Creating A Classroom Recycling Center

Lesson Plan

Centered on the Three R's of Reduce, Reuse and Recycle

This lesson is written for grades K–5, however, teachers can adapt lessons and appendices as desired to fit the needs of your classroom.

Lesson Duration: 2-5 Days

Standards: See complete list at end of lesson.

Objectives:

- Students will understand the meaning and significance of recycling
- Students will organize classroom/school recycling program
- Students will communicate recycling plan to others
- Students will find ways to collect and report data
- Students will prepare and execute classroom recycling plan

Materials:

- List of recycling facilities in your area (print information off websites or bring brochures if available)
- Your favorite book about recycling (Optional)
- Index cards
- www.elmersgluecrew.com - templates, parent letter, bin design templates, graphs etc.
- Elmer's Glue Sticks and School Glue
- Elmer's Arts and Craft products
- Empty cardboard boxes
- *Appendix CRC—A*- Our Recycling Plan sample sheet
- *Appendix CRC—B*- RAFT Writing lesson

Directions: Copy recycling center planning guides (one for each student or one for each pair or group). Pass out index cards.

Lesson:
Either read to your students your favorite book on recycling, or divide your students up in small groups and have them read their favorite book on recycling to each other.

Have students write down or draw on an index card one idea they learned or had confirmed by reading or listening to the book. Collect cards and randomly share some ideas from the cards. Keep cards for later use.

After Reading:
As a class or in small groups, have students brainstorm ways to implement a classroom/school recycling center. (Use Recycling Center Planning guides found in Appendix CRC—A.)

Discussion ideas:
Students can work in pairs, or small groups to fill out recycling guides. After giving the students some time to work, use the following questions to start class or small group discussions about recycling and the specific plan for your classroom.

- What do we regularly throw away that can be reused?
- What do we regularly throw away that can be recycled?
  (Let students know that beginning in April of each year, collected empty Elmer's glue sticks and glue bottles can be dropped off at Walmart who will then take them to a recycling facility! Register for the program and get more information at elmersgluecrew.com.)
- How can we organize our recycling system in our classroom?
- Who will be involved (class, whole school, community)?
- How will we communicate our ideas with others (letter, posters, morning announcements, etc.)?
- How will it be collected?
- Where will the bins be kept?
- When will they be taken to recycling facility?
- Who will help us (other classes, parents)?
- How will we keep track of how much we have recycled (charts, graphs)?

Steps to setting up a recycle center and recycling process for your classroom:

- Use a master recycling planning guide to consolidate the final recycling plan and post near the recycling area. (See Appendix CRC—A) The charts are a guide to be used by your students. You might have students work in groups or pairs, and then share ideas with the entire class to consolidate and create a plan for the entire class.
- Students use cardboard boxes to make collection bins for reusable and recyclable materials. Empty copy paper boxes work well. Using Elmer's Arts and Crafts products, students decorate and label the bins. Go to elmersgluecrew.com for templates, which can be used to decorate the collection box.
- Create a number of smaller collection bins to use to go to other classrooms in the school to collect empty glue bottles and glue sticks.
- Students use Elmer's arts and crafts products to make posters to hang in the classroom and school to promote the classroom recycling program.
- Students brainstorm other ways to communicate their recycling plan- through letters home, announcements, etc.
- Assign class jobs to assist in the classroom recycling center. Use Appendix CRC—A.
- Implement the plan.

Wrap it Up
Ask students to turn the index card over that they used in the beginning of the lesson and write another new thought or idea that they have learned from this lesson.

Other activities:

- Students complete RAFT writing assignment. (See Appendix CRC—B)
- Have students look through information about recycling facilities in their area. Share with the class what you have learned about each recycling facility and the types of materials they will accept for recycling.
- Contact local organizations such as Lion's Club, Kiwanis, etc. to see if your class can get involved in assisting in their recycling efforts with such items as used eye glasses, books, toys or clothing.
- Plan a visit to a recycling facility or invite a guest speaker to come to your class.

This lesson adheres to the following National Education Standards:

Science

NS.K-4.1 Science as inquiry Abilities necessary to do scientific inquiry, Understanding about scientific inquiry
NS.K-4.2 Properties of objects and materials
NS.K-4.3 Life Sciences Characteristics of organisms, organisms and environments
NS.K-4.5 Science and Technology: Abilities to distinguish between natural objects and objects made by humans
NS.K-4.6 Personal and Social Perspectives: Characteristics and changes in populations , types of resources , changes in environments
NS.K-4.7 History of Nature and Science: Science as a human endeavor

English

NL.Eng-K-12.3 Evaluation Strategies Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
NL.Eng-K-12.4 Communication Skills Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively to variety of audiences.
NL.Eng-K-12.5 Communication Strategies Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate
NL.Eng-K-12.6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
NL.Eng-K-12.7 Evaluating Data Students conduct research on issues and interests by generating ideas and questions, and by posing problems.

ELMER'S GLUE CREW RECYCLING PROGRAM®

Our Classroom's Recycling Guide and Plan

What will we recycle?	Who will help us?	How will we communicate our plans?	What is our goal?	How often will we deliver to center?

Weekly Schedule:

Classroom Task:	How Often Performed:	Who:	Complete by:

Appendix CRC – A

ELMER'S GLUE CREW RECYCLING PROGRAM®

RAFT Writing Assignment

- **R**ole of the Writer - Who are you as the writer? Warrior, princess, president, peasant, park bench, basketball star?
- **A**udience - To whom are you writing? Is your audience a friend, teacher, readers of a newspaper, a local bank?
- **F**ormat - What form will the writing take? A letter, editorial, brochure, ad, poem, song, essay?
- **T**opic + strong Verb - What's the subject or the point of this piece? Is it to convince/persuade, to plead, to state an opinion, to inform?

Pick and choose/mix and match. Example: an aluminum can could write an editorial to the newspaper about the call to recycle, or a garbage collector could write a letter to a citizen of the community about reducing waste.

Choose one from each row. Repeat the activity with another combination!

R	An aluminum can	A garbage collector	A landfill
A	School	Newspaper	Citizen of community
F	Editorial	Cartoon	Letter
T	Call to recycle	Call to clean up landfill	Call to reduce waste