

Recycling is for Everyone!

Grades K-2

Objectives

- To introduce students to the concept of recycling
- To sort items into different types of recyclables

Class Organization

Whole Class

Materials

Note cards or paper
Magic Marker

General Description

This activity introduces the concept of recycling – what it means to recycle, what can be recycled and why we recycle.

Preparation

Write the names of items that can be recycled on pieces of paper or individual note cards. Be sure to include a variety of items made of glass, plastic, paper and aluminum.

Procedure

1. Write “Recycling” on the board. Ask the student what they think the term means. Explain that recycling means to collect items that would ordinarily be thrown away, turn them back into raw materials and use them to create new products.
2. Ask students if they have ever recycled anything. What types of things can be recycled? Make a list on the board.
3. What do we do with the things we want to recycle? There are several methods for collecting recyclables including curbside recycling, drop-off centers, buy-back centers, etc. Discuss with students the collection process in your community.
4. Discuss with the class why we recycle things. Explain that recycling can help reduce the amount of trash we produce, it can prevent pollution, it saves energy and it preserves our natural resources.
5. Now that students are familiar with the concept of recycling, have them practice “recycling” everyday items using the note cards you have prepared.
6. Give each student the card with the household item on it. What type of recyclable is it? For the youngest students you may have to read the names on the cards for them.
7. Have the students sort themselves into four groups: glass, plastic, paper, and aluminum.
8. Ask students what else they think they could do to recycle. Point out to students that one way to tell if something can be recycled is to look for the recycling triangle symbol on it. Encourage students to make recycling part of their lives.

Extension Ideas

- Add non-recyclable products to the group of cards and have students sort the cards into recyclables and non-recyclables. Discuss why various products cannot be recycled. What could we do to reduce our use of these products?
- Have someone from a recycling center come and speak to your class.
- Have students explore the life cycle of a particular product.



Heroic Helpers

Grades K-2

Objectives

- To introduce the concept of charity and the different ways in which students can help others.
- To introduce and execute a pop tab recycling program

Class Organization

Whole Class

General Description

Students discover they can be heroes by helping others

Materials (optional)

Jar/Box (to hold pop tabs collected)

Pop Tabs

Procedure

1. Ask students if they have a hero. Make a list of people they name.
2. Review the list. What makes a hero a hero? What are the attributes of a hero? Be sure your list includes someone who helps others.
3. Ask students to close their eyes and then raise their hands if they think that sometime in the future they think they can be a hero. With their hands still in the air have them open their eyes and look around the classroom. How many hands are up? Tell them that everyone has the ability to be a hero today and not just in the future. They can be a hero by helping others
4. Discuss the concept of helping others by raising money for charity. Ask students if they know who Ronald McDonald is. Have they ever heard of the Ronald McDonald House? Explain to them that the House provides a home away from home for families to stay when their children are sick and in the local hospital. Tell them the House relies on donations from others to operate.
5. Introduce the pop tab recycling program. Explain that students will collect pop tabs at home and then bring them to school each week to be put into a classroom collection container. Explain when the end of the semester occurs, all the pop tabs will be taken to the Ronald McDonald House of Arkansas. From there the tabs will be taken to the recycling center and the Ronald McDonald House of Arkansas will receive the money from the tabs.
6. Review with the students where they can find pop tabs. Tabs can be found on coke cans, soup and vegetable cans, etc.
7. Why just the pop tab and not the whole can? Explain to students that pop tabs have a higher aluminum content than the cans which makes them more valuable. Also, pop tabs are easier and cleaner to collect and store which is important at the Ronald McDonald House because we have to keep a clean environment for our families.
8. Ask the students again if they think they can be heroes. See how many hands are raised now.

Extension Ideas

- Have students decorate the jar/box being used for collecting pop tabs in the classroom using markers, crayons and construction paper.
- Create a Pop Tab Hero Collection Chart. Keep track of how many pop tabs each student or the class as a whole brings in each week (month). Encourage student efforts with "Hero of the Week" or "King/Queen of the Tab" awards/stickers.

Measure Me!

Grades K – 2

Objectives

- To understand the attribute of length and compare objects according to length.
- To learn how to measure using non-standard units of measurement.

Class Organization

Whole class or small groups

Materials

- Pop tabs
- Objects to measure – crayons, markers, scissors, boxes, etc.
- Measure Me! Activity sheet

Procedure

1. Gather students in a circle. Give each child an object found in the classroom. Pick one child and ask him/her to place their object in the center of the circle. Ask the students, “Do any of you have an item that is longer than this?” Let the students take turns bringing their items into the center to compare.
2. Give each student a pop tab. Pick one of the objects and hold it up for everyone to see. Ask students to estimate how many pop tabs you would need to measure the length of the object.
3. Pick several of the students who made different guesses and give them a handful of pop tabs.
4. Model for students how to measure the length of objects using the pop tabs by placing them end-to-end. Have the selected students take turns checking their estimates by measuring the chosen object.
5. Give each student or small group a copy of the Measure Me! Activity sheet, a pile of pop tabs and three objects to measure.
6. Have students record their estimates and measurements on the activity sheet.
7. Bring the class back together and discuss results. Compare the findings of students with identical objects. Did they come up with the same measurements?
8. Based on the student’s measurements have them order all the objects from shortest to tallest.

Extension Ideas

Use this activity as the basis for a discussion on nonstandard vs. standard measurements and why it is necessary/useful to have standard unit of measurement. You can demonstrate this principle by having students measure objects using their feet as the unit of measurement. Since everyone’s feet are different sizes their measurements will also be different.

Measure Me!

Name _____ Date _____

How many pop tabs long am I? Make a guess. Then measure and find out.

1. My object is a: _____

My guess: _____

It is _____ pop tabs long.

2. My object is a: _____

My guess: _____

It is _____ pop tabs long.

3. My object is a: _____

My guess: _____

It is _____ pop tabs long.