

# GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



## LESSON 10

*Recycling - The Who and the Where*

**Unit:**  
**RECYCLING**

### PRECEPTS

E. Awareness

E1. Address issues important to the community



**Lesson Type:**  
*Large Group*

### NATIONAL STANDARDS

NSS-USH.K-4.1 Living and Working Together in  
Families and Communities, Now and Long Ago  
NSS-G.K-12 The World in Spatial Terms

### STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Identify examples of people that recycle and the differences between the products they recycle.
2. Determine where recycling can occur locally.





## TIME

Instruction time for this lesson: **60 minutes.**



## RESOURCES

[http://www.treehugger.com/files/2007/08/americans\\_recycle.php](http://www.treehugger.com/files/2007/08/americans_recycle.php)



## TOOLS, EQUIPMENT AND SUPPLIES

- ✓ writing surface
- ✓ transparencies/projector
- ✓ PALS.10.AS.A – 1 per class
- ✓ PALS.10.AS.B, C, D and E – 1 per class
- ✓ poster board – 5 pieces
- ✓ scrap paper – 1 sheet per student

## KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

None

## INTEREST APPROACH

*Before teaching the lesson, if you don't already know where to recycle in your town or county, do some research so you will be able to help students identify the proper places they can recycle. If there are no nearby recycling locations available, have the students identify two places where they think recycling bins are located.*

*To illustrate how many people recycle, lead the students through the following group activity.*

*Divide the class into five groups by numbering the students one to five. Prompt students to group together according to their number. PALS.10.AS.A has five sentences on it. Cut out each sentence into individual strips and give each group one of the strips that has a scenario statement on it. The statement relates to an item that can be recycled.*

*Each group will read a scenario that describes an item that may or may not be recycled. Next, they will determine if the item should be recycled and why. They will need to be prepared to share the reasoning behind their decisions.*



We know there are many different items we can recycle. Do you think that some items should be recycled more than others? If so, what are those items? *Have the students share their responses. Some might say “yes” and others might say “no.” There really is no right or wrong answer to this question.*

*Number off the students one to five, telling each of them what number they are.*



Remember what number you are.  
When I say RECYCLE, you will have 10 seconds to get into your groups, based on the number I have given you, and direct your attention to the front of the room. What questions do you have?

## RECYLCE!



Good job! Thank you for getting into groups so quickly and quietly. Right now I am giving each group a strip of paper with a statement on it. When I say COLLABORATE, each group will have three minutes to read the strip of paper and determine if the item on it should be recycled and why or why not. Be prepared to share your thoughts with the class.  
What questions are there?

## COLLABORATE!



If you can hear me, clap once.  
*If the students do not respond, say it again until they are all clapping in unison.*

Who will be the first to share their statement and their group’s decision about whether their item should be recycled or not and why?

*Hopefully all groups will think the item in question can be recycled, but if they do not, ask them if they have seen that item recycled before.*



Wow! It sounds like each group thought their item should be recycled. We know it’s important that we recycle these types of items, because they can take many years to decompose in a landfill. Even though we know it’s important to recycle, how many people actually do recycle? Let’s pretend that our five groups represented the population of our country.

Everyone, stand up! If each group represented one person in the United States, out of every five Americans, how many actually recycle? What do you think? One in five? Two in five? Five in five?

*Give the students some time to think and to share some ideas.*



Well, it is not all five groups. Group number one, please sit down. Actually, groups two and three, you can sit down too. We are left with two out of five. Hmm...what do you think? Well, group number four, you can sit down too.

Here we are...left with one out of our five groups standing. Even though all of our groups had items that could be recycled, the group that is standing represents the number of Americans that recycle. That's less than 25 percent.

Think about *that*! That's a pretty small number. Does that surprise you? Why or why not? Turn to your neighbor and share what surprised you most about that number. *Allow time for students to share with a neighbor.*

Thanks for sharing. One in five. Wow! That is a pretty small number when you think about how many people could recycle. Why do you think people don't recycle?

*Allow students to share their ideas. Possible responses could include that people are too busy, do not know where to recycle or that think they can't recycle certain products.*



Excellent points! I am not sure that any of us can really explain why people do not recycle, but it is a fact that not all the people that could recycle do recycle. Let's explore that thought in more detail.

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**OBJECTIVE 1. |** Identify examples of people that recycle and the differences between the products they recycle.



*PALS.10.AS.B, C, D and E each have a person's picture on them. Print off one copy of each activity sheet and post on a poster board. This should be done before class. After you provide the students with the directions listed below, each student will travel to each poster and write down types of items they think that person might be able to recycle.*



Think for a moment about people that recycle. Would people recycle different things based on their job or their living situation? Allow students to respond yes or no. If they say yes, ask for a couple of examples.



Around the room we see four different pictures, point to the poster board that has a picture of a farmer on it. Great! Let your eyes follow me as we look at the other pictures. We also have a teacher, a picture of a family and a picture of a teenager.

*Offer the following rhetorical questions. If students begin to share, ask them to hold onto their ideas for another minute.*



Think about what each person might recycle. When you look at the farmer, what are some items that a farmer might use that he or she could recycle? What about a teacher? What do you think a family might be able to recycle?



When I say MOVE, you will have three minutes to complete the following. Go to a poster. Once you get there, write down items that person might recycle, based on their job or situation. For example, you see the picture of a farmer. What are some specific items a farmer might use that he or she could recycle? If you get stuck, ask someone at the same poster as you. Once you have written on one poster, travel to the next and continue the same process until you have written on all four posters. Questions?

## MOVE!

*If too many students gather at one or more of the posters, be sure to break them up to create even numbers of students at each poster.*

*During this time, be sure to monitor the progress of the students. You should also be prepared to offer ideas/suggestions about what each person could recycle. When time is up, summarize the responses on the posters.*



Time's up...please return to your seats quickly and quietly.

Let's take a look at what we came up with. OK, let's start with the farmer. What are some items that a farmer might use that he or she could recycle?

*Allow students to share their ideas.*

Nice work! OK, now what about the teacher? The family? The teenager? So it sounds as if there are some specific products that each person might use that they could recycle.

Let's take a look at who can recycle and how the products they might recycle are different. Please direct your attention to the information listed on the writing surface.

*Provide the following information for the students. Write the information on the writing surface, list it on a poster, or show PALS.10.TM.A.*

- a. Farmers
  - i. Farmers can recycle animal feed sacks, plastic chemical containers, motor oil and oil filters, plastic trays or pots, etc.
- b. Teachers and school employees
  - i. People at school can recycle all types of paper, empty printer cartridges, plastic bottles, steel cans from the cafeteria, etc.
- c. Families
  - i. Newspapers, plastic grocery bags, batteries, soda cans and plastic juice or milk jugs can be recycled.
- d. Teenagers
  - i. Teenagers could recycle soda cans, old cell phones, magazines, plastic juice and water bottles and old computers, etc.



You see, everyone can recycle! Farmers, teachers and people that work at schools can all recycle. Your family can recycle and even teenagers can recycle. Everyone can help our environment.



Now that we know that everyone can recycle, let's examine exactly where you might take the items you can recycle.

## **OBJECTIVE 2. | Determine where recycling can occur locally.**



*Provide each student with one copy of PALS.10.AS.F. Have each student draw a very simple “map” of their town with markers or colored pencils. Make sure they indicate the major points of interest in town. When they have their map drawn, have them identify locations where they know recycling occurs. Next, have them identify at least two places where they think that recycling should occur. Prior to teaching this lesson, create an example of a map that you can show the students.*



Close your eyes. Pretend that you have a bird's-eye view of our town. Wait for about 10 seconds. When you open your eyes, there will be a piece of paper in front of you. Draw the bird's-eye view, or in other words, a map of our town. Pass out PALS.10.AS.F while their eyes are closed.



Open your eyes. When I say ARCHITECT, you will have four minutes to draw your map.

What questions are there?

## ARCHITECT.

*Give the students four minutes to draw their map of the town. Remind them to locate major points of interest. Examples could include major stores, a post office, city hall, schools etc.*



Time's up! Let's see your maps.

*Have the students show their maps to you or their neighbor.*

Nice work! Now, consider this...where can we recycle in our town? Using your marker, identify those places on your map with a big "X."

*Be sure to help the students identify where recycling occurs in town. This will require you to do some work up front to know where people can recycle.*



Where do we recycle in our town?

*Allow the students to share their responses.*

**NOTE:** *Based upon the community, they might have places to recycle or they might not. It will be important to locate this information prior to teaching this lesson. If there are no recycling locations available, have the students identify two places where there they think recycling bins should be located.*



It looks like there are several places where we can take our recyclables, but are there other places you think recycling containers should go? On your map, identify at least two new places you think we should have recycling containers.

*Give the students two minutes to complete this, and again be prepared to offer suggestions or ideas.*

Share your ideas with your neighbor.

*Allow students to share their ideas with their neighbor.*

Excellent ideas!

*Provide the following information for the students. Write the information on the writing surface, list it on a poster or show PALS.10.TM.B.*



## II. Recycling can occur in many places.

- a. Parks
- b. Golf courses
- c. City streets
- d. Ball parks/sports complexes
- e. Fairgrounds
- f. Schools
- g. Large department stores

*Using the information from PALS.10.TM.B, the students should examine their maps again. This time encourage them to determine if there are other places in the community where recycling bins should be placed.*



Now we have listed some examples of places where we could recycle in our community, let's revisit our maps. Identify one more place where you think recycling bins should go. *Allow students to mark the place on their maps and share what they thought with a classmate.*

Stand up and find a partner and share with them the three locations where you think we should recycle in our town.

*NOTE: It would be a great idea to have a list of places in the community that collects recyclable materials. This could include a recycling center or places around town that have recycling containers. If your town has a recycling program, you could also provide that information to the students. The goal with this activity is that they can take this information home and share it with their parents. You will want to type up that information into a handout that the students can take home. This is an appropriate time in the lesson to give the handout to the students.*



## REVIEW / SUMMARY

*To review the lesson, use the Hieroglyphics e-Moment. The following are steps to using this e-Moment. The Hieroglyphic e-Moment challenges students to create an icon or symbol that represents a concept—in other words, a picture that is worth a thousand words.*

1. *Ask students: What pictures or icons will help you remember this information? (Or important concepts or steps in this process?)*
2. *Brainstorm. Generate a bank of ideas on the board or overhead.*
3. *Have students create representations.*
4. *Share. After a specific amount of time, have students compare with one another and explain their creations.*



Wow, thanks for sharing! Now please return to your seats. We've covered a lot of ground today. We started the class discussing the types of materials different people could recycle, and then we explored where in our town recycling occurs. We even came up with three new places in our town where we could recycle! Thinking about that, draw two or three small symbols that represent each of the concepts we learned today. You will have three minutes to draw those pictures on the scrap paper being provided.

*When the students are done, have them share their "hieroglyphics" with a neighbor.*



Nice work! It sounds like you all have a solid grasp of what and where you could recycle. It's important to be sure to share this information with your parents/guardians so you can help them learn about recycling too.

## APPLICATION



**Small Group Session:** Lead the students through a letter-writing process. Have the students write a letter to the local mayor or city commission, encouraging them to put recycling bins in new locations throughout the community.



**One-on-One Session:** Using a computer and the Internet, have the students explore the following website: <http://www.epa.gov/recyclecity/gameint.htm>. The site allows them to put recycling bins in an online community.

*If the website is not active, have them identify a major city and determine what can be recycled in that city. A simple Google search will help them locate that information.*



## EVALUATION

*To check for understanding, ask the students to brainstorm to create a list of items that they could recycle at their school. Have them brainstorm where they could also collect those items at school.*



## **PALS.10.TM.A**

- a. Farmers
  - i. Farmers can recycle animal feed sacks, plastic chemical containers, motor oil and oil filters, plastic trays or pots, etc.
- b. Teachers and school employees
  - i. People at school can recycle all types of paper, empty printer cartridges, plastic bottles, steel cans from the cafeteria, etc.
- c. Families
  - i. Newspapers, plastic grocery bags, batteries, soda cans, and plastic juice or milk jugs can be recycled.
- d. Teenagers
  - i. Teenagers could recycle soda cans, old cell phones, magazines, plastic juice and water bottles and old computers, etc.



## **PALS.10.TM.B**

II. Recycling can occur in many places.

- a. Parks
- b. Golf courses
- c. City streets
- d. Ball parks/sports complexes
- e. Fairgrounds
- f. Schools
- g. Large department stores



## **PALS.10.AS.A**

You drink water out of plastic bottles. You drink at least three bottles a day

You receive two newspapers each day and a new magazine each week.

You own a restaurant and receive vegetable oil in large plastic jugs.

You have six brothers and sisters. Your family eats three boxes of cereal each week.

You work at the local sports complex, and the concession stand sells soda in aluminum cans.



**PALS.10.AS.B**

# Farmer



**PALS.10.AS.C**

# Teacher



**PALS.10.AS.D**

# A Family



**PALS.10.AS.E**

# Teenager

## PALS.10.AS.F

*This should be a page (with a border), on which the students can draw their map. Page can have a map theme, icons, etc.*

