

Overview:

Students go on a “litter walk” around the school. They recycle paper in the classroom.

Objectives:

The student will:

- collect and classify trash;
- identify ways to reduce trash; and
- list ways to recycle in the local area.

Targeted Alaska Grade Level Expectations:

Science

- [3] SC3.1 The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by identifying and sorting examples of living and non-living things in the local environment (L).
- [3] SA1.1 The student demonstrates an understanding of the processes of science by asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating.
- [3] SE1.1 The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by identifying local problems and discussing solutions (L).
- [3] SE3.1 The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by listing the positive and negative effects of a single technological development in the local community (e.g., fish trap, fish wheel, four wheeler, computer) (L)..

Vocabulary:

pollute – to make the environment so dirty or unpleasant that it is harmful to living things

recycle – to collect and reuse materials such as glass, paper and plastic

ecology – the scientific study of the relationships between living things and their environments

conservation - the protection and management of Earth’s natural resources, such as forests, mineral deposits, and water, and of the wildlife that depends upon them

Materials:

- *The Berenstain Bears Don’t Pollute (Anymore)* by Stan and Jan Berenstain
- Bags to collect trash
- Rubber gloves (one set per small group of students)
- Science journal

Activity Preparation:

Let the custodian at the school know that you will be leaving trash on the floor in your classroom for three days for a science investigation. Ask them to only empty the trash in the cans.

Activity Procedure:

1. Read the book *The Berenstain Bears Don’t Pollute (Anymore)* and discuss the story. Ask how the bears helped make their area a better place to live. Discuss and define the vocabulary words listed above.
2. Ask the students how they could recycle in their local area. List ideas on the board.
3. Go on a walk around the school and pick up any trash found. Make sure to have several bags Return to the classroom and look at what was collected. Classify the trash (food, paper, plastic, aluminum, toys, etc.). Ask how there could be less trash left on the ground. List responses on chart paper to post in the classroom.

4. Tell students that they are going to see how much trash the classroom makes in three days by throwing it on the floor. Students will throw all paper scraps (other than items like used tissues) on the floor and will not utilize trash cans for three days. Students will soon realize how much trash is created by normal classroom activities!
5. On the fourth day, ask the students how the classroom looks. Compare the trash in the classroom to the trash that was collected outside.
6. In their science journals, have students write about something they as an individual could do to make Earth less polluted.

Extension Ideas:

1. Use the paper collected in the classroom to make recycled, homemade paper. The paper can be used to make note cards to give to others.
2. Discuss how four wheelers or snow machines are beneficial to their lives and how they are recycled.
3. Have students investigate how they can recycle aluminum, glass, paper, and/or plastic locally.
4. Encourage students and families to use cloth bags instead of plastic bags when shopping.
5. Read the following books aloud: *Each Living Thing* by Joanna Ryder, *The Lorax* by Dr. Seuss, *Just a Dream* by Chris Van Allsburg, and *The Wump World* by Bill Peet.