

## BEYOND LITTER – REDUCE, REUSE, RECYCLE

### TEACHER NOTES

#### WRIGLEY – 'There's a Place for Everything' Unit Four

In this unit students will explore the following ideas:

- gaining an understanding of the problem we have with rubbish in New Zealand and some possible solutions.
- learning that the best way of reducing rubbish in our local community is to reduce, reuse and recycle everyday items.
- finding out practical steps, they can take to reduce and recycle rubbish in the classroom, school, and at home
- using ingenuity to find practical and imaginative uses for everyday items of rubbish.
- revisiting and evaluating their *Wrap it and Bin it* campaign and re-launching a new campaign to keep the message fresh.

#### Activities Related to Curriculum Areas

- **Social Sciences:** *Place and Environment, Social Inquiry*
  - **English:** *Listening, Viewing, Speaking, Writing, Presenting*
  - **The Arts:** *Communicating Ideas through Drama, Music and the Visual Arts*
  - **Technology** *Conducting online research to develop technological facility and gain information.*
- Links to:** *EOTC, Mathematics, Science,*

### REDUCE, REUSE, RECYCLE – WHAT DOES IT MEAN?

- Find out what your students understand by this commonly used environmental slogan. List responses. Ensure students understand that in its basic form:
  - *reduce means to use less of some products*
  - *reuse means we can use a product again*
  - *recycle means we can make the resource into a similar or different new product.*
- Can the students think of any real-life examples of these?
- Using paper as an example, challenge students to come up with some practical and simple examples of how the class and all students can reduce their use of paper, **eg** when writing lists, don't throw the paper away until both sides are full.
- Can the students identify any other products or resources used in the classroom that they can reduce their use of or use in a more efficient way?



### REUSE, RECYCLE – THE BEST WAYS TO REDUCE RUBBISH

(Facts from [www.reducerubbish.govt.nz](http://www.reducerubbish.govt.nz))



- Introduce the students to the fact that New Zealanders throw away 3.6 million tonnes of rubbish every year. They can think of it another way. If we fill a large 9 tonne bus with rubbish, that's 400,000 bus loads of rubbish filled each year or more than 1000 bus loads of rubbish every day. Discuss and encourage student reactions.
- Tell students that 65% (about 256,000 bus loads of rubbish) could be prevented every year by recycling or turning it into compost – and even more prevented by reusing some packaging many times over.

#### REUSING TIP

Wash and reuse plastic food containers for food storage and to use on picnics. They are also useful for tidy storage of pens, pencils, felts etc.



### LET'S FIND OUT HOW – INTERNET PROJECT

[www.reducerubbish.govt.nz](http://www.reducerubbish.govt.nz)

- Before groups and/or individuals begin research, introduce the project by telling students that no matter what government or environmental groups do, it is what people do – including students – that will make a difference to New Zealand's rubbish problem. Conduct research under each of the following sections and identify the following:

#### Shop Environmentally Section

- *why and how we must reduce the use of plastic bags*
- *how economy-size, concentrates and refills will help*
- *buying products with packaging that can be recycled*
- *list what can be made from everyday recycled products*
- *some very important shopping tips.*

#### Compost Kitchen Scraps and other Rubbish Section

- *the amount (percentage) of an average rubbish bag which could be composted*
- *why garden waste and scraps are an environmental problem in landfills*
- *best ways of composting garden rubbish and kitchen scraps*
- *what to do with lawn and hedge clippings.*

#### Recycling all we can Section

- *the types of materials which are accepted for recycling in many parts of New Zealand*
- *the things we can do make sure things that we dump can be reused by our community*
- *how to find out what material can be recycled in our area*

#### REUSE YOUR PLASTIC BAGS

Use them to carry phys ed gear to and from school. Use them in the kitchen as bin liners. Use them again at the supermarket.





# BUILDING POSITIVE LIFETIME HABITS



Aluminium and steel can recycling is common in New Zealand

## Making a Difference at Work (School)

- the rubbish from the list that can be recycled so it doesn't end up in a landfill
- the steps taken at your school to recycle rubbish
- the steps your class could take to reduce the amount of paper you use.

### REUSING TIP

Keep all paper that has only been used on one side. Give to the local kindergarten for kids to use plain side for drawing before it is recycled.



## PUTTING IT TO USE

- Have groups prepare and present a report on what they have discovered from their Internet research. Were there any discoveries they found that surprised them?
- Interview the caretaker/principal of the school and find out what reduce, reuse and recycle policies are in place at school and how they can help make these more effective. Is there a composting programme in place (if not, have students write a proposal to present to the BOT)?
- Invite a keen gardener to school to advise the class set up a class/school worm farm or composting programme.
- As a homework project, have students investigate what reduce, reuse and recycle practices are used at home. What actions can they suggest take to make reduce, reuse and recycle a regular part of their household rubbish disposal?

## LET'S GET CREATIVE

- Ask students to bring a variety of items from home that were destined for the rubbish bin, but, with a little imagination, could be reused or recycled or reduced. Each student is to write and read out a short explanation on how each item could be reduced, reused or recycled. Make explanations and each item part of a large class or group wall collage display.
- Run a regular weekly school-wide competition for the best reducing, reusing and recycling tips that students come up with. Put aside a regular time at assembly where students can share and/or demonstrate these tips to other students. Reward them with recycling certificates of merit.

- Creating junk sculpture is an artistic and creative activity. Have students create both indoor and outdoor sculptures for an exhibition. Topics could include: machines; people; space creatures buildings; plants animals;... Visit the following website for more ideas. <http://rocksforkids.com/FabFours/junkartsculpturesphotos.htm>



Creative Junk Sculpture

## EVALUATING OUR WRAP IT BIN IT CAMPAIGN

- Have students re-read the 'Sticky Issue' section of the Gum Fact sheet at: [www.teachingonline.org/gumfacts.pdf](http://www.teachingonline.org/gumfacts.pdf)
- Revise reasons why gum litter is a particularly difficult and expensive problem to tackle. What is suggested as the most simple way to overcome this problem? Tell students that 74 years ago Wrigley had "Use this wrapper to dispose of gum" written on every stick of gum.
- Have groups revisit their **Wrap it and Bin it** campaign. (starters&strategies Term 1, 2007, Pg 35). Have they any idea how successful it has been?
- Tell students that running a survey amongst the students at school would be a good way to measure how effective their **Wrap it and Bin it** school campaign has been. Have groups prepare a set of question sheets to hand out to other students at the school. Introduce the idea that if the survey is anonymous there is a good chance that the answers given, will be honest. Explore the idea that multi-choice, tick the box questions are often easier to answer.

eg sample questions could include:

### I chew Gum:

- once a week     2 or more days a week     every day

### Since the Wrap it and Bin it Campaign I have

- more awareness     the same awareness of Gum litter

### The campaign reminded me to wrap and bin my gum

- every time     mostly     never

- Administer the survey and collate results to see how effective their **Wrap it and Bin it** campaign has been at school. Was it more successful with some classes or age groups than with others? What reasons can they give for this? What aspects of the campaign (dramas, posters etc.) had the most impact? Point out that all campaigns – no matter how effective, need to be run again from time to time to keep the message fresh in people's minds.
- Have groups brainstorm new ways that they can get the **Wrap it and Bin it** message out to other school classes, eg
  - shoot a video showing good gum disposal behaviour
  - inter-class poster competition for school-wide display
  - writing Wrap it and Bin it poems to read at assembly
  - writing catchy musical jingles for classes to sing
  - re-use effective parts of the previous programme.