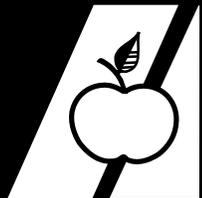


East Baton Rouge Parish

# America Recycles Day

Friday, November 15, 2002

Classroom Activities for  
Grades K – 5



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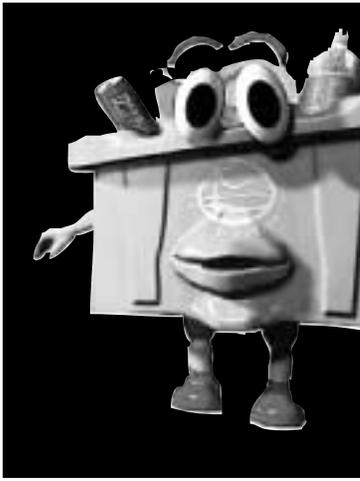
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# A Kindergarten Project Recycle It!



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## Recycle It! A Kindergarten Project The East Baton Rouge Recycling Program

### Benchmarks:

#### Science

**SE-E-A3** identify ways in which humans have altered their environment both in positive and negative ways, either for themselves or other living things.

**SE-E-A4** understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.

**Concept:** The East Baton Rouge Recycling Program offers comprehensive curbside recycling.

**Objectives:** To recognize that recycling diverts waste from the landfill

- To understand that valuable energy and natural resources are conserved through recycling efforts.
- To realize that one of the greatest challenges to overcome when recycling at home and at the MRF (Materials Recovery Facility-pronounced murf) is effective separation of the various types of recyclables.
- To teach students how to recycle or compost.

### Materials

#### Per class:

- Recycle bin

Recyclables: (*You may ask students to bring in recyclables a few days before this activity.*)

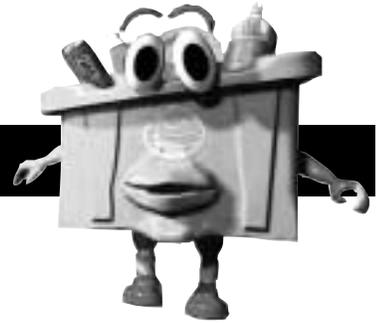
- 2 pieces of scrap paper (junk mail, magazines, paperboard, etc.)
- 1 paperboard box
- 2 plastic containers
- 1 aluminum can
- 1 tin can
- 1 frozen food container
- 1 newspaper
- 1 piece of cardboard

Compost material:

- Grass cuttings or leaves

Trash:

- Aerosol Can Not Recyclable
- Photo Not Recyclable



**Per student:**

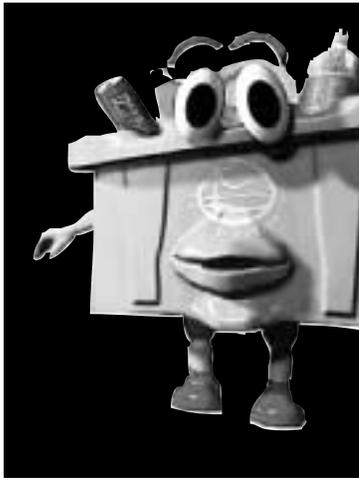
- *Recycle with the 2-Step Sort* Handout
- 1 student worksheet **Recycle It!**

**Procedure:**

- Discuss the meaning of recycling.
- Make a list of things around the house and classroom that can be recycled.
- Discuss reasons for recycling.
- Discuss how recycling can improve our standard of living while fostering respect for the environment we live in.
- Compare materials that are recyclable with those that are not recyclable.
- Explain composting as a way to recycle.
- Identify items that are not recyclable.
- Allow students to complete student **Recycle It!** sheet.

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# A First Grade Project

## The Recycle Alphabet

**The Recycle Alphabet: A First Grade Project**  
The East Baton Rouge Recycling Program

**Benchmarks:**

**Science:** SE-E-A4 understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.

**Language Arts: SAGE Standards**

Uses letter-sound correspondence (e.g., vowels, consonants, blends) and word parts to identify new words. Responds to simple text (e.g., verbally, graphically). Distinguishes between fiction and nonfiction. Connects real-life and personal experiences to text by sharing and discussing. Explores and offers connections to real life through reading and writing in shared and guided contexts. Creates own text using simple sentences and pictures with a central idea for different audiences and purposes. Draws and writes spontaneously. Writes upper and lower case manuscript letters correctly. Understands, repeats, and follows multi-step oral directions. Uses standard English pronunciation and articulation. Hears sounds in spoken words and writes the corresponding letter(s).

**Concepts:** Students will learn about words associated with recycling. Students will learn that families can recycle at home with the curbside program or with the monthly drop-off.

**Objectives:**

- To learn that recycling diverts material from the landfill.
- To recognize words associated with recycling.
- To practice language arts skills associated with science.

**Material:**

**Per Student:** THE RECYCLE ALPHABET sheet per student.

**Procedure:**

1. Conduct a class discussion. *Explain the word recycling to the students. Ask students if they know what recycling is. Ask students if they help their families recycle.*
2. Explain to students that today they are going to learn that every letter of the alphabet is associated with a recycling word or words.
3. Go through the alphabet and ask students to think of words associated with recycling or environmental commitment that start with a letter. *A teacher sheet is provided to help you get a jump-start but the students will certainly have more ideas. Discuss how each letter is related to recycling and personal responsibility for the environment.*

**1<sup>ST</sup>**  
**GRADE**



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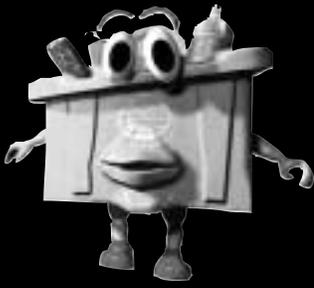
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- Once the students have gone through the alphabet, assign each student a letter.
- Ask each student to write the capital and lower case letter in the upper right hand corner of the student sheet.
- Then ask each student to draw a picture that represents the letter and something to do with recycling.
- Put all of the artwork together to create an ABC book. Ask students to sign their own artwork.

#### Extensions:

- Display the book for parents and visitors.
- Share the book with Kindergarten students at the end of the school year.
- Make copies of the book as gifts for the parents at Christmas time.
- Visit [www.epa.gov/superfund/kids/alphabet/a.htm](http://www.epa.gov/superfund/kids/alphabet/a.htm) for an example
- Visit [www.ci.baton-rouge.la.us/recycle](http://www.ci.baton-rouge.la.us/recycle) to learn more about recycling.

#### Learn the RECYCLING ABC's

- A** is for ALUMINUM - Aluminum cans are easy to recycle.
- B** is for BOXES
- C** is for COLORED PAPER AND CATALOGUES, CLOTHES, CANS, CARDBOARD, CHRISTMAS TREES, COMPOSTING, CURBSIDE PICK UP,
- D** is for DRINK CARTONS, DETERGENT BOXES AND CONTAINERS
- E** is for ENVELOPES, ELECTRONICS, EYEGLASSES, EARTH, and ENVIRONMENT
- F** is for FABRIC SOFTENER CONTAINERS, FOOD WASTE through COMPOSTING, FURNITURE, (ALUMINUM FOIL)
- G** is for GLASS, GREEN RECYCLE BINS, GRASS CYCLING
- H** is for HANGERS
- I** is for INSERTS IN NEWSPAPER
- J** is for JUNK MAIL, JARS (glass), JUICE BOX. One kid's junk is another kid's treasure!
- K** is for KIDS AS LEADERS
- L** is for LEAVES, LANDFILL
- M** is for MILK JUGS, MAGAZINES, and METAL
- N** is for NEWSPAPER
- O** is for OIL, OFFICE PAPER
- P** is for PLASTICS, PAPER, PIE PANS and PHONE BOOKS
- Q** is for QUART DRINK CONTAINERS
- R** is for RECYCLE SYMBOLS
- S** is for STEEL, SODA CANS, and SHOP SMART
- T** is for TIRES, TIN
- U** is for UNDERSTANDING
- V** is for VOLUNTEER
- W** is for WOODY WASTE (TREES), WATER BOTTLES, WOODEN PALLETS
- X** is for X-RAY FILTERS
- Y** is for YARD WASTE
- Z** is for ZERO WASTE (Creating as little waste as possible.)



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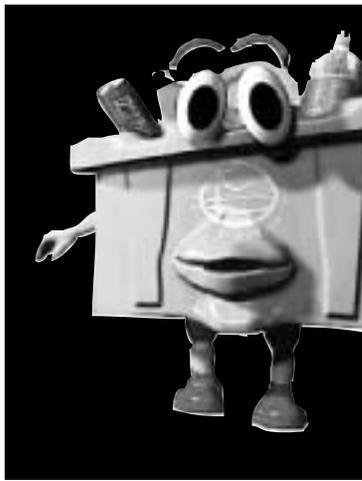
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# A Second Grade Project

## Where Do Things Come From?

Where Do Things Come From: A Second Grade Project  
The East Baton Rouge Recycling Program

### Benchmarks:

#### Science

**SE-E-A4** understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.

#### Language Arts:

- Connects life and personal experiences to text by sharing and discussing.
- Applies connections to real life reading and writing in a variety of contexts.

### Objectives:

- To learn about the original source of material goods such as glass, aluminum, steel cans, paper, plastic, motor oil, and yard waste.
- To learn how materials can be recycled.
- To learn more about recycling.

### Materials:

- One (1) set of "Teacher Resource Sheets" including 1 each on glass, aluminum, steel cans, paper, plastic, motor oil, and yard waste.
- One (1) copy of *Recycle News* per student.  
Recyclables as examples.

Time Frame: One-class period

### Procedure:

1. Conduct a class discussion. *Discuss the meaning of recycling. Make a list of things that can be recycled at home or at school. Discuss the reasons for recycling. Ask students if they know what is the source of the original material.*
2. Many students do not know the actual origin of materials and how material is recycled. Use the teacher resource sheets to sequence the steps from original product to recycling for each material.
3. Draw storyboards with the students about where material comes from. Display stories.
4. Allow students to complete "Where Do Things Come From?" Student Sheet.

**2ND  
GRADE**



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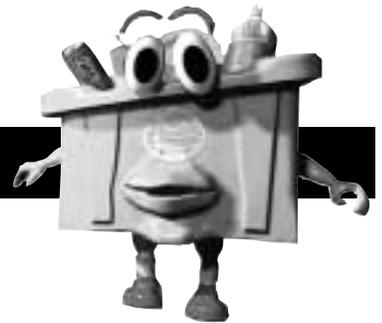
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## TEACHER RESOURCE SHEETS

**ALUMINUM** is made from *bauxite*, an ore or rock that must be mined from the ground. It takes a great amount of energy in the form of electricity to produce aluminum. Nature cannot decompose or break it down, so disposal is a problem. When recycled, aluminum is melted down and then shaped again into new cans and other items. Making aluminum cans from old aluminum takes only 5 percent as much electricity as making cans from bauxite. Recycling aluminum uses 95% less energy than production from bauxite. Recycling aluminum to make cans eliminates 97% of associated water pollution. Recycling aluminum also provides savings in air quality. Aluminum can be recycled indefinitely.

POSSIBLE ALUMINUM PRODUCTS: Coke cans, Pepsi cans, aluminum foil, pie tins. Students will certainly have other ideas.

**GLASS** is made from soda ash, sand, and lime. It can remain in a landfill indefinitely and does not break down into its organic components. To be recycled it must first be sorted by color and crushed into small pieces called *cullet*. The cullet is melted down into a liquid and then molded into glass containers. Other products made from recycled glass bottles are insulation and road construction materials. Recycling glass instead of making new glass reduces mining wastes by 80%. Recycling glass produces 20% less air pollution than making new glass. Recycling glass uses 50% less water than making new glass.

POSSIBLE GLASS PRODUCTS: mayonnaise jar, pickle jar, vinegar jar, drinking glasses. Students will certainly have other ideas.

**TIN-PLATED STEEL CANS** are made of iron ore and tin, both nonrenewable resources mined from the earth. The cans will eventually rust and break down, but throwing them away is a waste of valuable metals. In the recycling process, the cans are put into a huge container with holes in the bottom. This container is immersed in a *caustic* solution that dissolves the tin from the cans. Then the steel cans are washed and sold as high-grade steel. The dissolved tin is then removed from the caustic solution by *electrolysis* and made into *ingots*, which are sold to companies requiring tin. Steel recycling saves the US over \$2 billion a year in landfill disposal costs alone. Recycling tin also provides savings in air and water quality while reducing energy costs.

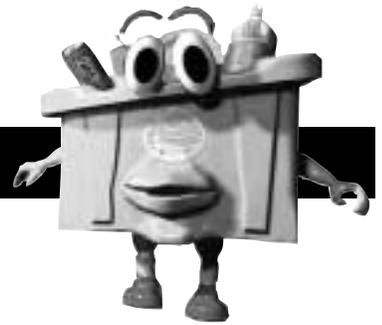
POSSIBLE TIN-PLATED STEEL CAN PRODUCTS: green bean cans, corn cans, pet food cans. Students will certainly have other ideas.

**PAPER** is made from trees. Paper is recycled by first shredding it into small pieces and mixing it with water. This mixture is beaten into a mush-like *pulp* which flows onto a moving screen through which most of the water passes. The wood or paper *fibers* remain. The fibers are pressed through heavy rollers that remove more water and then are sent through steam-heated dryers. The result is recycled paper. Recycling paper saves more landfill space than recycling any other material. Using recycled paper in manufacturing reduces air pollution by 74%. Recycling paper reduces the need to clearcut forests thereby saving natural resources. Recycling tin also provides savings in air and water quality while reducing energy costs.

POSSIBLE PAPER PRODUCTS: paper for school, newspaper, magazines, scrap paper, cardboard. Students will certainly have additional ideas.

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**PLASTIC** is made of petroleum. Petroleum comes from the by-products of oil that is mined from the ground. Oil rigs pump oil and gas from the ground. This material is then sent to refineries for processing to create petroleum. Separating plastic by type enables manufacturers to produce higher quality recycled products, or those closer to what could be produced from original materials. PET- soft drink containers, and HDPE – milk containers are the plastics most commonly used in beverage containers and the types most easily separated and recycled. In the recycling process, plastics are melted down and reshaped into the recycled products. Some of the common uses for recycled plastics are fiber, structural molding, and plastic containers. Plastics can also be recycled into bottles, toys, pipes, crates, and a variety of other products. Products of mixed batch plastic recycling include garbage pails, manhole covers, park benches, plastic lumber, and railroad ties. Recycling plastics provides energy savings and helps maintain air and water quality.

**POSSIBLE PLASTIC PRODUCTS:** milk jugs, detergent containers, juice containers. Students will certainly have additional ideas.

**MOTOR OIL** is made from oil that is mined from the ground. Oil rigs pump oil and gas from the ground. This material is then sent to refineries for processing. Some of the material ends up as motor oil that is used to make cars run. Motor oil can be collected from people who change the oil in their cars. Either cleaning the used material or re-refining reprocesses motor oil. Cleaned oil can be used as fuel to be burned in asphalt plants or cement *kilns*. Re-refined motor oil can be reused in cars. This is a much cheaper and easier process than drilling for new oil. Recycling oil provides energy savings and helps maintain air and water quality.

**ORIGINAL MATERIAL:** motor oil

**FINAL PRODUCTS:** re-refined oil

**YARD WASTE** includes grass, food wastes, leaves, shrubs, flowers, weeds, wood chips, pine needles, fruit and vegetable scraps and tree clippings. Louisiana currently discards nearly one million tons of yard waste into landfills. Landfills are expensive to maintain and difficult to locate. This yard waste can be turned into compost, mulch and soils through a process called *composting*. Composting is nature's way of recycling. Bacteria, fungi, worms, and insects break down organic wastes into compost. Compost, which is a valuable soil amendment, can be used as fertilizer for landscaping, gardening, or other agricultural uses. These organic materials are easily composted at home rather than being sent to landfills where the material currently takes up as much as 30% of the landfill space. Compost utilizes valuable natural resources instead of wasting them.

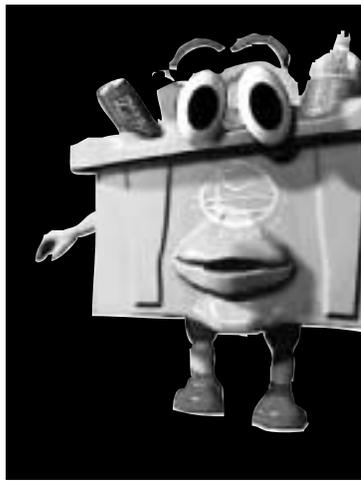
**ORIGINAL MATERIAL:** grass, leaves, shrubs, flowers, weeds, wood chips, pine needles, fruit and vegetable scraps and tree clippings

**FINAL PRODUCT:** compost, mulch, and soil amendments

**Create storyboards with students' help.**

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# A Third Grade Project

## Dunk It!

## Don't Junk It!

**Dunk It! Don't Junk It! A Third Grade Project**  
The East Baton Rouge Recycling Program

### Benchmarks:

#### Science

**SE-E-A3** identify ways in which humans have altered their environment both in positive and negative ways, either for themselves or other living things.

**SE-E-A4** understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.

**Concept:** Students will learn to separate recyclable materials in order to prepare the material for the East Baton Rouge Recycling Program.

### Objectives

- To recognize that recycling diverts waste from the landfill.
- To understand that valuable energy and natural resources are conserved through recycling efforts.
- To realize that one of the greatest challenges to overcome when recycling at home and at the MRF (Materials Recovery Facility-pronounced murf) is effective separation of the various types of recyclables.

### Materials

**Per Class:** Ask students to bring in recyclables one week before lesson.

- stop watch
- 2 pieces of scrap paper, i.e., junk mail, magazines, paperboard, etc.
- 2 paperboard boxes
- 4 plastic containers -2 accepted (#1,# 2) and 2 not accepted (#'s 3, 4, 5, 6)
- 2 aluminum cans
- 2 tin cans
- 1 frozen food container
- 4 compostable material (i.e., branches, large leaves, egg shells, etc. FOR COMPOST BIN\*)
- 1 newspaper
- 1 piece of cardboard
- audio tape
- plastic bag

### **Per student:**

- *Recycle with the 2-Step Sort* handout

**Time Frame:** One class period.

# 3<sup>RD</sup>

# GRADE



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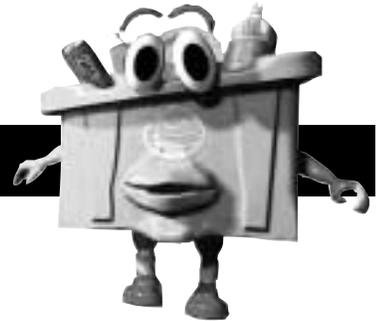
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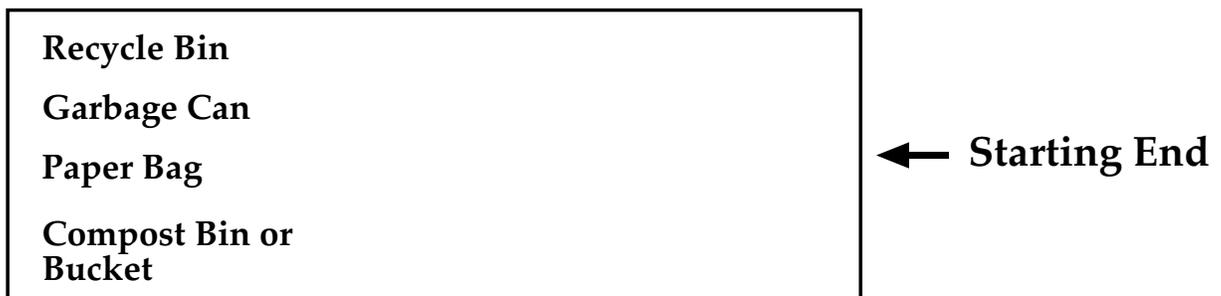
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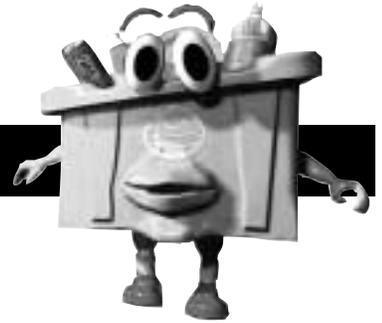
## Procedure

1. Ask, *When we recycle at home, do we have to separate the recyclables from waste? Why? What about separating the recyclables into categories? Why is this important?* Discuss the reasons why recyclables collected in the East Baton Rouge Recycling Program must be separated. (Separating recyclables prior to delivery at the MRF facilitates the recycling process).
2. Use the materials collected to explain the differences between the various materials.
3. Review those items that are recycled by the East Baton Rouge Parish (EBRP) program, those that are not accepted, and those that should be composted. \*Compost material is processed in resident's backyard using a compost bin. **Compost includes materials like yard waste, fruit and vegetable scraps, coffee grounds, grass clippings, dry leaves, and twigs. Do not put compost materials in the recycling bin!!**
4. Play **Recycle Relay**. The object of the game is to beat the clock and be the group that gets the collected materials properly placed in the categories in the shortest amount of time following the EBRP program guidelines. The penalty for improper placement of an item is 7 seconds, so it pays to place it in the right spot.



5. Set up a relay race playing field. Mark off a 30-foot area. At the starting end place the materials that have been collected. At the opposite end, place: Recycling bins (recyclables accepted by our program are placed here), large paper bags marked "SP" (scrap paper, i.e., magazines, junk mail computer paper), garbage can (items not accepted by our program), and bucket (compostable items, i.e., leaves, sticks, egg shells, etc.)





6. Divide the class evenly into four groups.
7. Group members stand in line at the starting point.
8. As soon as the clock starts, one group member selects an item from the pile of materials, runs to the proper container, deposits it, returns to the starting point and touches the next member's hand. The race continues until all materials are placed. *Note: The relay time may be easily shortened by limiting the number of items to be deposited to one per member.*
9. The clock stops as soon as the last member returns to the starting point.
10. Record the elapsed time.
11. Items deposited in each category are checked. Seven seconds are added to the recorded time for each incorrectly placed item.
12. Return the items to the starting point and prepare for the next team's relay.
13. The team with the shortest recorded time wins the race.

### **Bridging from the Classroom to Real Life**

*How can we reduce, reuse, and recycle at school? How can you practice reduce, reuse, recycle in your home?*

#### *Extension*

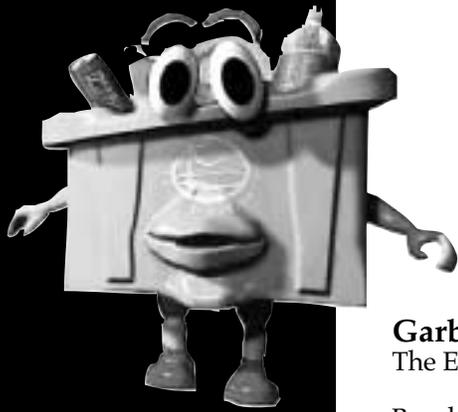
Collect pictures of various food packages from the Thursday and Sunday newspapers. Have students paste the pictures in the categories as required by the East Baton Rouge Parish Recycling Program.

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# A Fourth Grade Activity

## Garbage Pizza!



### Garbage Pizza! A Fourth Grade Activity

The East Baton Rouge Recycling Program

- Benchmarks: Science** **SE-E-A3** identify ways in which humans have altered their environment both in positive and negative ways, either for themselves or other living things. **SE-E-A4** understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.
- Math** **D-1-E** constructing, organizing, and describing data based on real-life situations. **D-2-E** constructing, reading, and interpreting data in charts, graphs and tables.

**Concept:** Municipal Solid Waste (MSW) contains a variety of materials that can be recycled or reused as well as materials that must be landfilled for health reasons.

#### Objectives

- To identify the components of Municipal Solid Waste
- To compare and contrast materials that must be landfilled with those that can be reused or recycled
- To understand the importance of recycling or reusing materials

#### Materials

##### Per class:

- chart paper

##### Per group of four students:

- Garbage Pizza ingredients:
  - newspaper and other paper scraps (paper)
  - leaves, twigs, grass clippings (represent yard trimmings)
  - Styrofoam (plastics)
  - fabric and leather scraps, rubber bands (other: rubber, leather, textiles)
  - paper clips, aluminum foil (metals)
  - rice, pasta, beans (food)
  - marbles (glass)
  - wood (craft sticks, wood chips)
- glue
- paper plate
- printed MSW pie chart (cut out and glue to paper plate for stability)

**Time Frame:** One class period

#### Background Information:

Trash and garbage from households, businesses, and institutions are sent to our landfill as Municipal Solid Waste. Many of the landfilled items could be composted, reused, or recycled. **Composting** converts yard waste into a valuable soil amendment for gardening. **Reusing** is using a product again, either for its original purpose, or in a completely different way. For example, a milk jug could be used as a watering can for plants, or a bird feeder, etc. **Recycling** is the process of making new products out of used materials. When recycling aluminum cans, for example, the aluminum is melted, pressed into sheets, and reformed into a new product.

Items currently recycled by the East Baton Rouge Recycling Program include: aluminum cans, aluminum foil, or pie pans, glass, plastics 1 and 2, tin (steel) food and beverage cans, aseptic containers (plastic coated paper drink boxes and milk cartons), newspaper, corrugated cardboard and scrap (mixed) paper. A more complete listing is available on the recycling office web site at [www.ci.baton-rouge.la.us/recycle](http://www.ci.baton-rouge.la.us/recycle).

Through **reducing** the amount of waste generated, **composting**, **reusing** products, and **recycling**, landfill space is saved, energy costs and natural resources are conserved, and pollution is minimized.

# 4<sup>TH</sup> GRADE



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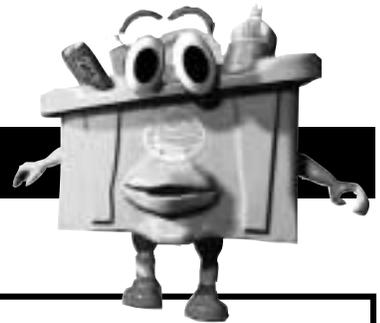
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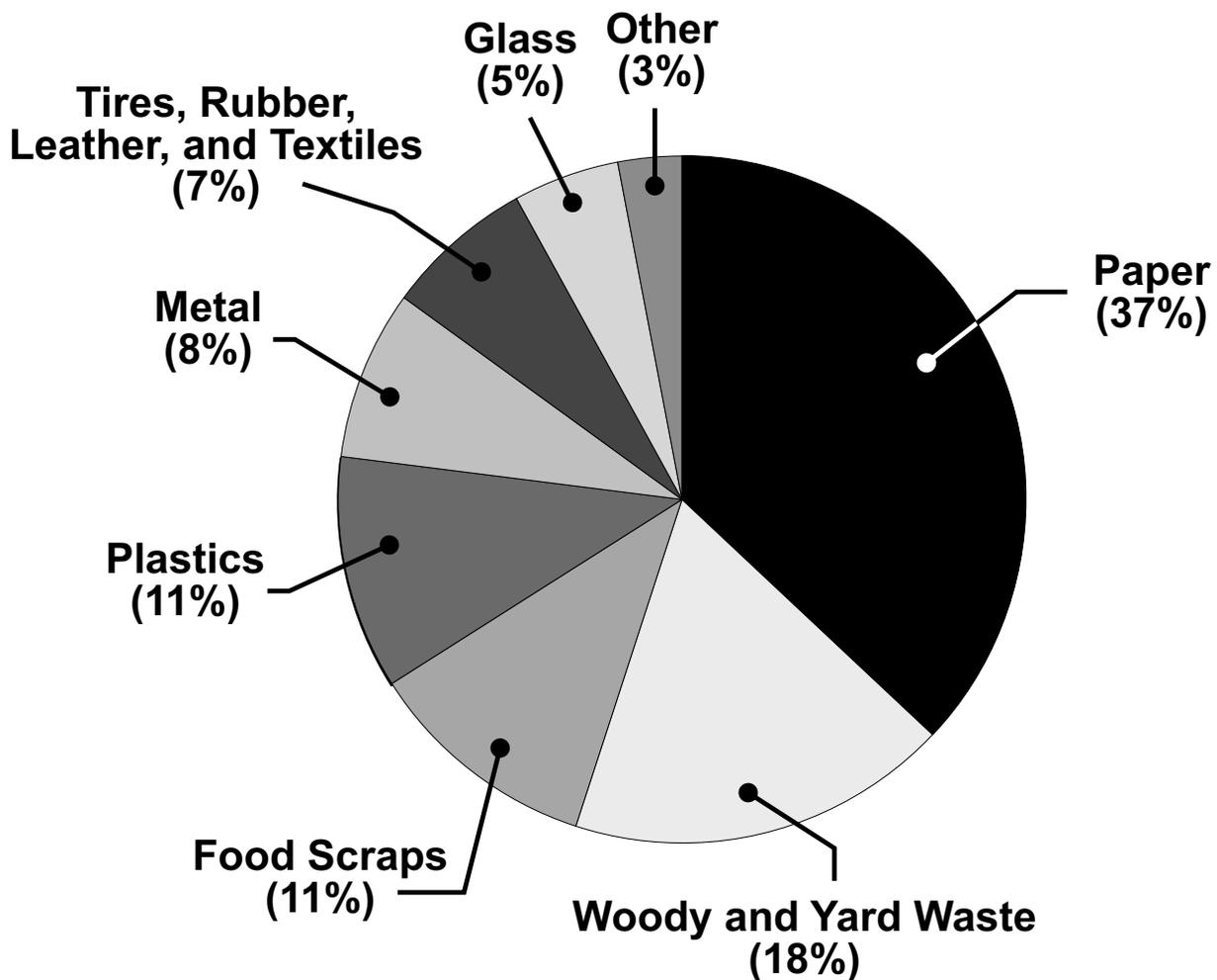
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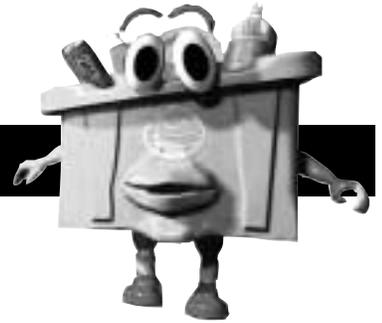
## 2000 National Total Solid Waste Generation — 232,000,000 Tons Before Recycling



**REMEMBER TO REDUCE, REUSE, AND RECYCLE!**

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## Procedure

- Introduce the Garbage Pizza activity by having the students brainstorm the kinds of items that might be in the garbage collected in Baton Rouge. List all ideas on a chart.
- As a large group, have students examine the material in the classroom trash can.
- Show the pie chart on the overhead and compare the data with that collected by the class. Note any similarities and differences.
- Discuss the implications of the percentages in each category.
- Distribute materials and have students construct their garbage pizzas by gluing the various materials to the appropriate sections on the pie charts. Display their pizzas.
- Distribute

## Discussion

*How did the materials listed in the MSW chart compare with those found in your garbage can in our first lesson? Were they about the same/different? What could account for the differences? Why do you think it may be important to look at the amounts garbage that are thrown away? Can everything be recycled or reused? Why? Why not? It is expensive to keep our landfill in operation. The more we reuse or recycle materials, the longer our landfill will be available for those items that must be there, i.e., contaminated waste, etc. How can we cut down on the amount of garbage we send to the landfill? What are some materials we can recycle?*

## Bridging from the Classroom to Real Life

*What does the garbage pizza have to do with you at home? Can you think of some ways you could keep from throwing some of the materials in the trash to be taken to our landfill? If we did not put some of the items in the trash, what could we do with them? What items do you recycle or reuse at home/school?*

## Extensions

- Conduct a survey to find out if and how recycling is practiced at your school.
- Conduct a survey to determine the number of students/teachers recycling at home and the most common items recycled.
- Allow students to visit the EPA web site for students at:  
[www.epa.gov/recyclecity](http://www.epa.gov/recyclecity) or [www.epa.gov/reg3ocgr/ee.kids.htm](http://www.epa.gov/reg3ocgr/ee.kids.htm) or  
<http://www.epa.gov/epaoswer/non-hw/recycle/gremlin/note.htm> for more activities.
- Visit the recycling office web site at [www.ci.baton-rouge.la.us/recycle](http://www.ci.baton-rouge.la.us/recycle)

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# A Fifth Grade Activity Fitting Trash Into Yesterday



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## Fitting Trash into Yesterday: A Fifth Grade Activity

### The East Baton Rouge Recycling Program

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#### Benchmarks:

##### **Science:**

**SE-E-A3** identify ways in which humans have altered their environment both in positive and negative ways, either for themselves or other living things.

**SE-E-A4** understanding that the original sources of all material goods are natural resources and that the conserving and recycling of natural resources is a form of stewardship.

##### **Language Arts:** Identifies main ideas, supporting details, and author's purpose.

Recognizes and analyzes essential story elements (e.g., setting, plot, character, theme). Reads fiction and nonfiction text for specific purposes. Applies comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) while working both independently and as a member of a group to create; discuss; and critique oral, written, and visual text. Explains cause and effect. Explains author's purpose and viewpoint.

#### Objective:

- Students will learn how trash was handled in the past and how our current methods of disposal have evolved. Through dramatized examples, students will compare non-industrialized cultures with modern society.
- Students will see how the U.S. has evolved into a culture with an accelerating waste disposal problem.
- Students will discuss recycling is a solution to waste disposal.

#### Materials:

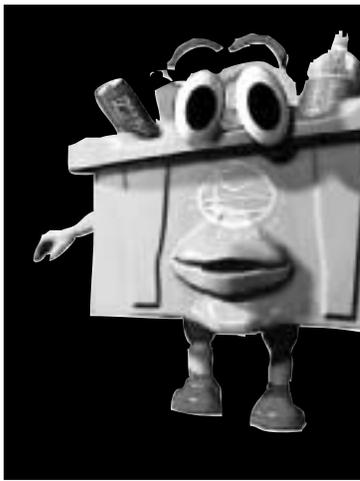
Per student: Play "Here Today, Still Here Tomorrow" Parts 1, 2, and 3

#### Summary:

Included are short skits on the history of waste that illustrate:

- how trash is part of the environmental cycle
- how trash was handled in the past
- reasons for our culture's accelerating waste disposal problem.

After the skits students are asked to write Scene 4 "Here Today, Still Here Tomorrow." This scene will indicate what students think will happen in the future.



# 5<sup>TH</sup> GRADE



**ASSOCIATED  
FOOD STORES**



**Georgia-Pacific**



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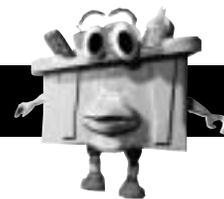
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## Procedure:

1. Explain to the students that each short play illustrates something about waste disposal and the environment and to watch for these messages.
2. Choose a narrator to set the scene for each part and cast the characters a day or two in advance of the dramatization. Pick students to create simple props, and be the set director.
3. You may elect to have the students memorize their parts. This is not necessary, but helpful for other students to better understand the lesson.
4. Rehearse the sections briefly as you see fit. Allow students to use props or make shift costumes to better display their characters.
5. Perform each part and go through the discussion questions between each dramatic section to make the point that there are ideas here beyond dramatic expression.
6. Discuss recycling as a solution to **“Here Today, Still Here Tomorrow.”**
7. After the skits students are asked to write Scene 4 **“Here Today, Still Here Tomorrow.”** This scene will indicate what students think will happen in the future.

### AFTER SCENE ONE

#### Discussion Questions

**What does this tell us about how people once lived?** People lived very simply in caves and ate what they could catch and kill.

**What did they throw away?** Very little. They used almost everything they had and left the scraps for wild animals.

**How did they use the items they had?** They used bones and stones for tools; they used wood for cooking and heating their caves.

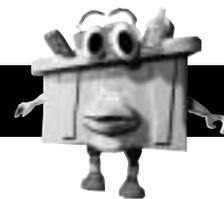
**What materials didn't the play mention that they probably used regularly?** Leaves, grass, teeth bark, insects, reeds, flowers, herbs, intestines for bowstrings, hemp for rope, logs for boats.

**What makes it hard for us to use our resources in the same way?** In many cases, we have found other materials that last longer than the materials people used years ago.

Now, let's go on to the next part of the play. We'll see how people in cities hundreds of years ago threw away their garbage.

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## AFTER SCENE TWO

### Discussion Questions

**Where did the spearhead come from?** It could be the one Junior lost in part one of our story.

**What would happen if we all threw our trash out the window?** If everyone threw their trash out the window, our cities and towns would look like garbage dumps.

**Is it healthful to throw trash out the window? Why?** No, it's unhealthy and it's ugly. Trash often contains decomposing food scraps, broken bottles, and rusty cans that are harmful to our health. Trash must be handled carefully. Today, most of our trash is sent to landfills; however, some goes to waste-to-energy plants. Organic waste can be used for composting and recyclables can be sent to collection or recycling centers.

**Let's see what happens when we don't dispose of our trash properly.**

## AFTER SCENE THREE

### Discussion Questions

**Where did the spearhead come from?** It may be Junior's spearhead that was picked up by the princess.

**What does this tell us about trash and our world?** Some trash decomposes into dirt or humus but that takes time. Some things take hundreds of years to break down. Our planet is alive, growing and changing. It continues to use its resources repeatedly to make new leaves, new grass, new trees, and new rivers. We need to take a look at what we use and how we use it to preserve the Earth.

**Why would someone throw trash under the tree like that?** Our attitudes toward trash and garbage have changed repeatedly over the centuries. Farmers commonly wasted very little and because they had a lot of land, they often used a small portion of it for an open dump to dispose of their own trash.

**What should we do with our trash?** Items that can be recycled, like aluminum cans, plastic milk cartons, and soft-drink bottles, can be separated from other trash and put in a green recycling bin or taken to a recycling center. It's important to remember that hazardous waste such as paint cans, chemicals, old medicines, motor oil, and many cleaning supplies should be disposed of separately from the rest of our garbage. They can cause harm to our environment if disposed of improperly. Baton Rouge sponsors an annual household hazardous waste day each spring to collect these wastes for proper treatment and disposal.

**What can we do to improve what happens to "trash?"** Reduce the amount of material we use. Reuse things as much as possible. Buy only what we need. Recycle whenever possible.

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