

Where in the World Do I Recycle It?



OBJECTIVES:

Students will:

1. learn about resources they can use to research reuse and recycling options for common household materials.
2. use reference materials to identify three items that are recyclable in their community and locate where they can be recycled.



STANDARDS:

Language Arts



SKILLS: Analysis, classification, description, problem solving



SETTING: Classroom/Computer laboratory and Homework



TIME:

Classroom: 50 minutes
Homework: 10 minutes



VOCABULARY:

Recyclable
Recycle

Introduction

Overview:

In this activity, students will use multiple sources of information to research reuse and recycling options for a variety of household goods.

Teacher Background:

StopWaste.Org's *Recycling Guide* is a resource guide filled with references to locations in Alameda County that accept materials for reuse and recycling. The "Recycling A-Z" directory lists reuse and recycling businesses and facilities that accept different categories of materials, from aerosol cans to wood and yard trimmings. The guide also provides a table of recycling information for residents that lists recycling service providers and what they collect by city in Alameda County. In addition, the guide includes articles and resources for residents of Alameda County, such as how to order compost bins.

Note that different communities accept different materials for recycling.

Materials:

Students:

- From home: three items that can be recycled
- "Where in the World Do I Recycle It?" worksheet (one per student)
- "Website Directions" handout (one per student)
- StopWaste.Org *Recycling Guide*: the "Reuse and Recycling Services Directory" pages (one per student)

Teacher:

- Various discarded items to supplement student supplies
- Rubric overhead
- Rubrics (one per student)

Preparation:

Collect a wide variety of discarded items, and bring to class for students to research, e.g., eyeglasses, batteries, motor oil, etc.

Assign students to bring three items from home to research prior to the lesson.

Review the *Recycling Guide* contents before the lesson.

Call to request a set of *Recycling Guides* at the Recycling Hotline at 1-877-786-7927 or at www.StopWaste.Org.



ACTIVITY

Discussion

1. Ask the students whether anyone in their family has ever thrown something away because they weren't sure whether it could be recycled. Have them share some examples. Look around the classroom, and point out objects such as aluminum cans, batteries, books, eyeglasses, paint, light bulbs and paper notebooks. Tell them that these items often get discarded after use because people do not know how or where to reuse or recycle them.
2. Remind students that all these items were made from natural resources. Recycling keeps these valuable resources out of the landfill. When the items get recycled, they are remanufactured into new products. Recycling is the process of turning something old into something new.
3. Explain that many cities in Alameda County have different practices for accepting materials for recycling. Ask students to describe what their recycling bins look like and share examples of what they put in their bins. Point out the similarities and differences in what students can recycle at home depending on where they live.
4. Tell the class that not all cities recycle things the same way. Students must first identify their community or city where they live before discovering whether a certain material can be recycled. The goal of this activity is to become knowledgeable in using reference materials to find out what is recyclable in their community.
5. Show an overhead of the lesson rubric, and review the expectations for this lesson.

Procedure

Homework (day before activity):

1. Assign students to bring in three items from home that may or may not be collected for recycling in their community.

Day of Activity:

1. Inform the students that they will determine whether the items brought in from home can be recycled in their community by conducting research on a website or using a *Recycling Guide*.
2. Each student should have at least three items to research (pass out items as needed).
3. Tell the students they will be using the StopWaste.Org *Recycling Guide* or online version to conduct their research. Explain that this is a comprehensive guide to reuse and recycling resources in Alameda County.
4. Model how to use the printed guide by looking up an item such as aluminum cans to determine whether it can be recycled in the city where their school is located.
5. Pass out the StopWaste.Org *Recycling Guide* to each student or if using a computer, ask students to go to **www.StopWaste.Org**, and pass out the directions for using the website.
6. Pass out "Where in the World Do I Recycle It?" worksheet to each student.
7. Using various resources, have students answer the questions on the worksheet.
8. When they are finished, call on students to report something new they learned through their research.

Wrap-Up

1. Discuss and emphasize the wide variety of materials that can be recycled based on the students' findings.
2. Ask students to share their findings and explain the importance of recycling materials with friends and family.

Final Assessment Idea

Have students create a poster for the classroom or their home that shows family members what they can recycle in the city where they live.



RESOURCES

Extensions:

Have students develop plans for their families to reuse or recycle materials they are not currently reusing or recycling at home.

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.

LANGUAGE ARTS	CONTENT STANDARDS
Grade 4	Writing Strategies <i>Research and Technology</i> 1.5. Students quote or paraphrase informational sources, citing them appropriately. 1.6. Students locate information in reference texts by using organizational features (e.g., prefaces, appendixes). 1.7. Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
Grade 5	Writing Strategies <i>Research and Technology</i> 1.3. Students use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate information.





Teacher

Where in the World Do I Recycle It?

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
Identifies three places for reuse or recycling	Student identifies three local places for reuse or recycling the items listed on their worksheet.	Student identifies two local places for reuse or recycling the items listed on their worksheet.	Student has difficulty identifying any local place for reuse or recycling the items listed on their worksheet.	Student does not attempt the assignment.





Where in the World Do I Recycle It?

Directions: Using the StopWaste.Org *Recycling Guide*, the phone book, and/or the www.StopWaste.Org website, research where you can reuse or recycle three items from home.

Name of Item: _____

Where can you take this item for reuse or recycling? Write the name, address and phone number of two places.

1. _____
2. _____

Name of Item: _____

Where can you take this item for reuse or recycling? Write the name, address and phone number of two places.

1. _____
2. _____

Name of Item: _____

Where can you take this item for reuse or recycling? Write the name, address and phone number of two places.

1. _____
2. _____

Your neighbor has an item and they don't know what to do with it. You are going to help them!
Where can they get the information they need to reuse, recycle or compost that item?
Name at least two sources.

1. _____
2. _____

Pick one of the sources above. In three or more steps, explain how they can look up the information they need.

Name: _____ Date: _____





Student

Where in the World Do I Recycle It? Website Directions

To search on the Web, use the directions below:

1. Go to the website **www.StopWaste.Org**.
2. Scroll down to the bottom right of the page, and you will find the *Recycling Wizard*.
3. Under the question “Where Can I Recycle?” click on the arrow next to “Select a Material.”
4. Select “All Materials” for a full listing of materials.
or
Select a category of materials such as Construction and Demolition, Electronic Devices, Glass, Hazardous Materials, Metal, Organic Materials, Paper, Plastic, Materials to be Reused, or Special Materials.
5. Once you find your material, click on it, and the link will tell you where you can reuse, recycle, or dispose of the material.

To research another material, go to the top of the page under “Where Can I Recycle?” to select another material or category of materials.



Name: _____

Date: _____



DEFINITIONS

Vocabulary:

Recyclable: discarded materials such as paper, aluminum, tin, plastic, cardboard and glass that in most cases can be recycled and remanufactured into new products.

Recycle: the process of producing new products from used material or the process of remanufacturing used materials into new products. Some used materials can be made into new items of the same thing. Others are made into entirely new items.

