling saves trees. Water, and energy. It also helps keep trash from piling up in dumps called *landfills*. Find out how your friends and family rate when it comes to recycling. Take our recycling survey! Ask ten relatives, neighbors, or friends the following questions. For each question, make a checkmark in the correct column. Use the results to make a bar graph, below.



Recycling Survey			
Do you recycle...?	YES	NO	DON'T USE
aluminum cans			
glass bottle and jars			
newspapers			
Cardboard			

Add up all the "yes" answers for each item. Fill in the graph below by drawing bars to show how many people recycle each product.

