

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 9

Trash? What's the Big Deal?

Unit:
RECYCLING

PRECEPTS

- F. Continuous Improvement
 - F5. Acquire new knowledge
- N. Decision-making
 - N1. Demonstrate the decision-making process



Lesson Type:
Large Group

NATIONAL STANDARDS

- NPH.K-12.1 Movement Forms
- NPH.K-12.5 Responsible Behavior
- NS.K-4.1 Science as Inquiry

STUDENT LEARNING OBJECTIVES

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

1. Describe the three R's (reduce, reuse and recycle).
2. List common items that can be recycled.
3. List products that are made from recyclable materials.





TIME

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



RESOURCES

None



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ writing surface
- ✓ transparencies/projector
- ✓ PALS.9.TM. A
- ✓ PALS.9.TM. B
- ✓ PALS.9.TM.C
- ✓ PALS.9.AS. A-E -- 1 per class

KEY TERMS



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

reduce

reuse

recycle

INTEREST APPROACH



Trash. Have you ever stopped to think about how much trash we generate each day? Think about that question for minute. Who will share their thoughts about how much trash you think you produce each day?

Allow student to share their responses. Their answers will vary, but allow all who want to share the chance to share.



Great guesses! Actually, the average American throws away about 4.5 pounds of trash per day. If you think about that number, each year Americans throw away about 240 million tons of trash! That's a lot of garbage.

Think about this question for a minute ... where does all that trash go?

Wait for students to think about their answer to this question. If the suggestion of a landfill does not arise, feel free to prompt it.



You're right. Some of it does go to a landfill, but what happens to it in the landfill? What would happen if we ran out of landfills? Where would we put all of our trash? What would our community look like if all the landfills closed? Because so many landfills are closing and not many are opening up, we really need to consider what we do with our trash.

Me-You-Us e-Moment



What do you think? What are some ways we can decrease the amount of trash we produce? When I say GO, you will have one minute to turn to a neighbor and share with him or her three ideas you have on how we could decrease the amount of trash we produce.
What questions are there?

GO!

Allow mentees time to share with a neighbor and then have them share their responses with the class. Five, four, three, two, one ...who will be the first to share his or her answers?

Possible responses could include: use fewer items; don't throw so much away; etc.



Great ideas! It sounds like you all have a solid grasp of some ways to decrease the amount of trash we produce.

*Hopefully, the students will mention that **recycling** is one possible way to decrease the amount of trash produced. If not, ask them if they have ever heard of the word **recycling**.*



I heard the word **recycle**...let's keep that term in our minds, because that is an important concept we'll want to discuss. Let's investigate more into how we could solve this potential problem.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Describe the three R's (reduce, reuse and *recycle*).



Begin with the set of directions listed below. As you read a list of items, the students will stand up if they use or could find that item in their home. Be sure to provide plenty of time between saying each item.



In just a moment you will hear me read off several items that you might find in a home. When you hear an item that could be in your house or is an item you use, stand. Once you have stood up, sit down and I will say another item. We'll follow the same procedure for several items. Any questions?

The first item is a battery.

If the students have any type of battery in their house or they use batteries, they will need to stand up. Wait a few seconds before calling the second item.



The second item is notebook paper.
The next item is a plastic water bottle.
The next item is a cell phone.
The last item is a plastic grocery bag.

Wow! It looks like almost everyone had these items in their house. What do all of these items have in common? *Allow students to share their responses.*

When you are done using these items, what do you do with them? Do you throw them all away? Earlier we discussed where so much trash goes, and someone mentioned the term recycling. A common trait those items have is that they can all be reduced, reused or recycled. Let's examine exactly what those terms mean. Let's talk about the word **reduce** first. What does it mean if we **reduce** something?

Allow students to share their responses.

Provide the following information for them . Write the information on the board/writing surface, list it on a poster or show PALS.9.TMA.



A. Reduce: This means to choose products that produce less trash.

What are some ways you think we can **reduce** the amount of trash we produce? Allow students to share their responses. Great ideas!

Here are some other ways to reduce the amount of trash we produce: Purchase products in bulk, choose products with less packaging, carry reusable shopping bags or boxes and say "no" to unnecessary plastic bags.

The next term is **reuse**. What does it mean if we **reuse** something? Allow students to share their responses.

Provide the following information for the students. Write the information on the writing surface, list it on a poster or show PALS.TMA.



B. *Reuse:* This means to *reuse* containers or items you might otherwise throw away. This also can mean to extend the life of an item or refurbish it rather than throwing it away.

So how do you think we can *reuse* some of the things we might normally throw away? Allow students to share their responses. Exactly! Your ideas are awesome!

A few other ways to *reuse* things after we are done with them could include using rechargeable batteries, carrying your lunch in a reusable container and using glass bottles or plastic bags over and over.

Finally, the last word is to *recycle*. What does the word *recycle* mean? *Allow students to share their responses.*

Provide the following information for the students. Write the information on the writing surface, list it on a poster or show PALS.9.TMA.



C. *Recycle:* This means to process old or used items so the material can be used to make new products.

Most of you have probably heard the word *recycle* before, and some of you might even take part in recycling.

*Students will use the Motion e-Moment to review the three R's. The Motion Moment challenges students to use or create a hand or body movement that represents a concept. This type of activity is great for those who learn best by moving. Now students will create a motion that will help them remember the three R's (**reduce**, **reuse** and **recycle**).*

We know that we can *reduce* the amount of trash we produce by following the three R's. Who remembers what the three R's are? *Wait and have students share the three R's.*

That's right! **Reduce**, **reuse** and **recycle**. Thinking about what each of those words mean, let's create an action that will help us remember what they mean.

*Prior to teaching this lesson, the teacher will want to have some examples of motions ready to share with the students. Ideas could include: smashing an invisible cup in your hand to represent the word **reduce**; emptying an imaginary grocery bag and then putting more imaginary groceries in it to represent the word **reuse**; or sorting imaginary recyclable products to represent the word **recycle**.*

Lead the students in repeating the three R's while doing the motion they created. Follow the directions listed below.



We have our three actions. Please stand up. The first way to decrease the amount of trash we produce is to **reduce**. What is our action for **reduce**? Be sure that you perform the action while the students also do it. The next way is to **reuse**. What is our action for **reuse**? And for **Recycle**? Nice work! Please sit down.



Now that we know what we can do to make less trash, let's dig deeper into the types of items that we can **recycle**.

OBJECTIVE 2. | List common items that can be recycled.



Post the PALS.9.AS.A-E activity sheets around the room, making sure that the picture of the tire is at the front of the room. (It would be best to do this before the lesson begins.) The activity sheets have pictures of various items on them. Some of the items can be recycled and some cannot. Lead the class from picture to picture, and they will use a signal (thumbs-up/thumbs-down) to indicate if they think that the particular item can or cannot be recycled.



You might have already noticed that there are several pictures placed around the room. When I say MOVE, join me in the front of the room at the picture of the tire.

MOVE!

If you think that we can **recycle** a tire, give me thumbs-up. If you think that tires cannot be recycled, give me thumbs-down. Thumbs-up or thumbs-down?

Follow this same procedure for the rest of the pictures that are displayed. Keep the class together and rotate around the room in an orderly fashion. When you have made it around to all the pictures, have the students return to their desks.



Let's see if we were right. The first picture was of some tires. Can tires be recycled? If you said thumbs-up, you are correct! What about the rest of the pictures?

Aluminum Foil--yes! It can be recycled.

Cereal and cracker boxes--yes! They can be recycled.

Broken glass--no! Don't **recycle** broken glass.

Milk cartons--No! These cartons have a plastic coating that makes them too expensive to **recycle**.



There are many household items that we can **recycle**.

Provide the following information for the students. Write the information on the board/ writing surface, list it on a poster or show PALS.9.TM.B.



A. The most common household items that can be recycled include:

1. Plastic containers (milk, juice, soap or water bottles)
2. Glass bottles
3. Steel Cans
4. Aluminum cans
5. Paper and newspaper
6. Cardboard

Earlier in the lesson, we said that we all produce a lot of trash. What items on the list do you (or your parents/guardians) throw away instead of recycling? *Wait for student responses.*



Hopefully, you can begin to see that if you can't **reduce** or **reuse** certain items, you might be able to **recycle** them instead. Now you might be wondering what happens to these items once we **recycle** them. You might be very surprised to learn that some items that you might not expect are actually made from recycled materials. Hold on tight! Let's take a look at some items made from recycled products.

OBJECTIVE 3. | List products that are made from recyclable materials.



So after we **recycle** an item, what happens? Turn to your neighbor and describe what you think happens next.

Allow time for sharing.



What do you think? What did you come up with? Great ideas!

Once an item has been collected as recyclable, it undergoes a process that changes it into another form. It can either be changed back into the original product or into something completely new. Let's take a look at some things that are made from recyclable materials.

Provide the following information for the students. Write the information on the writing surface, list it on a poster or show PALS.9.TM.C.



A. Newspapers, paper towels, office paper, plastic bottles and aluminum cans are not only made of recycled materials, but they can also be recycled again.

B. Many other items are made from recyclable materials. Those can include pencils, computers, shoes, fleece jackets, clothing, crayons, kitty litter and even blue jeans.



By purchasing products made from recycled materials, we can help decrease the amount of trash that is produced and help keep our environment clean too!



REVIEW / SUMMARY

Students will use the Motion e-Moment for the review/summary they completed earlier in the lesson.



We said that we can **reduce** the amount of trash we produce by following the three R's. Who remembers what the three R's are? *Elicit student responses.*

That's right! **Reduce, reuse and recycle.** Earlier we created an action that went with each of those words. Let's practice those again!

STAND UP!



What is our action for **reuse**? **Reduce**? **Recycle**? Lead the students through, completing the action as you say the word. Congratulations! You all did a great job!

APPLICATION



Small Group Session: *Each student will survey 10 different people (in or outside of school) to determine if they **recycle** and, if they do, what types of products they **recycle**. They will need to be prepared to share their findings at the next class period.*



One-on-One Session: *Using a computer and the Internet, have students explore the following website that provides products made from recyclable materials: <http://www.recycledproducts.org.uk/view/>*

If the website is no longer available, have students locate two or three different websites that describe products that can be made from recyclable materials.



EVALUATION

To check for understanding, give examples of ways to *reduce* waste and have the students identify if it would be an example of reducing, reusing or recycling. Examples include: Stop buying bottled water (reducing), purchasing a cloth grocery bag (reusing) or collecting aluminum cans (recycling).



PALS.9.TM.A

- A Reduce: This means to choose products that produce less trash.
- B. Reuse: This means to reuse containers or items you might normally throw away. This also can mean to extend the life of an item or refurbish it, rather than throwing it away.
- C. Recycle: This means to process old used items so their materials can be used to make new products.



PALS.9.TM.B

- A. The most common household items that can be recycled include:
1. Plastic containers (milk, juice, soap or water bottles)
 2. Glass bottles
 3. Steel cans
 4. Aluminum cans
 5. Paper and newspaper
 6. Cardboard



PALS.9.TM.C

- A. Newspapers, paper towels, office paper, plastic bottles and aluminum cans are not only made of recycled materials, but they can also be recycled again.
- B. Many other items are made from recyclable materials. Those can include pencils, computers, shoes, fleece jackets, clothing, crayons, kitty litter and even blue jeans.



PALS.9.AS.A

Picture of a tire (or tires)



PALS.9.AS.B

Picture of aluminum foil



PALS.9.AS.C

Picture of a cereal/cracker box



PALS.9.AS.D

Picture of broken glass



PALS.9.AS.E

Picture of a milk carton (paperboard)