

Reduce, Reuse, Recycle

Lesson Description

In this lesson, students learn how to reduce, reuse and recycle at home and at school. They make informational posters for their school to promote reducing, reusing and recycling.

- Time required: 60 minutes
- Location of lesson: Classroom or garden

Learning Objectives

- Learn the 3 “R’s” of conservation: reduce, reuse, recycle.
- Appreciate the importance of reducing, reusing and recycling for our garden and our earth.
- Identify ways to reduce, reuse and recycle at home and at school.

Materials and Preparation

- Poster boards or poster paper – 6
- Markers – 6 sets
- 5-7 examples of items that can be recycled (e.g. glass bottles, plastic water bottles, laundry or dish detergent bottles, cereal boxes, aluminum cans, newspapers, magazines, plastic yogurt cups)
- 2 examples of individually wrapped food items and the same food item in a larger container (e.g. mini bags of popcorn and a large bag of popcorn; juice boxes and a gallon of the same juice)
- Projector, speakers and internet connection to play this video:
<http://www.youtube.com/watch?v=loeHhmUh-nE>
- Prior to the class, find out where there are recycling centers in the community and find out what types of materials they accept; also find out about any recycling processes at the school
-  **Recycling Symbols**
-  **Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out**
-  **Trash Pictures** – printed out
- Prepared vegetable snack of the week – 1 for each student
- Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student

Class Warm-up: Champion Cheer and Veggie Taste Test (5-10 minutes)

- Give each student a cup of water or ensure that they have a filled water bottle in front of them.
- Give each student the prepared veggie snack of the day.
- Lead the students in enthusiastically reciting the  **Champion Cheer**.

- At the end of the cheer, drink water and eat the veggie snack together.
- Have students complete their  **Taste Test Observations** about the vegetable snack of the week.

Review of Last Lesson (2-3 minutes)

Review the evaluation questions from last week's lesson. Evaluation questions from all lessons are listed at the end of the workbook .

Class Discussion (15 minutes)

Write these three words on the board: Reduce, Reuse, Recycle.

Who has heard of the three "R's"? Who can tell me what it means to reduce, reuse, or recycle?

Reducing, reusing and recycling are all ways to help our earth. Reducing, reusing and recycling all protect our environment and preserve our natural resources. Many natural resources come from our earth, and once they are gone they are gone forever. Reducing, reusing and recycling also reduces the trash we have. Our earth does not have enough space to hold all of our trash so we have to find ways to make less trash.

Let's watch a short movie to learn more about the 3 "R's." Play the 3 minute YouTube video:

<http://www.youtube.com/watch?v=loeHmUh-nE>

*What do you think happens to our earth if we do not reduce, reuse and recycle? Where does all the trash go? Show the  **Trash Pictures** of trash in landfills and in the ocean. Extra trash can be harmful to the environment and to animals.*

Let's talk a little more about each of the three "R's."

Reducing waste is when we avoid making trash in the first place. Reduce is always the first "R" to think about because if we can reduce waste, we don't have to worry about reusing or recycling later. Show the class the first example of food wrapped in individual packages and the same food in one larger container. Here is an example of food wrapped in individual packages. Here is an example of the same food in one larger container. If more paper and packaging is used to make something, it makes more trash. Packaging more food in larger containers will reduce waste because it makes less trash. Show the class the second example of food wrapped in individual packages and the same food in one larger container. Which of these items makes more waste? Which one reduces waste?

Reusing is when we use something again, rather than throwing it in the trash. What kinds of things do we reuse to make compost to make our soil healthier? (examples: grass clippings, dead plants, decaying food items, paper) Have you ever gotten clothes from an older sibling or cousin, or given your clothes to a younger sibling or cousin? This is an example of reusing. Have you ever used an old jar to hold candy, pens, pencils or coins? This is an example of reusing.

*Recycling is when we make something new from something that has been used before. Here are some examples of things that can be recycled. Show the examples you brought in such as glass bottles, plastic water bottles, laundry or dish detergent bottles, cereal boxes, aluminum cans, newspapers, magazines, plastic yogurt cups. We can send these types of materials to a special recycling center where they can be made into something new. When we do this we do not have to put these materials in the trash. Refer students to the workbook page  **Recycling Symbols**. These are symbols that mean something can be recycled, or that it is made from recycled materials. Pass around the items that you brought in. Ask students to look for recycling symbols on those items.*

Activities (35 minutes)

-  **“Literature Corner” (10 minutes)**: Students read a poem entitled “Sarah Cynthia Stout Would Not Take the Garbage Out!”
 1. Direct students to the workbook page  **Sarah Cynthia Stout Would Not Take the Garbage Out!**
 2. Ask for student volunteers to help read the poem aloud. All students can follow along in their workbook.
 3. *Sarah Cynthia Stout has a lot of trash! Can any of her trash be reduced, reused, recycled? (example - food waste could go into compost for the garden)*

- **“Taking Action” (25 minutes)**: Students work in groups to make informational posters about reducing, reusing and recycling.
 1. Divide the class into 6 groups:
 - a. 2 reduce teams
 - b. 2 reuse teams
 - c. 2 recycle teams
 2. Give each team a poster board or poster paper.
 3. Instruct each team to first brainstorm a list of ways they can reduce, reuse or recycle. Each team should identify a notetaker who writes down all of their ideas on note paper (they can use the Notes page in their workbook for this).
 4. After each team completes their list, instruct them to turn their ideas into an informational poster that will be posted at school to promote reducing, reusing and recycling.
 5. When each group is done with their poster, have each group present it to the class.
 6. Post the posters up around the school or in the classroom.
 7. If students have trouble with this activity, use the following ideas:
 - a. Reduce team: *If you buy one gallon of water instead of four bottles of water, how does this reduce waste? How can you encourage*

students in your school to use things they will not throw away every day (e.g., lunch boxes and dishes)? Do you always get a plastic bag when you go to the market to buy something - - How about bringing a reusable bag instead?

- b. Reuse team: *Think of creative ways that the items in the list below can be reused. How can we encourage other students or teachers to reuse these kinds of items?*
- i. *Gift wrapping paper*
 - ii. *Brown paper bag*
 - iii. *A toy*
 - iv. *An empty peanut butter jar*
 - v. *A cardboard box*
 - vi. *A plastic milk jug*
 - vii. *A detergent bottle*
 - viii. *An empty plastic soda bottle*
- c. Recycle team: *What does your school do to recycle? What more could the school do? Are there recycling bins in classrooms or other school areas? What can students do to recycle at home?*

Evaluation Questions (5 minutes)

1. *What are the three "R's"?* (Answer: reduce, reuse, recycle)
2. *How can you tell if something is recyclable?* (Answer: it will have a recycling symbol on it)
3. *What can you do at school or home to reduce waste?* (Possible answers: buy items with less packaging, such as bulk items; use reusable shopping bags; put food waste into compost)
4. *How does reusing and recycling occur in the garden?* (Answer: composting)
5. *How much water should you drink every day?* (Answer: at least 6 cups of water a day)
6. *How many fruits and vegetables should you eat every day?* (Answer: at least 5 fruits and vegetables a day)
7. *Does gardening connect you to your culture and help you learn new words in your language?*
(Answer: yes)

Preparation for Future Lessons – Reminder for the Instructor

- Review the materials and preparation needed for the next lesson.
- Remember that an Elder guest instructor is needed for these Spring lessons: lesson 1 (Eating a Rainbow), lesson 4 (Conserving Water: A Renewable Resource), and lesson 9 (Plant Parts: Flowers and Pollination).

Notes
