

Grade: 3rd

Topic: Waste Disposal

Title: *Recycle to Reduce Waste*

Objectives:

Students will become aware of the importance of recycling.

Standards:

3.1.8 Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve this problem.

Materials:

For Teacher:

3 rolls of paper towels

trash can

Indiana Academic Standards; *Curriculum Framework*, p.41

For Student:

Science notebook

Poster board

Markers

Pencil.

Activities:

1. See pre assessment.
2. Ask students how many paper towels they use when they dry their hands after washing them.
3. Discuss how long it would take to use the whole roll if they use *one* paper towel every time they wash their hands. How about *two*? Give students time to calculate within their pairs/groups.
4. After students have had time to understand that double the amount of paper towels would be used, teacher demonstrate to class by throwing one roll of paper towel into the trashcan. Teacher tells students that this is the amount of trash made by students who use only one paper towel.
5. Keeping that roll in the trashcan, repeat step 4, using two more paper towel rolls to demonstrate to class how much trash would be made by people who use two paper towels.
6. Explain (if students haven't already) and discuss how people who use two paper towels create twice as much trash. (Take paper towel rolls out of trashcan at this time.)
7. Discuss the pre assessment question with students. Explain what a landfill is, and remind them that twice as much in the trashcan means twice as much in

the landfill.

8. Remind students of things (such as the paper towel rolls) that come from trees, and discuss the importance of conserving the environment, such as trees. Refer to p.41 and 42 in *Curriculum Framework* for statistics offered by the Environmental Defense Organization.

9. Show students the Reduce, Reuse, Recycle symbol. Ask them to list things they've seen this symbol on before in their science notebooks.

10. Discuss their lists together. Be sure to tell students that the Recycle symbol can also represent that it'd been made from recycled materials.

11. See post assessment.

12. Discuss and record on chart paper students' ideas from the post assessmentand ways the class will begin to reduce trash in the classroom.

Extension Activities:

1. Have students create posterboards that will hang in the school to encourage recycling.

2. Teacher calls the Environmental Center and asks them to come to the classroom to discuss recycling.

3. See Milestones in Garbage timeline from 500BC to 2002

(http://www.epa.gov/epaoswer/nonhw/muncpl/timeline_alt.htm)

Assessment

Pre Assessment: In their science notebooks, students will answer the question, "What happens to the trash from your house that the trash man collects every week."

Post Assessment: Below the "Line of Learning" students will answer the questions, "What happens to trash after the trash man collects it?" and "How can we reduce the amount of trash in our classroom?"

References: Indiana's Science *Curriculum Framework* Grade 3 (2002). Indiana