

Archived Internet Resources For Ontario EcoSchools *Waste Minimization by Grade (1-8)*

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MINI-LANDFILLS (Grade 4-6)

Where does garbage go? What happens to the things we throw away? Where is "away"?

Most of the household waste produce in North America ends up in landfills. Landfills are wide, deep pits dug in the earth. The garbage trucks that pick up your trash may deliver it to a landfill. At the landfill the trash is taken from the trucks and spread out. A layer of soil is then spread on top of the trash. This trash-soil sandwich continues to grow taller and taller until the landfill is filled up. Over time, some of the material in the landfill will biodegrade, or break down into useful parts that can be used by soil animals and plants. The time it takes for biodegradation to occur varies from a few days to many many years. Some items should not go into landfills because they are toxic or contain toxic parts. Many things that go into landfills could be reused or recycled. In the landfill they are wasted.

The goal of this exercise is to look at several typical household items, determine whether they are made of renewable or nonrenewable resources and observe what happens when they are placed in a landfill. Try and decide the best way of disposing of each item.

MATERIALS:

- four large clear glass jars
- soil
- food scraps such as apple core, banana peel, or potato peel
- waste paper, newsprint or cardboard
- either: aluminum can, steel can or small glass jar
- waste plastic item such as an old toothbrush, plastic holder from a 6-pack of cans, plastic wrap
- masking tape
- marker or crayon
- water

PROCEDURE:

1. Collect the above items.
2. Put a piece of masking tape on each jar and label the jars:
 1. organic
 2. renewable, recyclable
 3. nonrenewable, recyclable
 4. nonrenewable, hard to recycle
3. Questions:

- Into which of the four solid waste categories does each of your collected trash items fit?
- What would normally happen to each of the items you collected? Would it be thrown into the garbage and hauled to a landfill, burned on your property, recycled, reused?
- How does the material an item is made of effect how you dispose of it?
- If you want to reduce solid waste and save natural resources, which category or categories should you try and buy products from?

4. Fill each jar about half full with soil.

5. Put a small sample of each of your collected items into the appropriate jar.

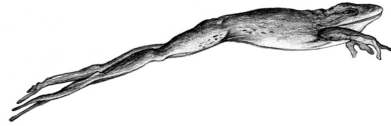
6. Add enough soil to each jar to cover the trash inside.

7. Add water to each jar to make the soil damp.

8. Leave the jars uncovered and place them on a shelf away from people and out of direct sunlight. Stir each jar every day or two.

9. Recordkeeping:

- Predict what you think will happen to the trash in each jar. Record your predictions
- Observe and record any changes that occur over a 3 week period.
- What happened to items made of organic and renewable resources?
- What happened to items made of nonrenewable resources?
- In what ways do you think a real landfill would be similar or different from your mini-landfills?
- What things should not go into landfills? Can you think of ways to avoid using such items - possibly by substituting with different products? How could such items be disposed of in a more useful way?



Ecoliteracy:
The Challenge for Education
in the Next Century

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Liverpool Schumacher Lectures

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Ecoliteracy: The Challenge for Education in the Next Century

“It was twenty years ago today” that I gave my first Schumacher Lecture in Bristol, and I am very grateful to the Schumacher Society and the Institute for Health for inviting me back. What unites this community—the Schumacher Society, the Institute for Health, the participants in the Schumacher Lectures and in the courses at Schumacher College, and the readers of *Resurgence*—is the recognition that our great challenge today is to build and nurture sustainable communities—social, cultural, and physical environments in which we can satisfy our needs and aspirations without diminishing the chances of future generations.

Since its introduction in the early 1980s, the concept of sustainability has often been distorted, co-opted, and even trivialized by being used without the ecological context that gives it its proper meaning. So, I think it is worthwhile to reflect for a moment about what sustainability really means.

What is sustained in a sustainable community is not economic growth, development, market share, or competitive advantage, but the entire web of life on which our long-term survival depends. In other words, a sustainable community is designed in such a way that its ways of life, businesses, economy, physical structures, and technologies do not interfere with nature’s inherent ability to sustain life.

The first step in this endeavor, naturally, is to understand the principles of organization that ecosystems have developed to sustain the web of life. This understanding is what I call *ecological literacy*.

The ecosystems of the natural world are sustainable communities of plants, animals, and microorganisms. There is no waste in these ecological communities, one species’ waste being another species’ food. Thus matter cycles continually through the web of life. The energy driving these ecological cycles flows from the sun, and the diversity and cooperation among its embers is the source of the community’s resilience.

The Center for Ecoliteracy in Berkeley is dedicated to fostering the experience and understanding of the natural world in primary education.

A sustainable community is designed in such a way that its ways of life, businesses, economy, physical structures, and technologies do not interfere with nature’s inherent ability to sustain life.

Being ecologically literate, or ecoliterate, means, in our view, understanding the basic principles of ecology and being able to embody them in the daily life of human communities. In particular, we believe that the principles of ecology should be the guiding principles for creating sustainable learning communities. In other words, ecoliteracy offers an ecological framework for educational reform.

The word ecology, as you may know, comes from the Greek *oikos* (“household”). Ecology is the study of how the Earth Household works. More precisely, it is the study of the relationships that interlink all members of the Earth Household. As John Muir, the famous naturalist, whom we claim as a Californian, but was really a Scot, put it eloquently:

*When we try to pick out anything by itself,
we find it hitched to everything else in the universe.*

LIVING SYSTEMS

The most appropriate theoretical framework for ecology is the theory of living systems. This theory is only now fully emerging but has its roots in several scientific fields that were developed during the first half of the century—organismic biology, gestalt psychology, ecology, general systems theory, and cybernetics.

In all these fields scientists explored living systems, which means integrated wholes whose properties cannot be reduced to those of smaller parts. Although we can distinguish parts in any living system, the nature of the whole is always different from the mere sum of its parts.

Systems theory entails a new way of seeing the world and a new way of thinking, known as *systems thinking*, or *systemic thinking*. It means thinking in terms of relationships, connectedness, and context.

Systems thinking was raised to a new level during the past twenty years with the development of a new science of complexity, including a whole new mathematical language and a new set of concepts to describe the complexity of living systems.

All living systems share a set of common properties and principles of organization.

Examples of these systems abound in nature. Every organism—animal, plant, microorganism, or human being—is an integrated whole, a living system. Parts of organisms—e.g. leaves, or cells—are again living systems. Throughout the living world, we find systems nesting within other systems. And living systems also include communities of organisms. These may be social systems—a family, a school, a village—or ecosystems.

All these living systems are wholes whose specific structures arise from the interactions and interdependence of their parts. Systems theory tells us that all living systems share a set of common properties and principles of organization. This means that systems thinking can be applied to integrate academic disciplines and to discover similarities between phenomena at different levels of scale—the individual child, the classroom, the school, the district, and the surrounding human communities and ecosystems.

The principles of ecology are the principles of organization that are common to all these living systems. If you wish, they are the basic patterns of life. Indeed, in human communities, they could also be called the principles of community.

Now, of course, there are a lot of differences between ecosystems and human communities. There is no culture in ecosystems, no consciousness, no justice, no equity. So we can't learn anything about these human values from ecosystems. But what we can learn and must learn is how to live sustainably. Over more than three billion years of evolution, ecosystems have organized themselves so as to maximize sustainability. This wisdom of nature is the essence of ecoliteracy.

THE WEB OF LIFE

So, how do ecosystems organize themselves? Well, the first thing we recognize when we observe an ecosystem is that it is not just a collection of species but a community, which means that its members all depend on one another. They are all interconnected in a vast network of relationships, the web of life.

Understanding ecosystems, then, leads us to understanding relationships. This is a key aspect of systems thinking. It implies a shift of focus from objects to relationships. A vibrant community is aware of the multiple relationships among its members. Nourishing the community means nourishing these relationships.

Now, understanding relationships is not easy for us, because it is something that goes counter to the traditional scientific enterprise in Western culture. In science, so we have been taught, we measure and weigh things. But relationships cannot be measured and weighed; relationships need to be mapped. You can draw a map of relationships, interconnecting different elements or different members of a community. When you do that, you will discover certain configurations of relationships that appear again and again. This is what we call patterns. The study of relationships leads you to the study of patterns.

Relationships cannot be measured and weighed; relationships need to be mapped.

MATTER AND FORM

And here we discover a tension that has been characteristic in Western science and philosophy throughout the ages. It is a tension between two approaches to the understanding of nature, the study of matter and the study of form. These are two very different approaches. The study of matter begins with the question, "What is it made of?" This leads to the notions of fundamental elements, building blocks to measuring and quantifying. The study of form asks, "What is the pattern?" And that leads to the notions of order, organization, relationships. Instead of quantity, it involves quality; instead of measuring, it involves mapping.

So, these are two very different lines of investigation that have been in competition with one another throughout our scientific and philosophical tradition. For most of the time, the study of matter—of quantities and constituents—has dominated. But in recent decades the rise of systems thinking has brought the study of form—of patterns and relationships—to the fore again. The main emphasis of chaos and complexity theory is on

patterns. The strange attractors of chaos theory, the fractals of fractal geometry—all these are visual patterns. The whole new mathematics of complexity is essentially a mathematics of patterns.

ART AND EDUCATION

As I said before, when you study a pattern, you need to map a set of relationships, whereas the study of matter is the study of quantities that can be measured. Understanding patterns requires visualizing and mapping. This is the reason why, every time the study of pattern was in the forefront, artists contributed significantly to the advancement of science. Perhaps the two most famous examples are Leonardo da Vinci, whose whole scientific life was a study of pattern, and the German poet Goethe in the eighteenth century, who made significant contributions to biology through his study of pattern.

The study of pattern, then, is central to ecology. For educators, this recognition should be important also because it opens the door for integrating the arts into the school curriculum. There is hardly anything more effective than the arts—whether it's the visual arts, music, or the performing arts—for developing and refining the child's natural ability to recognize and express patterns. Thus, the arts can be a powerful tool for teaching systems thinking, in addition to enhancing the emotional dimension that is increasingly being recognized as an essential component of the learning process.

THE PRINCIPLES OF ECOLOGY

When systems thinking is applied to the study of the multiple relationships that interlink the members of the Earth Household, a few basic principles can be recognized. They may be called principles of ecology, principles of sustainability, or principles of community; or you might even call them the basic facts of life. We need a curriculum that teaches our children these fundamental facts of life:

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- that an ecosystem generates no waste, one species' waste being another species' food;
 - that matter cycles continually through the web of life;
 - that the energy driving these ecological cycles flows from the sun;
 - that diversity assures resilience;
 - that life, from its beginning more than three billion years ago, did not take over the planet by combat but by cooperation, partnership, and networking.

Teaching this ecological knowledge, which is also ancient wisdom, will be the most important role of education in the next century.

SYSTEMIC SCHOOL REFORM

Because of its intellectual grounding in systems thinking, ecoliteracy offers a powerful framework for the systemic approach to school reform that is now widely discussed among educators. Systemic school reform is based on, essentially, two insights: a new understanding of the process of learning and a new understanding of leadership.

Recent research in neuroscience and cognitive development has resulted in a new systemic understanding of the process of learning, based on the view of the brain as a complex, highly adaptive, self-organizing system. The new understanding recognizes the active construction of knowledge, in which all new information is related to past experience in a constant search for patterns and meaning; the importance of experiential learning; of diverse learning styles involving multiple intelligences; and of the emotional and social context in which learning takes place.

The new understanding of the learning process suggests corresponding instructional strategies. In particular, it suggests designing an integrated curriculum, emphasizing contextual knowledge, in which the various

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subject areas are perceived as resources in service of a central focus. An ideal way to achieve such an integration is the approach called “project-based learning,” which consists of facilitating learning experiences that engage students in complex, real-world projects through which they develop and apply skills and knowledge.

THE SCHOOL GARDEN

At the Center for Ecoliteracy, we have experienced that growing a school garden and using it as a resource for cooking school meals is an ideal project for experiencing systems thinking and the principles of ecology in action, and for integrating the curriculum. Gardening reconnects children to the fundamentals of food—indeed, to the fundamentals of life—while integrating and enlivening virtually every activity that takes place at a school.

In the garden, we learn about food cycles and we integrate the natural food cycles into our cycles of planting, growing, harvesting, composting, and recycling. Through this practice, we also learn that the garden as a whole is embedded in larger systems that are again living networks with their own cycles. The food cycles intersect with these larger cycles—the water cycle, the cycle of the seasons, and so on—all of which are links in the planetary web of life.

A SENSE OF PLACE

Through gardening, we also become aware how we ourselves are part of the web of life, and over time the experience of ecology in nature gives us a sense of place. We become aware of how we are embedded in an ecosystem; in a landscape with a particular flora and fauna; in a particular social system and culture. “Places,” writes David W. Orr; “are laboratories of diversity and complexity, mixing social functions and natural processes... The study of place enables us to widen our focus to examine the interrelationships between disciplines and to lengthen our perception of time.”

For children, being in the garden is something magical. As one of our teachers put it, “one of the most exciting things about the garden is that we are creating a magical childhood place for children who would not have such a place otherwise, who would not be in touch with the Earth and the things that grow. You can teach all you want, but being out there, growing and cooking and eating, that’s an ecology that touches their heart and will make it important to them.”

GROWTH AND DEVELOPMENT

In the garden, we observe and experience the life cycle of an organism—the cycle of birth, growth, maturation, decline, death, and new growth of the next generation. In the garden, we experience growth and development on a daily basis, and the understanding of growth and development is essential, not only for gardening, but also for education. While the children learn that their work in the school garden changes with the development and maturing of the plants, the teachers’ methods of instruction and the entire discourse in the classroom changes with the development and maturing of the students.

Since the pioneering work of Jean Piaget, Rudolf Steiner, and Maria Montessori, a broad consensus has emerged among scientists and educators about the unfolding of cognitive functions in the growing child. Part of that consensus is the recognition that a rich, multi-sensory learning environment—the shapes and textures, the colors, smells, and sounds of the real world—is essential for the full cognitive and emotional development of the child. Learning in the school garden is learning in the real world at its very best. It is beneficial for the development of the individual student and the school community, and it is one of the best ways for children to become ecologically literate and thus able to contribute to building a sustainable future.

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SHARED LEADERSHIP

It is obvious that integrating the curriculum through gardening, or any other ecologically-oriented project, is possible only if the school becomes a true learning community. The conceptual relationships among the various disciplines can be made explicit only if there are corresponding human relationships among the teachers and administrators.

In such a learning community, teachers, students, administrators, and parents are all interlinked in a network of relationships, working together to facilitate learning. The teaching does not flow from the top down, but there is a cyclical exchange of information. The focus is on learning and everyone in the system is both a teacher and a learner. Feedback loops are intrinsic to the learning process, and feedback becomes the key purpose of assessment. Systems thinking is crucial to understand the functioning of learning communities. Indeed, as I have mentioned, the principles of ecology can also be interpreted as principles of community.

Finally, the systemic understanding of learning, instruction, curriculum design, and assessment can only be implemented with a corresponding practice of leadership. This new kind of leadership is inspired by the understanding of a very important property of living systems, which has been identified and explored only recently. Every living system occasionally encounters points of instability, at which some of its structures break down and new structures emerge. The spontaneous emergence of order—of new structures and new forms of behavior—is one of the hallmarks of life. In other words, creativity—the generation of forms that are constantly new—is a key property of all living systems.

Leadership, therefore, consists to a large extent in continually facilitating the emergence of new structures and incorporating the best of them into the organization's design. This type of *systemic* leadership is not limited to a single individual but can be shared, and responsibility then becomes a capacity of the whole.

COMPONENTS OF ECOLITERACY

This brings me to the conclusion of my talk. I have tried to show you how systems thinking forms the intellectual core of ecoliteracy, the conceptual framework that allows us to integrate its various components. Let me summarize these components:

- understanding the principles of ecology, experiencing them in nature, and thereby acquiring a sense of place;
- incorporating the insights from the new understanding of learning, which emphasizes the child's search for patterns and meaning;
- implementing the principles of ecology to nurture the learning community, facilitating emergence, and sharing leadership;
- integrating the curriculum through project-based learning.

As our century comes to a close and we go toward the beginning of a new millennium, the survival of humanity will depend on our ability to understand the principles of ecology and live accordingly. This is an enterprise that transcends all our differences of race, culture, or class. The Earth is our common home, and creating a sustainable world for our children and for future generations is our common task.

About Protecting the Earth

Summary:

In this lesson, students will hear stories that illustrate the importance of protecting the earth's resources, write a list of reasons it is important to recycle, clean up litter, keep the air clean, conserve water and trees or protect endangered animals. Then they will produce a letter to persuade their audience to protect the earth and it's resources by telling why it's important and include simple ways it can be accomplished.

Primary Core Objective:

1st Grade - Language Arts

[Standard VIII Objective 6](#)

Write in different forms and genres.

Materials:

- *Farewell To Shady Glade* - Bill Peet
- *The Lorax* - Dr. Seuss
- *The Berenstain Bears Don't Pollute (Anymore)* - Jan and Stan Berenstain
- *For The Love Of Our Earth* - P.K. Hallinan
- *Going Green* - J. Elkington, J. Hales, D. Hill, J. Makower
- *Just A Dream* - Chris VanAllsburg
- *How To Save The Planet* - Billy Goodman
- *Aardvarks, Disembark!* - Ann Jones
- *The Giving Tree* - Shel Silverstein

Background For Teachers:

Sample 1

April 22, 1992

Dear Mayor Welsh,

My Name is Jeffery Jennings. I go to Aspen Elementary. I think we should recycle because it's hard to find aluminum to make cans. We have to cut down too many trees for paper and newspapers. We need to recycle because it makes too much trash in our city. You could pay people money when they recycle. School kids could help sort things into recycling bins at their homes.

From,

Sample 2
April 22, 1992

Dear Mayor Welsh,

My name is Lee McMillan. I am in first grade. My school's name is Aspen Elementary. The birds can get sick if we get the air dirty. We can help the fish by keeping the water clean. We need to plant trees in Orem so squirrels will have a home. It is important to care about the animals that live in Orem, too.

From,

Sample 3
Dear Mayor Welsh,

I'm Amber Ramos. I pick up cans to save this Earth. I pick up paper and throw it in the garbage. Do you? I want to be good to this land. We should send a letter to everyone in Orem to tell them to pick up papers. The letter should remind people not to throw trash on the ground.

Love,

Intended Learning Outcomes:

The student will hear several stories that illustrate the importance of protecting the earth's resources, write a list of reasons it is important to recycle, clean up litter, keep the air clean, conserve water and trees or protect endangered animals, produce a letter to persuade their audience to protect the earth and its resources by telling why it's important and simple ways it can be accomplished.

Instructional Procedures:

Read one, or more, of the suggested literature selections.

Sample Reading Activity:

Teacher: Asks group one to give reasons to recycle aluminum, plastic, paper and glass.

Students: Group one will give six reasons to recycle aluminum, plastic, paper and glass.

Teacher: Asks group two to give reasons for cleaning up litter.

Students: Group two will give six reasons to clean up litter

Teacher: Asks group three to give reasons to conserve trees.

Students: Group three will give six reasons to conserve trees.

Teacher: Asks group four to give reasons to keep the air clean.
Students: Group four will give six reasons to keep the air clean.

Teacher: Asks group five to give reasons to protect wildlife.
Students: Group five will give six reasons to protect wildlife.

Teacher: Asks group one to tell how a recycling center could be set up in their school or home.
Students: Group one will tell how to set up a recycling center in their home or school.

Teacher: Asks group two to tell ways to clean up litter.
Students: Group two will tell six ways to clean up litter.

Teacher: Asks group three to tell ways to conserve water.
Students: Group three will tell six ways to conserve water.

Teacher: Asks group four to tell ways to conserve trees.
Students: Group four will tell six ways to conserve trees.

Teacher: Asks group five to tell ways to protect wildlife.
Students: Group five will tell six ways to protect wildlife.

PREWRITING ACTIVITIES:

1. The teacher will write one of the following headings on a piece of chart paper or colored butcher paper.

- A. Reasons to keep the air clean
- B. Ways to keep the air clean
- C. Reasons to save trees
- D. Ways to save trees
- E. Reasons to recycle
- F. Ways to encourage recycling
- G. Reasons to conserve water
- H. Ways to conserve water
- I. Reasons to conserve energy
- J. Ways to conserve energy
- K. Reasons to protect wildlife
- L. Ways to protect wildlife
- M. Reasons to clean up litter
- N. Ways to clean up litter

The students can move from chart to chart. They will read each heading, then add a specific reason or way to protect the earth to each list. The lists can then be posted around the room to help the students think of the most convincing reasons to protect the earth and the best ways to accomplish the things they propose.

2. Write the following letter on the chalkboard, chart paper or overhead transparency:

April 22, 1992

Dear Mr. Johnson,

Our class has been learning about caring for the earth. We would like to make posters to remind people to pick up litter. Could we please hang them in the hall? We think our school campus would look much nicer if the students were reminded not to litter.

Thank you,

First Grade

Explain that this letter has four basic parts: the date, greeting, body and closing. Have a student underline the date. Ask a student to draw a smile by the greeting. Another student may put a box around the body of the letter. The last student can circle the closing.

3. The students will meet again in response groups and tell which area of the environment they feel is the biggest problem and why. It is fine if all group members do not choose the same problem as the most important. This will help create a variety of letters.

WRITE:

PROMPT:

Write a letter to the mayor of your city about a specific concern you have about the environment you live in. Give three reasons you feel it is important to protect the environment in your city. Explain two ways you think this could be accomplished. Be sure to capitalize first names, last names, and titles of respect such as Mr., Mrs., Dr. and Mayor. Follow the proper format for writing a letter: include the date, greeting, body and closing.

COMPUTER REVISION ACTIVITIES:

1. Ask the students to correct the following on the computer or handout.

- A. mr. hansen rides the bus to save energy.
- B. mrs. smith sweeps her driveway to save water.
- C. mr. thomas saves cans and newspapers to recycle.
- D. we will ask mayor nelson to help keep our city green.
- E. mr. wilson taught us about caring for wildlife.
- F. we use both sides of a paper in mrs. allred's class.

2. The teacher will place or write the following parts of a letter on the

chalkboard, chart or transparency. The students will organize the parts into a letter using the proper format.

Closing: Thank you for helping us,
Your first grader

Date: May 1, 1992

Body: Our class will be collecting aluminum cans during this school year. We will have containers at the school for you to put them in. It would help us if you would crush the can for us before you send them to school. At the end of the year, we are going to buy a tree to plant at the school with the money from our cans.

Greeting: Dear Mom and Dad,

3. The students can type their letters to the mayor with the help of a computer partner, teacher's aide, or upper-grade student.

RESPONSE GROUP ACTIVITIES:

1. Each student will read his or her letter to the response group. Each member should make a positive comment about the letter.

2. Response group members will exchange papers. The first person will put a star by the specific area of the environment the letter is about. The papers will be exchanged again. The second reader will underline the reasons given in the letter for protecting the earth. The third time the papers are exchanged, the reader will circle the method mentioned in the letter to preserve the earth. The fourth reader will check to make sure the letter has a date, greeting, body and closing. The fifth reader will make sure all titles of respect have a capital letter at the beginning.

Persuasive Letter About The Environment - RUBRIC

Name of Writer _____

Name of Evaluator _____

1. Does the author tell what area of the environment they are worried about?

Yes ----- No

2. Does the writer give reasons for protecting the earth in this letter?

Yes ----- No

3. Does the writer give ways to protect the earth in this letter?

Yes ----- No

4. Does this letter have a date, greeting, body and closing?

Yes ----- No

5. Do the first names, last names and titles of respect in this letter begin with capital letters?

Yes ----- No

What was the best reason you read in this letter for protecting the environment?

Extensions:

Enrichment:

1. The students can take a clean-up litter walk around the school campus to improve the environment around their school.
2. The students might bring things like plastic milk bottles, egg cartons, fast food containers, plastic bottle caps, or anything that might end up in a landfill and create a useful object out of it. For example, a plastic milk bottle could be made into a bird feeder.
3. The students can create posters to promote awareness about the need to be protective of the world they live in.
4. The students could begin collecting cans to recycle to raise money to plant trees or make other improvements in their campus or city.

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