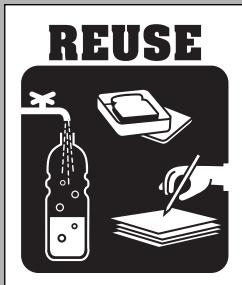


Reuse or Recycle: Which Comes First?



OBJECTIVES:

Students will:

1. compare the amount of energy and natural resources saved by reusing a plastic bottle before it is recycled.
2. discuss different energy sources and inputs required to manufacture and transport a plastic product.
3. list three benefits of reusing something before it is disposed of.



STANDARDS: Science



SKILLS: Analysis, classification, description, problem solving



SETTING: Classroom



TIME: 50 minutes



VOCABULARY:

Electricity
Energy
Manufacture
Recycle
Refine
Reuse

Introduction

Overview:

In this lesson, students will explore the 4Rs hierarchy by looking at the benefits of reusing a plastic bottle before recycling it. They will work in pairs to identify the amount of energy required to manufacture a water bottle and compare the amount of energy necessary to manufacture, reuse or recycle a plastic bottle.

reduces emissions such as carbon dioxide released during the manufacturing process. Reusing items also saves money and landfill space, creates local jobs and keeps resources in our local economy.

Materials:

Students:

- "Energy of Making Plastic" worksheet

Teacher:

- "Making Plastic" overhead
- "Energy of Making Plastic" worksheet overhead
- "Energy of Making Plastic" worksheet answers
- Plastic soda or water bottle
- Rubric overhead
- Rubrics (one per student)

Preparation:

Be prepared to put students into pairs for part of the activity.



ACTIVITY

Discussion

1. Explain that many of the things we use everyday are made, or “manufactured,” in factories using some kind of raw material. Ask the students what paper is manufactured from. Explain that the process of making things for people to use has several steps: Draw T-chart on board as shown below and fill in first column only:

Manufacturing Steps	Manufacturing a Plastic Bottle
Collecting raw materials	<i>Drilling for oil</i>
Cleaning materials (“refining”)	<i>Cleaning or refining the oil</i>
Making item	<i>Making oil into plastic, shaping plastic into bottles, filling bottles with a drink</i>
Packing	<i>Pack bottles into boxes</i>
Transporting to Store	<i>Transport to stores in trucks, trains, boats</i>
Selling to Customer	<i>Store sells bottles</i>
Use of Product	<i>Purchase bottle and use it</i>

2. Explain another example of something that is manufactured such as a plastic bottle. Ask the students what the bottle is made from. Show a clear plastic bottle. Explain that plastic bottles are made from black, liquid oil that is pumped out of the ground. The atoms in the oil are rearranged and combined with other things during manufacture to make plastic: solid but a little flexible, fairly clear. Show the overhead: “Making Plastic.” Complete the T-chart by writing down the steps to manufacturing a plastic bottle.
3. Ask students what they might do with a plastic bottle when they’re finished drinking the contents? Record their answers on the board. Ask the students if they can think of ways to use the bottle again. Explain that there is an important step in the 4Rs hierarchy that comes before recycling: Reuse. When we reuse something, it is used for a new purpose. When we’re finally done with it, we can still recycle the bottle. When the bottle gets recycled, it will go back to the manufacturing part of our process to get made into a new thing, instead of having to pump more oil and make more plastic. Refer to T-chart and draw a line labeled recycling connecting back into manufacturing from bottom.
4. Ask students to name items they often recycle but do not reuse. Write the names of these items on the board. Why do people use some things only once before recycling? Examine some of the reasons that people do not reuse items before recycling; i.e., convenience, durability, accessibility to purchasing a new item, cost, it can’t be refilled, it’s dirty, etc.
5. Ask students to define reuse (to use again) and write their definition on the board. Then ask them to define recycle (making something old into something

new, the process of remanufacturing used materials into new products).

6. Tell the students that they will learn why reuse is so important and why it comes before recycling in the 4Rs hierarchy by looking at how much energy is saved by reusing a plastic bottle before it is recycled.
7. Post the overhead of the rubric, and review with the class the expectations for this lesson.

Procedure

1. Explain that if a bottle is reused to carry water or something else instead of buying a new one, we save natural resources and energy.
2. Ask the student to consider how much energy might be saved by reusing a bottle. Define energy: the capacity for doing work. Explain that energy is stored in food, batteries, and different fuels like gas. Energy is carried by electricity, waves of water or sound, and moving objects. Have the students discuss different ways that they use energy and identify where it comes from. Make a T-chart on the board with the titles below and ask students to complete the T-chart.

Where we use energy	Where we get it
In our bodies	<i>Food</i>
Light our rooms	<i>Electricity</i>
To get around, cars and trucks	<i>Gas, electricity</i>
Cook food	<i>Gas, electricity</i>
Make things in factories	<i>Gas, oil, electricity</i>

3. Ask the students to describe where is energy might be used to make a plastic bottle? Show the overhead “Energy of Making Plastic.” Discuss and circle the different energy sources and inputs required to manufacture and transport a plastic product.
4. Have the students describe where is energy used if a plastic bottle is reused? Where is energy used if you buy a new bottle made from recycled plastic? Is the energy required to reuse a product different from the type of energy used to remanufacture a new product from recycled material? Discuss the differences.
5. Tell the students that they will work with a partner to compare the amount of energy required to make a new plastic bottle, reuse a bottle and recycle a bottle.
6. Assign the students to work in pairs. Hand out a worksheet “Energy of Making Plastic” to each pair of students. Model how to complete the worksheet.

(continued on next page)



ACTIVITY – *continued*

Wrap-Up

1. Come back together as a class and discuss their findings with a series of questions, for example:
 - How many energy units are required to reuse a plastic bottle versus buying a new bottle made from recycled plastic?
 - If you reuse a plastic bottle before recycling it, how many energy units are you saving? (A bottle's worth of energy for each time you reuse it.)
 - Which action conserves more natural resources reusing or recycling?
 - Did anyone think of some other things that are saved when you reuse, besides energy?

(Go back to the overhead “Making Plastic” to discuss other resource inputs and pollution outputs. An interesting fact to share is that local environmental scientists have figured out that it takes more water to make the bottle than a plastic water bottle actually contains for you to drink. The process of moving the materials and bottles around and manufacturing the

bottles produces both air and water pollution. Time, money, and landfill space are other savings associated with reuse.)

2. Ask students to describe other things that people throw away that could be reused?
3. Explain when an item such as a plastic bottle is reused, all of the resources and energy required to make plastic and manufacture and transport a new bottle are conserved. Even if the new bottle was recycled, energy and resources are still required to transform the recycled plastic into a new product—so reuse before you recycle!

Final Assessment Idea

Have students write a paragraph describing why reuse is placed before recycling in the 4Rs hierarchy, citing at least three benefits of reusing something before it is recycled or thrown away. Have them describe one specific example of an item from home that can be reused before it is recycled.

RESOURCES

Extensions:

Have students contact their local utility company to find out how the electricity they use is generated (gas-fired power plants, wind power, hydroelectric, coal-fired or biomass power plants, geothermal power) and research the availability and impacts of these energy sources.

Research different types of energy used during the manufacturing process of a common product.

Compare the elements found in oil and the elements found in plastic and look at the different molecular structures that make these hydrocarbon molecules have such different properties. See the Reciprocal Net website for pictures of fuels and polymer compounds that can be manipulated on the computer screen to see the structure. <http://www.reciprocalnet.org/edumodules/commonmolecules/material/index.html>

Teacher Materials:

California State Content Standards

The standards below represent broad academic concepts. This lesson provides connections to these academic concepts through hands-on activities and exploration. This lesson is not designed for a student to master the concepts presented in the standards. Additional lessons in the classroom that build on this lesson or the standard(s) ensure that students will have the opportunity to master these concepts.

SCIENCE	CONTENT STANDARDS
Grade 4	Physical Science 1.g. Students know electrical energy can be converted to heat, light, and motion.
Grade 5	Physical Science 1.a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties.





Teacher

Energy of Making Plastic Rubric

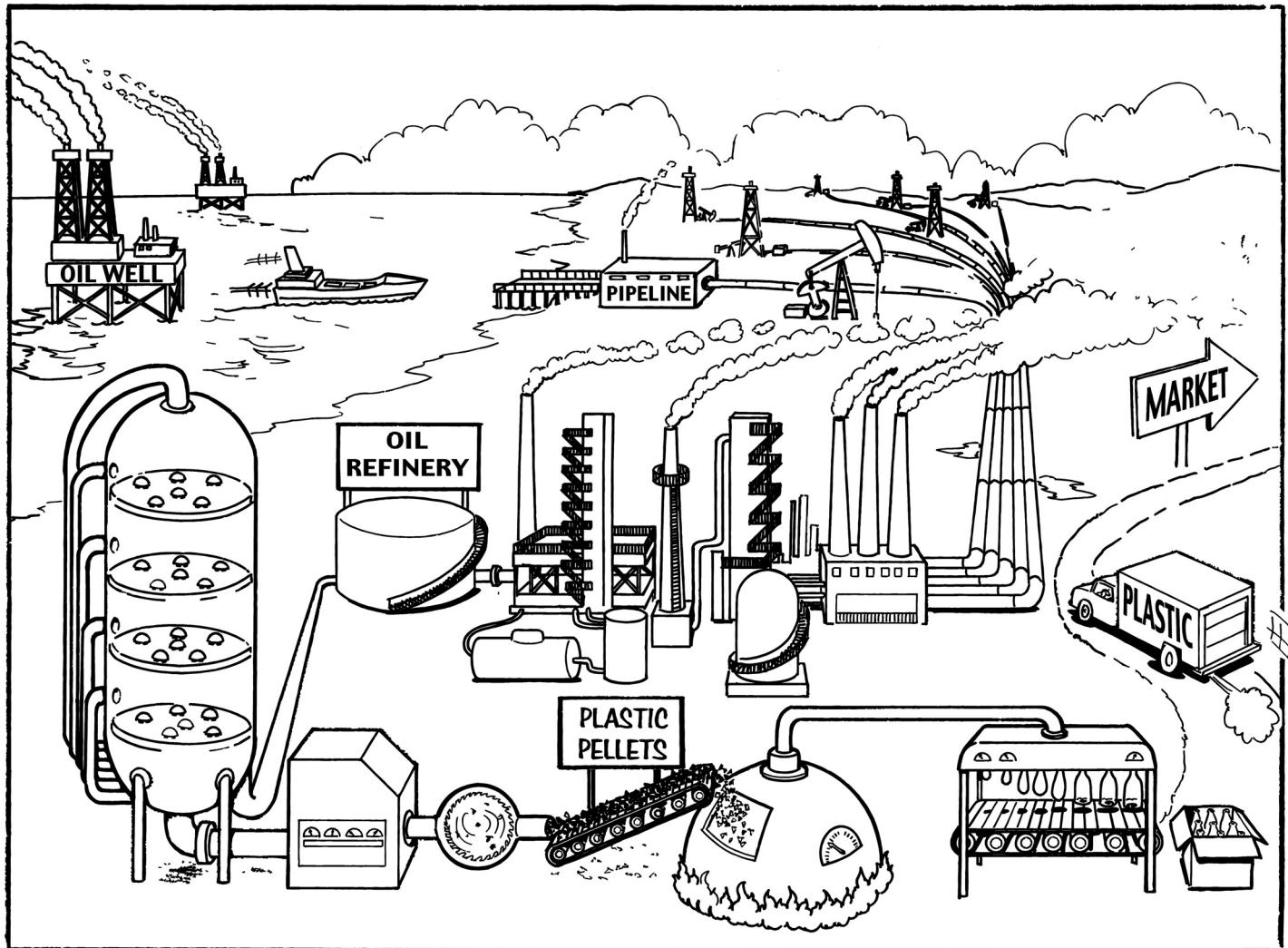
A rubric is a scoring tool that defines the criteria by which a student's work will be evaluated. This rubric is provided to assist you in setting expectations for students and assessing their performance and engagement during the lesson based on specific tasks. Ideally, a rubric is developed with the cooperation of the students. Two blank rows have been provided for you and your class to develop and add your own assessment criteria.

CATEGORY	4	3	2	1
Identify different energy inputs required to manufacture, reuse or recycle a plastic bottle	Student correctly identifies all the energy inputs.	Student identifies most of the energy inputs.	Student identifies some of the energy inputs.	Student does not complete the assignment.
List three benefits of reusing a plastic bottle	Student lists three detailed benefits of reusing a plastic bottle.	Student lists two benefits of reusing a plastic bottle.	Student lists one benefit of reusing a plastic bottle.	Student does not complete the assignment.





Making Plastic



Wells pump crude oil on land and deep beneath the ocean. Oil is shipped and transported to oil refineries. Oil is refined and turned into plastic pellets. Plastic pellets are melted and formed into plastic products. Plastic products are packaged and shipped or transported to stores that sell the products.



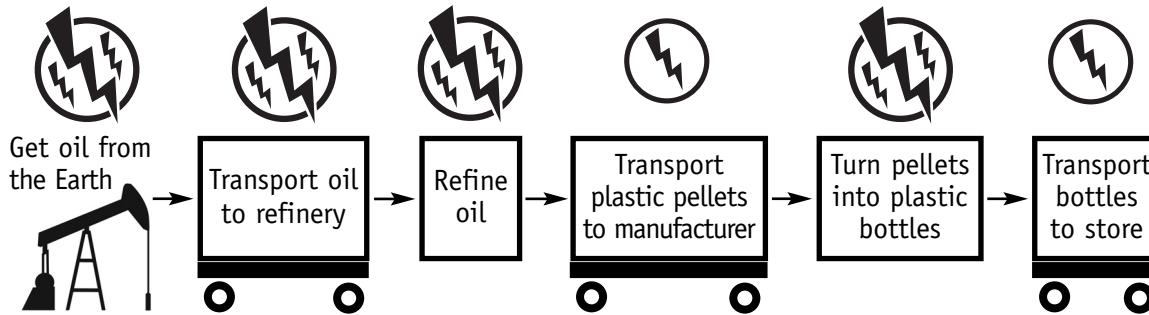


Teacher

Energy of Making Plastic

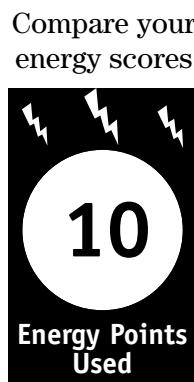
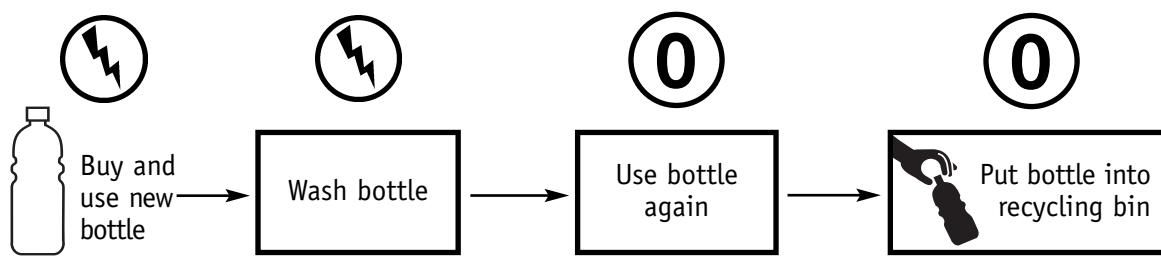
Directions: Look at the diagrams below showing the difference between the manufacturing, reuse and recycling of a plastic bottle.

Energy required to **MANUFACTURE** a plastic bottle from natural resources:

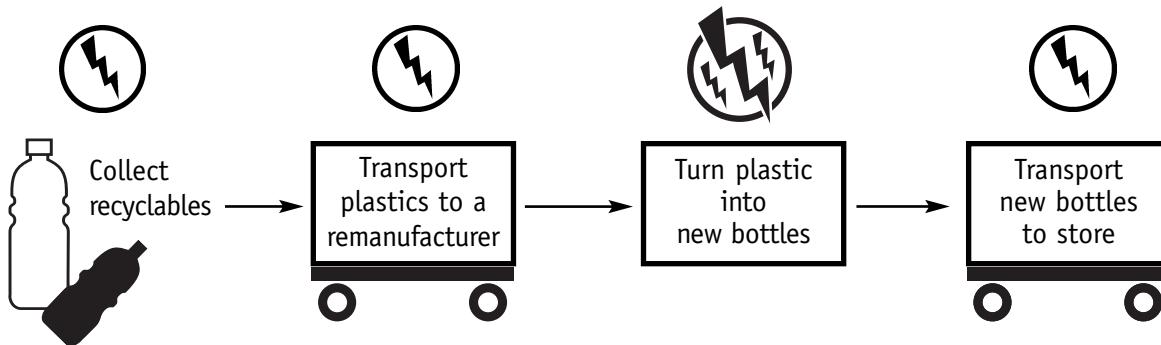


For each diagram below, draw an energy symbol in the circle to show where energy is used during the reuse or recycling process of a plastic bottle.

Energy required to **REUSE** a plastic bottle:



Energy required to **RECYCLE** and **REMANUFACTURE** a new plastic bottle:



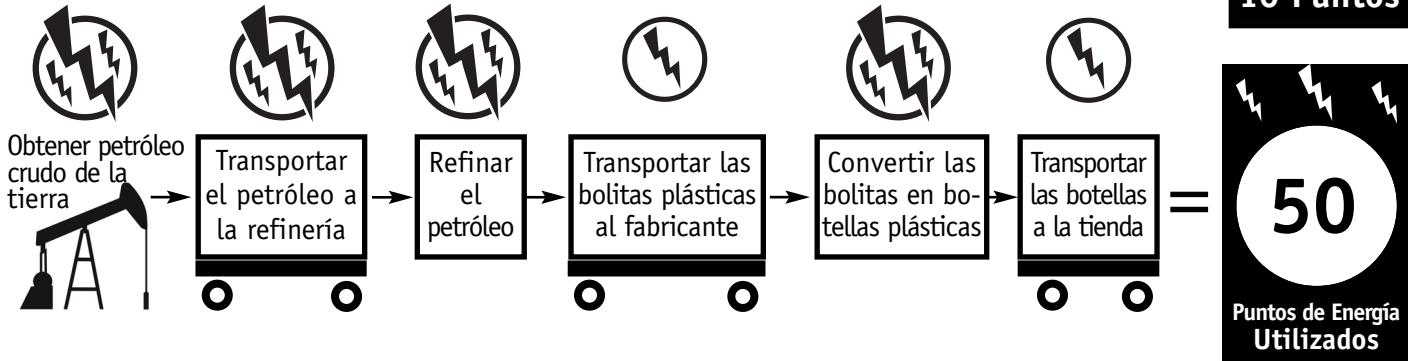
Estudiante



La Energía que se Necesita para Fabricar el Plástico

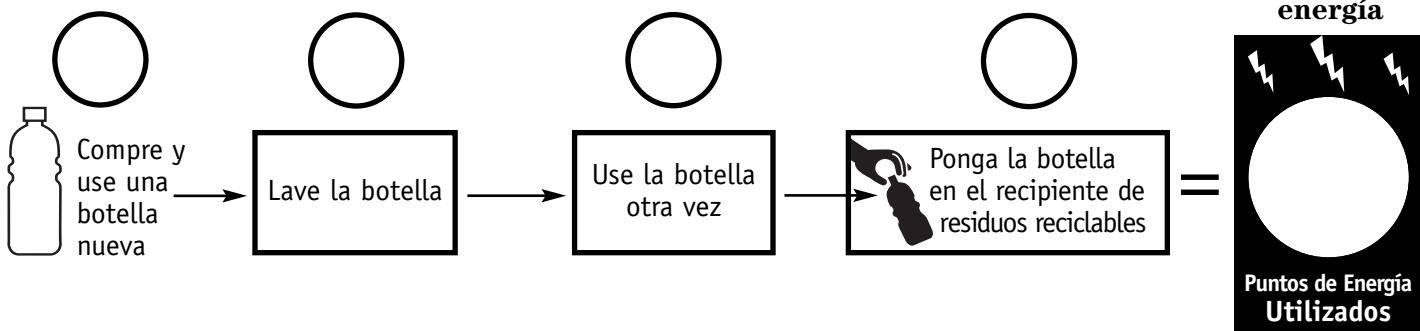
Instrucciones: Mire a los diagramas abajo que demuestran la diferencia entre la fabricación, reutilización y reciclo de una botella plástica.

La energía necesaria para **fabricar** una botella de plástico usando recursos naturales

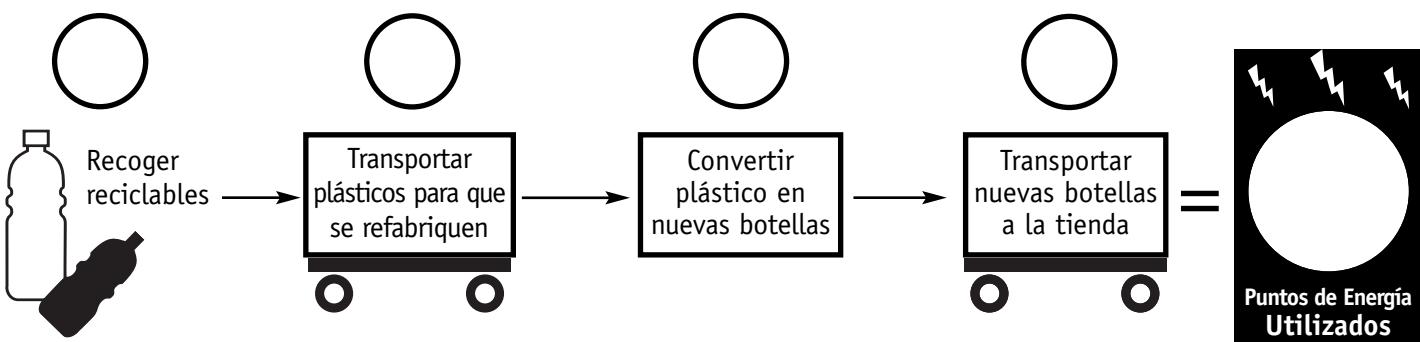


Por cada diagrama que se encuentra abajo, dibuje en el círculo vacío un símbolo de energía que demuestra donde se está utilizando la energía durante la **reutilización or proceso de reciclaje** de una botella plástica

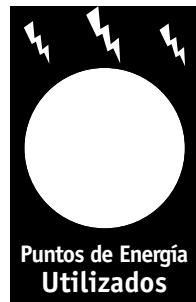
Energía que se necesita para **reutilizar** una botella plástica:



Energía necesaria para reciclar y volver a fabricar una nueva botella plástica:



Compare sus resultados de puntos de energía



Nombre:

Fecha:





Estudiante

Energía de Producir Plástico

1. Describa por lo menos tres maneras en como se usa energía para producir una botella de plástico.

2. Que practica conserva más recursos naturales y ahorra energía: reutilizar o reciclar? ¿Por qué?

3. Describa tres beneficios de reusar un producto antes de reciclarlo.

Nombre: _____

Fecha: _____



DEFINICIONES

Vocabulario:

Electricidad: La corriente eléctrica que fue usada ó decidida como la fuente de energía.

Energía: La capacidad de hacer trabajo. Tipos de energía incluyen termal, mecánica, eléctrica, y química La energía puede ser transformada de una forma a otra.

Fabricación: El proceso de fabricar ó procesar materia prima del principio hasta terminar con un producto completo. Usualmente echo por una compañía industrial de gran escala.

Lombrices rojas: El tipo de lombriz que se usa típicamente en sistemas de abono de lombrices. Las lombrices rojas pueden ser encontradas en el moho de hojas y en montones de estiércol y pueden ser compradas en tiendas donde venden anzuelos y materiales de jardín. El nombre científico en Latín es Eisenia Fetida.

Reciclar: El proceso de producir nuevos productos derivados de materiales usados ó el proceso de fabricar cosas nuevas de materiales viejos. Algunos materiales viejos se pueden hacer de nuevo idénticos a su forma original.

Refinar: Refinar es el proceso de purificación ó transformación de una sustancia. El proceso de refinar es frecuentemente usado con recursos naturales que casi todo el tiempo son de una forma útil pero que son mas usables en forma pura. Por ejemplo Casi todo tipo de petróleo se puede encender directamente al salir del suelo pero no se enciende muy bien y rápidamente atasca motores con sus residuos y subproductos.

Reutilizar: Extender la vida de un artículo simplemente usándolo otra vez ó creando un uso nuevo para el artículo.

