

# In the Bag

**Grade Level:** 2<sup>nd</sup>

**Lesson Time:** 30–45 Min.

## **Objectives:**

- Students will identify trash as recyclable, reusable, repairable, and compostable.
- Students will show the principle of waste reduction.

## **Materials:**

Four pounds of clean trash (include items that can be recycled, reused, repaired and composted – also have items that can only go in the landfill), five clean plastic or paper bags, scale (kitchen or bath).

## **Procedures/Steps:**

1. Show the students the bag of trash you have prepared and ask them to estimate its weight. Call on several students to estimate from just looking at the bag and then from holding the bag. Weigh the bag. If using a bath scale, weigh the person with the trash bag and weigh the person without the trash bag. Then subtract to obtain the weight of the trash bag. Your answer should be very close to four pounds. Tell students that this is how much trash each one of us generates each day. Students may find this unbelievable. Remind them that this figure includes trash from all of their meals, classroom waste, etc. It does not include any of the waste from business and industry.
2. Tape the cards marked recycle, reuse, repair, compost, and landfill/incinerator to the five empty bags. Discuss what these words mean. Find out and discuss with the class what is recyclable in your community.
3. Have the students open the trash bag and tell what each item is used for and why it was purchased. Discuss if the product was necessary or not. Now that the item is trash, was it worth buying the product in the first place? Remind students that we can reduce the amount of trash we throw out by only buying what we need.
4. Have students divide the contents of the trash bag into the proper categories – recycle, reuse, repair, compost, and landfill/incinerate.
5. After classifying, re-weigh the items in the landfill category and discuss how much trash we saved from the landfill/incinerator.
6. To see if the class understands the concept, have each one of them fill out and turn in the worksheet "In the Bag".

### **Assessment:**

**Formative:** Throughout the entire lesson, especially while discussing, students will be observed in the questions they ask, answers they give, and participation they render.

**Summative:** Students will turn in the "In the Bag" worksheet where they will be matching definitions and examples with its appropriate titles. Look for the entire class to get above 80% on it.

### **Reflection:**

This lesson went really well in my third grade class. The students actively participated and seemed to grasp the concepts rather quickly. I included one of the extension activities (bag on waist) as both my pre and post assessment (on different days) and it was great to see the difference in how much trash there was. Next time make sure to be aware of the students that can't handle smells and have a weak stomach. Keep them far from the trash, especially when sorting through it. This lesson would probably work better if you had at least one other adult in there to assist you. Overall it was successful and the students were able to learn, recognize and identify the different parts of recycling.