



Ideas That Make A Difference*

Activity E.u

Grades 4 - 6

Many presentation methods can be used for the following activities. The methods used should be adapted to the specific activity and the creative talents and interests of the participating members. Some suggested methods are:

Essay	Drawing	Research
Story	Poster	Collection
Play	Photo display	Teach a lesson
Poem	Slides	Book reports
Editorial	Video	Bumper sticker
Diary	Audio	Cartoon
Pamphlet	Commercial	Model
Comic Strip	Guest speaker	Advertisement survey
Graph	Field trip	Debate
Role playing		

1. Make a list of environmentally friendly school supplies and get permission to post this in local stores, including the school store.
2. Make posters, write editorials, do radio and TV service commercials, give presentations to community organizations and businesses about reducing, reusing, and recycling paper.
3. Create, produce, and present a play about paper recycling and conservation for youth groups and elementary students.
4. Develop a presentation for area businesses about the value and procedure of a paper recycling program. This might include a student-made video, pictures, overheads, graphs of generic, as well as local, school, and community data.
5. Help train employees of area businesses to implement and carry out a paper recycling program.
6. Create and present an award to the classroom or youth group that uses the best conservation practices.
7. Research areas of waste in the school and community (food, plastic, paper) and prepare a presentation of findings and recommendations to appropriate personnel. Suggestions might include:
 - Have recycling bins for aluminum and uneaten fruit.
 - Use a milk dispenser and washable glasses.
 - Don't use straws.
 - Use washable, reusable service items.

- Recycle cans and bottles used in the kitchen.
 - Separate compostable material.
 - Reuse bulk containers (Also share these with teachers).
 - Allow students to take only what they will eat.
 - Encourage people to take only one napkin.
 - Use ketchup, mustard bottles, etc., and not individual, disposal containers.
8. Hold a reuse day at the school. Wear hand me downs, use materials that have been reclaimed from various sources.
 9. Adopt a highway.
 10. Hold litter pick up activities during the school day, or as an after school project.
 11. Hold a repair workshop day. Have participants bring a usable item that needs simple repairs. Invite volunteers from the community to come and help students with the repairs.
 12. Have a recycling and reuse invention fair. Participants can display either the designs or actual products that they have invented from recycled or discarded materials.
 13. Collect and distribute unused magazines to senior citizens or other who express an interest.
 14. Keep swap boxes for materials that might be needed for classrooms. This might be especially helpful in shop and home economics classes.
 15. Have student committees contact local industries about donating to schools or organizations materials that they normally throw away. It will be important to match the materials to the needs of the school or organization.
 16. Invite foreign exchange students or other from foreign countries to talk about the solid waste problems in their countries.
 17. Invite senior citizens to talk about the differences in solid waste when they were children. (Video or audio tape an interview if the person is not able to visit class).
 18. Create a poem, essay, drawing, model, etc. about this historical perspective of solid waste.
 19. Have a tree planting project.
 20. Organize a paper recycling project in your school or community.
 21. Develop a student generated list of ideas that can be used in the school to conserve paper. The list might include:
 - Use both sides of paper.
 - Make note pads from used paper.
 - Use white or unbleached paper when possible.
 - Use looseleaf notebooks instead of spirals.
 - Use paper towels conservatively (or replace with hand dryers).
 - Reuse bulletin board paper.
 - Maximize the use of the overhead and blackboard.
 - Use cooperative learning.
 - Use answer sheets for tests so that the test can be reused for other classes and/or next year.
 - Use computers for drill and practice.
 - Do work on computer and store on disk so revisions will not waste paper.
 - Have a box for scratch paper that can be used for notes, drills, etc.
 - Organize handouts into two categories (those that will be written on by students and cannot be reused and those that are only used as reference and can be used as a classroom set. If each student needs a copy, these at least can be collected and used again next year.
 22. Develop a student generated list of other materials that can be conserved in the classroom. This

list might include:

- Do not vandalize.
- Use school equipment and supplies properly.
- Use tape and staples sparingly.
- Cover books with paper sacks.
- Have a box for unwanted pencils, erasers, etc.
- Make projects from normally thrown away items.
- Use calendar pictures for room posters, bulletin boards, etc.
- Keep a swap box for such pictures.
- Read the labels and use hazardous materials as directed by label and/or teacher.

23. Develop a student generated list of ways of conserving materials by office and administrative personnel.

24. Select a committee to prepare and present their ideas to the principal and other concerned employees. Such suggestions might include:

- Buy recycled paper.
- Make note pads from scrap paper.
- Make passes from used paper.
- Use both sides of the paper.
- Write messages and memos on small pieces of paper.
- Have a central bulletin board to post announcements.
- Use the PA for announcements.
- Order supplies in bulk.
- Ask to be removed from the junk mailing lists.

25. Develop a campaign to encourage people to buy recycled products. Research stores to determine what recycled products are available. This might include recycled paper towels, recycled paper (determine percentage recycled and if from consumer-generated waste), and recycled boxes (80% of all recycled paper is used for containers such as cereal boxes). Information given to the public should include not only types of recycled materials available, but rationale for purchasing such items, and ways to identify recycled items (look for recycling symbol or gray cardboard).

26. Arrange for field trips to the landfill and/or the local recycling drop-off center.

27. Develop a campaign to encourage community recycling. Write article for school or community newspaper.

28. Attend community meetings such as city council, landfill commission, recycling task force, etc., to learn about current policies and trends in solid waste problems. If appropriate, express your opinions about an issue.

29. Write a letter to the editor taking a stand on a controversial solid waste issue that is being debated in your community. Use information gained at meetings to help support your stand.

30. Visit stores in the community to locate the types of hazardous waste that they sell. Check to see if hazardous waste stickers are in place and "Home Sweet Hazard" pamphlets are available as required by law. If not, volunteer to help put these in place.

31. Develop a letter writing campaign to companies that manufacture over-packaged products. The letter should inquire about the reasons for the packaging, state your reasons for objecting to the packaging, and perhaps offer a better alternative.
32. Initiate an organized effort to request less packaging and paper instead of plastic containers in fast food restaurants. Be sure that all participants are respectful, polite, and create a positive image of someone who is sincerely concerned about the quality of our environment.
33. Organize a letter writing campaign thanking all those businesses and industries who are making definite progress in reducing both the amount and the hazards in our solid waste stream. Be specific about what action you like and state the reasons for this.
34. Create uses for the classroom of items that would ordinarily be discarded. Once uses have been created, decide which uses are needed in the school. Develop a check list of the items with their uses and distribute to the teachers. Teachers should indicate on the check list what materials they might use, and based on this information have students bring the items to a centralized collection center or to the rooms involved. Groups might take a teacher list and be responsible for acquiring the desired materials. Such materials and possible uses might include:

Material

baby food jars
 carpenter shavings
 cereal boxes
 checkbook box
 coat hangers
 egg carton
 film containers
 magazine pictures
 metal can
 plastic milk container
 2-liter pop bottles
 layers
 grocery bag
 plastic lids
 polystyrene package
 shredded paper

Use

beakers
 animal bedding
 poster backing
 crayon or pencil box
 mobiles
 seed or rock collections
 soil samples
 creative writing, collages, posters
 pencil holders
 bird feeders, water supply holders
 mini terrariums, funnels, filters, models for soil
 book cover
 petri dishes
 projects
 animal bedding, garden mulch

*Source: Iowa Department of Education Iowa Clean SWEEP