



# **Think Green! Keep Earth Clean (and Beautiful)!**

Grade Levels 3-8

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# Unit Overview

## Materials

DVD Player

The movie WALL-E

Pencil

Paper/notebook

Computers

Internet

Gloves

Trash bags

Scales

[www-tc.pbskids.org/eekoword/parentsteachers/pdfs/lesson4\\_3.pdf](http://www-tc.pbskids.org/eekoword/parentsteachers/pdfs/lesson4_3.pdf)

Copy from sheets above

Food from lunch

Area to create "mini landfill"

Two liter bottles

Newspapers

Trash cans

Plastic containers (such as spaghetti containers)

Aluminum cans

Golf balls

Level surface

Glue, hot glue gun

Paint, paintbrushes

Cardboard

Paper, construction paper

Random items, such as, buttons and beads

Collection of materials that could be recycled

Sunscreen

Garbage bags

Other objects to carry trash or pick up trash

## Standards

Unit Content Standards	Unit Youth Development Standards
<ul style="list-style-type: none"> <li>• LA.5.1.2.1: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.</li> <li>• LA.5.1.6.1: Uses new vocabulary.</li> <li>• LA.5.1.7.8: Uses strategies to aid comprehension.</li> <li>• LA.5.3.1.1: Generates ideas using multiple sources.</li> <li>• LA. 5.3.2.2: Organizes ideas using various tools (graphic organizers, etc.).</li> <li>• LA.5.3.4.1: Editing for spelling, capitalization, and punctuation.</li> <li>• LA.5.3.4.2: Editing for spelling, capitalization, and punctuation.</li> <li>• LA.5.3.4.3: Editing for spelling, capitalization, and punctuation.</li> <li>• LA.5.4.2.4: Variety of communication.</li> <li>• SC.5.N.1.2: Experiments vs. investigations.</li> <li>• SC.5.N.2.2: Experiments should be able to be replicated.</li> <li>• MA.B.1.5.1.5: Use appropriate tools to measure.</li> <li>• MA.B.1.5.2.5: Solves real world problems.</li> <li>• MA.B.2.5.1.5: Uses direct and indirect measures to calculate and compare.</li> <li>• MA.2.5.2.5: Uses correct units.</li> <li>• SS.B.2.2: Understands interactions of people with the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• 3</li> <li>• 5</li> <li>• 9</li> <li>• 10</li> <li>• 12</li> <li>• 14</li> <li>• 15</li> <li>• 16</li> <li>• 17</li> <li>• 18</li> <li>• 22</li> <li>• 24</li> <li>• 29</li> <li>• 38</li> </ul>

## Extension Ideas

<http://atozteacherstuff.com/Themes/Recycling/>

[http://www.education-world.com/a\\_lesson/lesson308b.shtml](http://www.education-world.com/a_lesson/lesson308b.shtml)

<http://members.tripod.com/~MrGsPEpage/science3.htm>

<http://www.animalrightsflorida.org/Education.html>

[www.colliergov.net/Index.aspx?page=127](http://www.colliergov.net/Index.aspx?page=127)

[www.teachervision.fen.com/recycling/lesson-plan/3276.html](http://www.teachervision.fen.com/recycling/lesson-plan/3276.html)

[www.teachervision.fen.com/recycling/lesson-plan/3277.html](http://www.teachervision.fen.com/recycling/lesson-plan/3277.html)

[www.conservation.ca/gov/dor/rre/kids/Documents/RecycleProgram.pdf](http://www.conservation.ca/gov/dor/rre/kids/Documents/RecycleProgram.pdf)

<http://alliantenergykids.com/TeachersandParents/EnergyConservationLessons/022411>

[www.svswa.org/kids/recycling\\_projects.html](http://www.svswa.org/kids/recycling_projects.html)

[www.iwaynet.net/~jwolve/school.html](http://www.iwaynet.net/~jwolve/school.html)

[www.kidsbegreen.org](http://www.kidsbegreen.org)

<http://gardeningsolutions.ifas.ufl.edu/schoolgardens/>

<http://apps.carleton.edu/student/orgs/kfc/lessonplans/>

Extensions:

Creating a litter-less lunch using <http://pbskids.org/eekoworld> Speakers

Composting at school using <http://pbskids.org/eekoworld> School Garden

## **Pre/Post Assessment**

Answer “yes” or “no” to the following questions.

- If you take more food than you can eat, do you throw the leftovers in the trash?
- Do you use paper cups and plates for cookouts or picnics?
- Do you bring lunch to school in a paper or plastic bag and throw the bag away every day?
- Do you throw away aluminum cans or plastic bottles?
- Do you use just one side of your writing paper?
- If you make a mistake when writing or drawing, do you throw away your piece of paper and get a new one?
- Do you throw away clothes you've outgrown?
- Do you buy lots of books and magazines instead of using the library?
- Do you ask for or take a bag when buying small things like candy or gum?
- Do you buy juice or chips in single serving packages?
- Do you use paper towels for drying your hands or cleaning up spills?
- Do you leave the light on in your room when you're not there?
- Do you use a clean sheet of paper to make paper airplanes?
- Do you throw away broken crayons?
- Do you leave the water running while you're brushing your teeth?
- Do you only use hot water when washing your clothes?

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## Lesson 1: WALL-E and Conservation

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- LA.5.1.2.1: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.
- SS.B.2.2: Understands interactions of people with the environment.

### Youth Development Standards:

- 22

### Teacher Background Knowledge:

The teacher should be able to define the words predicting and summarizing. Teacher should model how to make good predictions and summaries using a movie or book all students are familiar with. Also, the teacher should watch the movie beforehand in order to determine if the predictions and summaries given by students are appropriate.

### Materials:

DVD player, the movie *WALL-E*, pencil, paper/notebook

### Procedure:

1. Discuss the essential question, “How can I help keep Earth beautiful by helping to conserve resources?”
2. Ask students to jot down ideas to the question while watching the movie, Wall-E.
3. Watch the first part of the movie.
4. Discuss the strategy, summarizing. Have students summarize what they have watched.
5. Discuss the strategy, predicting. Have students predict what will happen in the second part of the movie.

### Vocabulary

- Conservation
- Pollution
- Renewable resource
- Non-renewable resource

**Formative Assessment:**

- The students will be required to have a notebook on Wall-E. While watching the movie, they will try to answer the essential question. Also, they will be required to summarize both segments of the movie, and they will be instructed to make predictions on the second half of the movie.

## Lesson 2: WALL-E and Conservation

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- LA.5.1.7.8: Uses strategies to aid comprehension.
- SS.B.2.2: Understands interactions of people with the environment.

### Youth Development Standards:

- 22

### Teacher Background Knowledge:

Teacher needs exposure to the movie to be able to review the main ideas of the movie. Also, teacher should be able to lead a discussion which focuses on the questions outlined below. The teacher should also feel comfortable leading the conversation towards the essential question.

### Materials:

DVD player, the movie *WALL-E*, pencil, paper/notebook

### Procedure:

1. Review the essential question.
2. Briefly review what we watched yesterday by asking volunteers to read their summaries.
3. Quickly review predictions students made yesterday.
4. Watch the second half of Wall-E.
5. Students continue to jot down ideas to the essential question while watching Wall-E.
6. Discuss movie focusing on the following aspects: (a.) Why was Wall-E created? (b.) What is pollution and why should it concern us? (c.) Compare and contrast renewable resources with nonrenewable resources. (d.) Why should we be concerned with conserving resources? How can you easily conserve resources?

### Formative Assessment:

- Notebook and participation in discussion.

### Vocabulary

- Conservation
- Pollution
- Renewable resource
- Non-renewable resource

## Lesson 3: Webquest on Conservation and Recycle City

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- LA.5.1.6.1: Uses new vocabulary.
- LA.5.3.1.1: Generates ideas using multiple sources.
- LA. 5.3.2.2: Organizes ideas using various tools (graphic organizers, etc.).
- SS.B.2.2: Interactions of people with the environment.

### Youth Development Standards:

- 22

### Vocabulary

- Vocabulary from lesson 2
- Recycling
- Reusing
- Reducing

### Teacher Background Knowledge:

Teachers should be familiar with the websites below. Teachers should pick appropriate activities for their students, which might vary from student to student. Or teachers could give students a choice of which to complete.

### Materials:

Computers, internet, paper, pencils/pens, [www.epa.gov/recyclecity](http://www.epa.gov/recyclecity),  
[http://teach.fcps.net/trt2/webquests/earth\\_day\\_scavenger\\_hunt.htm](http://teach.fcps.net/trt2/webquests/earth_day_scavenger_hunt.htm),  
[http://www.educationworld.com/a\\_lesson/hunt/hunt030.shtml](http://www.educationworld.com/a_lesson/hunt/hunt030.shtml),  
<http://www.uwm.edu/People/rlwall/>,  
<http://www.lessonplanspage.com/more/scavengerhuntstudent.htm>

### Procedure:

1. Ask students to retell the essential question.
2. Students and teacher will discuss vocabulary using Wall-E as a source/clue.
3. Students will complete webquest or scavenger hunt on recycling.
4. Students and teacher will discuss the new knowledge students gained from computers.
5. Students will play on the website, Recycle City.
6. Students will be required to explain the importance of the website, Recycle City. Students should be able to identify what they learned from this source.

**Formative Assessment:**

- Notebook and participation in discussion.
- The teacher could just observe students completing scavenger hunts and playing with Recycle City. Or teachers could require students to write the correct answer to the questions in the scavenger hunt.

## Lesson 4: Persuasive Posters

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- LA.5.3.4.1, LA.5.3.4.2, La.5.3.4.3: Editing for spelling, capitalization, and punctuation.
- LA.5.4.2.4: Variety of communication.
- SS.B.2.2: Interactions of people with the environment.

### Youth Development Standards:

- 5
- 12
- 14
- 15
- 16
- 22
- 24

#### Vocabulary

- Vocabulary from lesson 3
- Persuasion

### Teacher Background Knowledge:

[http://alex.state.al.us/lesson\\_view.php?id=1090](http://alex.state.al.us/lesson_view.php?id=1090)

<http://school.discoveryeducation.com/lessonplans/programs/protectingplanet/>

<http://www.columbiapa.org/cccd/POSTER%202009%20.pdf>

<http://afcd.us/postercontest.shtml>

First, there are lots of contests which occur for this in Florida. I could not find a current contest for Florida, but I found a state contest, which is current. It is the last link above. It states requirements and has all the forms if a child wishes to compete. Teachers might want to create their own examples to show kids or they might prefer to present some of the examples on the above sights. Also, students might want to plan their poster before drawing. This would allow students to edit their plan so they have the correct punctuation, spelling, etc.

### Materials:

Poster board, construction paper, markers, colored pencils, crayons, optional: stencils, magazines/pictures

**Procedure:**

1. Review material learned from movie and internet sites.
2. Discuss how this information relates to the essential question.
3. Explain persuasion to students. Discuss how people in real life persuade us to do things.
4. Describe the assignment. Students have two options of posters to create:
  - a. The first choice is to advertise the walk that students will walk around campus picking up the litter. The litter will then be divided into things that can be recycled and things which cannot be recycled. The purpose of this poster is to persuade community members to participate.
  - b. The other choice is a poster to advocate conserving resources. Students must persuade their audience to change their ways in order to benefit the Earth.
5. Students design a persuasive poster.

**Formative Assessment:**

- Completed poster.

## Lesson 5: Investigating the Trash

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- MA.B.1.5.1.5: Use appropriate tools to measure.
- MA.B.1.5.2.5: Solves real world problems.
- MA.B.2.5.1.5: Uses direct and indirect measures to calculate and compare.
- MA.2.5.2.5: Uses correct units.
- SC.5.N.2.1: Science is based upon observation which can be tested.
- SC.5.N.2.2: Experiments should be able to be replicated.
- SC.5.N.1.2: Experiments vs. investigations.
- SS.B.2.2: Interactions of people with the environment.

### Youth Development Standards:

- 5
- 10
- 12
- 14
- 15
- 16
- 18
- 22
- 24

#### Vocabulary

- Same as lesson 4
- Estimating

### Teacher Background Knowledge:

The teacher might want to design the experiment before this activity. This way the teacher can lead the students to creating a good experiment. Also, the teacher might want to discuss with the faculty what this group will be doing. This will alert teachers that their rooms will be needed after school. Additionally, this will allow teachers the opportunity to express if they do not want their room to be used and some teachers might even be willing to separate the trash before the after school program.

[http://abclocal.go.com/kabc/story?section=news/local/los\\_angeles&id=6600775&rss=rss-kabc-article-6600775](http://abclocal.go.com/kabc/story?section=news/local/los_angeles&id=6600775&rss=rss-kabc-article-6600775)

<http://www.factmonster.com/cig/science-fair-projects/kind-trash-bag-breaks-down-fastest.html>

<http://www.reachoutmichigan.org/funexperiments/agesubject/lessons/trash.html>

**Materials:**

Gloves, trash bags, scales, paper/notebook, pens/pencils

**Procedure:**

1. Explain to students that our goal is to walk around the school and determine how much trash could have been recycled.
2. We will decide how we will measure the amount of trash which could have been recycled.
3. Discuss estimating. We will estimate before measuring and use this to compare later on.
4. We will design an experiment based upon the scientific method.
5. We walk around the school and separate recyclables from the trash. (I know not all students will want to do this. I would be more than happy to take this responsibility.) We will try to investigate every classroom, every lounge, and the cafeteria.

We will analyze our data and draw conclusions.

**Formative Assessment:**

- Participation and completed experiment.

## Lesson 6: Creating a Mini Landfill

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- LA.5.1.2.1: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.
- SS.B.2.2: Understands interactions of people with the environment.

### Youth Development Standards:

- 5
- 10
- 12
- 14
- 15
- 16
- 17
- 18
- 22
- 24
- 29

#### Vocabulary

- Same as lesson 4

### Teacher Background Knowledge:

Since students have discovered how many things are thrown away, I would like them to understand where the trash goes once it is thrown away. When they create a mini landfill, it will give them the opportunity to see how they impact the Earth, but it will also expose them to how their community influences the Earth. Maybe this realization will help change their attitudes...and maybe they will make a change.

<http://www.iit.edu/~smile/bi9611.html>

### Materials:

Computers, <http://pbskids.org/eekoworld>, (choose garbage and recycling), copy from sheets above, food from lunch, area to create “mini landfill”

## Procedure:

Activity Two: Mini Landfill. Build a mini landfill in your class. Fill the landfill with the typical items from a school lunch. This should include a milk carton, juice box, aluminum can, plastic lunch bag, napkin, plastic bottle, food scraps, waxed paper, potato chip bag and/or packaging from other individually wrapped food items, aluminum foil, and brown paper bag, etc. There are several Internet sites that provide instructions for the creation of a mini landfill. You may find one of these or use the instructions on the Build a Mini Landfill Web site. (Replace the items they recommend placing in the landfill with the items from a school lunch mentioned above.) *Teacher Note: Create the landfill three weeks prior to completing Activity One. Activity One may be completed without creating the mini landfill; simply discuss what happens to the various items in a landfill.*

1. Create the mini landfill.
2. Observe and record results.
3. The steps are listed below.
  - a. Step 1. Have students save the packaging and food remains from their lunch. Before students throw these items away, ask students to record what and how many items they have remaining from their lunch on a post-lunch list. These should be items they are going to throw in the trash or recycle. Post-Lunch List Example: 2 plastic lunch bags, 1 juice box, 1 napkin, food scraps, 1 piece of aluminum foil, and 1 brown paper bag. Use the information on the post-lunch list to create a class graph that displays the items and the number of those items that students threw away or recycled from their lunches. Instead of counting each food scrap, count the number of students that threw away food items. Teacher note: Create a bar graph for this activity that shows what and how many items were thrown away. Leave space to record additional data that will be generated in Activity Two.
  - b. Step 2. Discuss the items that were thrown away or recycled from the students' lunches. Discuss how certain items in the lunches could be reduced. For example, individual serving sizes of chips or drinks could be replaced with larger containers of chips or drinks. If students generally throw away food, they could discuss the issue with their parents and decide what is an appropriate amount of food to bring to school. Explain to students that food scraps in landfills only decompose 25% in the first 15 years. Discuss what items in the lunches can be recycled. Explain that while recycling these items is good, it is better to use an item that can be reused. Ask for examples of items that students reuse. Example: a lunch box, plastic or paper bags, glass jars, thermos, etc.
  - c. Step 3. Discuss how the school cafeteria reduces (buys in bulk), reuses (reuses plates, silverware and trays) and recycles (you may need to ask the cafeteria workers to answer this question).
  - d. Step 4. Create three columns on the board or a piece of chart paper. Write one of each of these headings on each column, "Decomposed the Most," "Decomposed a Little," and "Didn't Decompose at All." Uncover the landfill and record the name of each item in one of the three columns. Have students look at the items on their post-lunch list and find the same items on the landfill columns. Ask students to compare the items on their post-lunch list to

items in the landfill and tally how many of these items decomposed the most, a little, or not at all in the landfill.

- e. Step 5. Discuss how the choices we all make every day impact the amount and types of trash that ends up in the landfill. Discuss how reducing, recycling and reusing makes less waste, which saves our natural resources, and causes less pollution. EekoWorld Page 2 of 4.  
<http://pbskids.org/EEKOWORLD>

**Formative Assessment:**

- Participation and completed results.

## Lesson 7: Letters to the Editor/ Letters to the Public

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards :

- LA.5.1.2.1: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.
- SS.B.2.2: Understands interactions of people with the environment.

### Youth Development Standards:

- 5
- 10
- 12
- 14
- 15
- 16
- 17
- 18
- 22
- 24
- 29

#### Vocabulary

- Same as vocabulary from lesson three

### Teacher Background Knowledge:

Since students have discovered how many things are thrown away, I would like them to understand where the trash goes once it is thrown away. When they create a mini landfill, it will give them the opportunity to see how they impact the Earth, but it will also expose them to how their community influences the Earth. Maybe this realization will help change their attitudes...and maybe they will make a change.

[http://www.educationworld.com/a\\_lesson/03/lp308-04.shtml](http://www.educationworld.com/a_lesson/03/lp308-04.shtml)

<http://www.iit.edu/~smile/bi9611.html>

### Materials:

Computers, [www-tc.pbskids.org/eekeyword/parentsteachers/pdfs/lesson4\\_3.pdf](http://www-tc.pbskids.org/eekeyword/parentsteachers/pdfs/lesson4_3.pdf), copy from sheets above, food from lunch, area to create “mini landfill”

### Procedure:

1. Students and teacher will review results from the experiment.
2. We will discuss in depth why these results are important and how they affect our lives.

3. We will discuss the last step in the scientific method, communicating results.
4. We will talk about why it is important to inform people of the results. Also, we will discuss methods we could use to exchange information.
5. Students will choose an important person in the community to write about the experiment and conserving resources.
6. We will review how to write a letter correctly.
7. Students will write a letter to the figure of their choice.
8. We will proofread and edit letters.
9. Letters will be sent to the various people.

**Formative Assessment:**

- Finished letter.

## Lesson 8: The Recycle Games

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- LA.5.1.2.1: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.
- SS.B.2.2: Understands interactions of people with the environment.

### Youth Development Standards:

- 5
- 10
- 12
- 14
- 15
- 16
- 17
- 18
- 22
- 24
- 29

#### Vocabulary

- Same as vocabulary from lesson seven
- litter

### Teacher Background Knowledge:

Teacher needs to decide which games he/she would prefer for children to participate in during the games. This is modeled around the Olympics, which has been adapted for school. An example of this, that the teacher might be familiar with, is the Metric Olympics. It would also be easiest if this was set up before students arrived.

<http://www.uark.edu/~k12info/teacher/workshops/AIMS-lessons/mini-metrics.pdf>

- Trash Can Relay. Set up five classroom trash cans in an obstacle course. The first student on the team runs the course, weaving in and out around the cans. When the student reaches the last can, he or she turns around and weaves back to the team. The runner taps the next team member in line, who takes his/her turn running the course.
- Bottle Bowling. Set up bowling pins made from 2-liter soda pop bottles, small bleach bottles, or tall dishwashing detergent bottles. Tip: Put about an inch of sand in the bottom of the bottles; the pins will still be easy to bowl down, but the bottles won't fall as easily as they would if there was no sand in them.

- **Waste No Water.** Fill a clean open-topped non-breakable container (a plastic spaghetti sauce jar or a soup can work well) with water for each team; be sure the containers are the exact same size and filled to the brim with water. Set a start and finish point. At a signal, the first runner heads for the finish line, walks over the line, turns around and heads back to his or her team, and passes the container to the next person in line. At the end of the race, the team with the most water still in the container is the winner.
- **Newspaper Relay.** Provide a stack of newspapers for each team and have team members divide the stack evenly among themselves. Set up a paper bag or recycle bin (or whatever container your community uses for recycling newspaper) at a finish line. At a signal, the first member of the team carries his or her stack of newspaper to the finish line, deposits it in the container, runs back to the team, and taps the next person in line.
- **Putt for Points.** Paint five coffee cans with bright colors. Paint or draw a point value on each can. (Suggestions: Paint the number 5 on one can, the number 10 on another, 15 on a third, 20 on a fourth, and 50 on the fifth.) Set up the coffee cans in a row. Give students three golf balls and three chances to accumulate points for their team.
- **Tumbling Towers.** This activity can be done one team at a time. Provide a recycle bin full of clean aluminum cans (for example, soda pop cans). At a signal, students have 2 minutes to stack the cans one atop another. Each student takes a turn at building a tower by stacking cans one atop the other. The student on each team who builds the tallest tower then represents his or her team in a final team-against-team stacking competition.

**Materials:**

Two liter bottles, newspapers, trash cans, plastic containers (such as spaghetti containers), aluminum, cans, golf balls, level surface

**Procedure:**

1. Students will be grouped in teams.
2. Students will be given summary of events.
3. Teacher will explain how students will move from one obstacle to the next.
4. If there are not enough people to record times, students will be given equipment to do so. Students will be shown how to use equipment correctly.
5. Students participate in the games.
6. Class discusses how we reused material. We will discuss the importance of this.

**Formative Assessment:**

- Participation in activity.

## Lesson 9: Recycled Art

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- LA.5.1.2.1: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.
- SS.B.2.2: Understands interactions of people with the environment.

### Youth Development Standards:

- 3
- 5
- 9
- 10
- 12
- 14
- 15
- 16
- 17
- 18
- 22
- 24
- 29
- 38

#### Vocabulary

- Same vocabulary as previous lessons

### Teacher Background Knowledge:

I've actually witnessed another teacher completing this lesson. It was really impressive to see what students created, and it was wonderful that they were able to express themselves creatively. I've always wanted to do this lesson once I saw the creations of my former students.

### Materials:

Good collection of materials which could be recycled, markers, crayons, colored pencils, glue, hot glue gun, paint, paint brushes, cardboard, paper, construction paper, random items, such as, buttons and beads, anything else students need, scissors

### Procedure:

1. Students will be shown a heap of recyclable or previously recycled items.

2. Students will be given instructions for the art they are about to create. (Students could be given very specific instructions, such as, must create an alien out of recycled materials. Or they could be given lots of freedom so they could build/create whatever they wanted.)
3. Students will create “art” from recyclable resources.
4. The criteria could be based upon what the teacher wishes.

**Formative Assessment:**

- Their piece of work.

## Lesson 10: Litter Crew

### Essential Question:

How can I keep Earth beautiful by helping to conserve resources?

### Content Standards:

- LA.5.1.2.1: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.
- SS.B.2.2: Understands interactions of people with the environment.

### Youth Development Standards:

- 3
- 5
- 9
- 10
- 12
- 14
- 15
- 16
- 17
- 18
- 22
- 24
- 29

#### Vocabulary

- Same vocabulary as previous lessons

### Teacher Background Knowledge:

I've always wanted to adopt a highway. Instead, I'm going to adopt my school and the surrounding area. I've noticed since so many people walk in Immokalee, there is a lot of trash in this area. Now I will be able to model and hopefully persuade parents and students to quit littering and leave one less carbon footprint on the Earth.

### Materials:

Sunscreen, garbage bags, gloves, other objects to carry trash or pick up trash

### Procedure:

1. Parents, students, and staff will meet in a central location.
2. People will be broken into groups. They will give maps designating the specific area for them to clean.

3. They will be advised to separate trash into one bag and recyclable materials in the other bag.
4. People will meet in the same location once finished.
5. We will determine how much litter surrounded our school. Also, we will determine how much of the trash could have been recycled rather than thrown away.

**Formative Assessment:**

- Assessing trash and recyclables.
- Finished task.

## Appendix

### Definitions:

1. Conservation—the act of preserving and not wasting
2. Litter—trash, paper, or waste scattered about
3. Renewable resource—resource that can be replaced or replenished, some renewable resources have an endless supply
4. Nonrenewable resource—resource that cannot be produced, re-grown, regenerated, or reused; resource which often exists in a fixed amount (natural gas)
5. Persuasive—to convince someone to believe what you say
6. Landfill—a system of trash and garbage disposal in which waste is buried between layers of Earth to build up low lying land
7. Estimating—to guess a value
8. Sportsmanship—to have good conduct when competing against other people
9. Pollution—introduction of contaminants to an environment which causes instability, disorder, or harm to an ecosystem
10. Olympics—international athletic contests held every four years in a different city
11. Reduce—lowering the amount of things you use
12. Reuse—using something as much as you possibly can before you replace it
13. Recycle—the process of making used materials into new materials