



KEEPIN' IT IN THE LOOP

a recycling activity and learning
guide for educators and students

K-3



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of Natural Resources
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EVERY DAY, EACH PERSON IN WISCONSIN THROWS AWAY APPROXIMATELY 4.7 POUNDS OF NON-RECYCLABLE TRASH AT HOME, SCHOOL OR AT WORK. WHERE DOES IT ALL GO AND WHAT HAPPENS TO IT WHEN IT GETS THERE?

Introduction

TO EDUCATORS:

Waste, and how we choose to handle it, affects the world's environment—everything that surrounds us—including the air, water, land, plants and man-made things. We need to live in a healthy environment, so that is why waste management is so important. The waste we create has to be carefully controlled to ensure that it does not harm the environment and our health. Recycling items such as aluminum, plastics, paper, used electronics, and food waste is a way we can help with waste management. Keeping these items inside the recycling loop keeps them out of landfills and reduces pollution!

This booklet serves as a supplement to "Keepin' it in the Loop: A Recycling Activity and Learning Guide for Educators and Students, Grades 4-8," and includes recycling activities geared towards younger students, from kindergarten to 3rd grade. This guide does not repeat the background information, glossary of terms, and listing of resources found in the original guide (DNR publication number PUB-CE-2003 2007). Please refer to the original guide for that information.

You will find a list of relevant Department of Public Instruction (DPI) Wisconsin Model Academic Standards (WMASs) at the beginning of each activity. The following letters are used to identify the appropriate subject(s): (SC=Science, EE=Environmental Education, SS=Social Studies, M=Math, FCE=Family and Consumer Education).



RECYCLING SAVES NATURAL RESOURCES,



CONSERVES ENERGY, AND CREATES
LESS ENVIRONMENTAL POLLUTION





It's Your Trash!

Much of what ends up in our trash was once considered valuable, necessary, or desirable by us because of what was wrapped in it. Once discarded, it loses its value and becomes part of a messy, dirty problem called "trash." There are many kinds of trash and many different ways to help alleviate our trash problem. Since we all generate trash, all of us need to do our part to help solve the problem.

Procedure:

1. On the day before this lesson is taught, ask your students to help their family make supper that night. Have them save all the containers that any food came in and bring the containers to school. Send a note home with each student to request adult assistance. Also, before you start this activity, find out what items can be recycled in your community.
2. At the start of class, have each child bring his/her empty food packages to the front of the room and put them in a pile on the floor. Ask students to explain what they had for supper and how the food was packaged.
3. Ask your class what they usually do with all of this packaging. They probably will say, "Throw it away."
4. Ask your students what they might call this pile of stuff. Write a definition of trash on the blackboard. *Trash: things we throw away because we don't want them anymore.*
5. Ask them what this pile of 'stuff' would be called if it was scattered all over the playground. Write a definition of litter on the blackboard. *Litter: trash that's been thrown in an inappropriate place, such as the floor or ground.*
6. Have two or three volunteers sort the trash into several piles of similar items. Ask your students these questions:
 - What are these things made of? (glass, paper, plastic, metal, etc.)
 - Are all of the cans the same? *Using the magnet, give several students the opportunity to sort the magnetic metal (steel) from the aluminum.*
 - Were these items trash when you first bought them?
 - Why did you buy them?
 - What makes them trash now?
 - What do you think about trash? What words can you use to describe trash? Write their responses on the blackboard.
7. Next, ask them:
 - Whose trash is this?
 - What should we do with it? Put it in your desk? Keep it in this room? Why not?
 - Where should we put it?
 - Whose job is it to take care of trash?
 - Do we make too much trash?

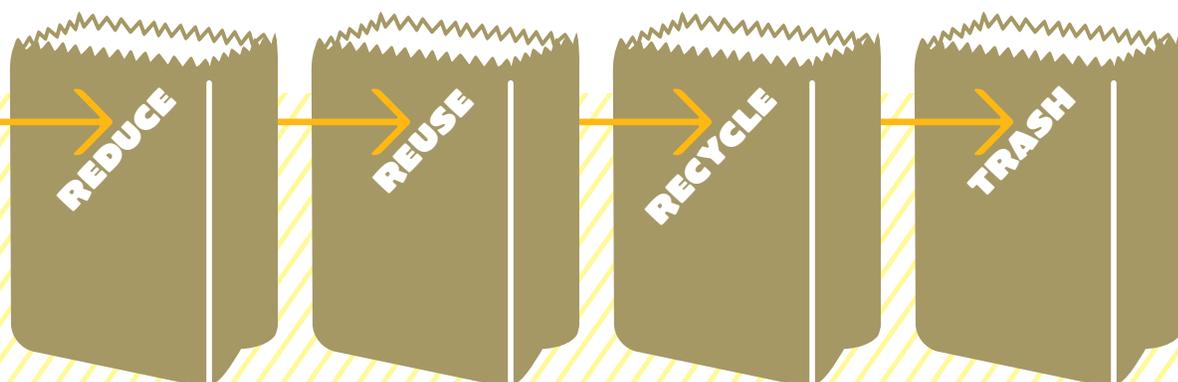
Learning Objective: To help students become aware that everybody contributes to the solid waste problem and that we should work together to solve it. To introduce the practices of reducing, reusing, and recycling as a means to help reduce the amount of waste we generate.

Subjects: Science, Environmental Science, Family and Consumer Education.

Wisconsin Model Academic Standards: SC C.4.2, C.4.5, EE A.4.1, A.4.2, E.4.2, FCE A.2, D.2

Grades: 2-3

Materials: small magnet, four boxes or grocery bags labeled: Reduce, Reuse, Recycle, and Trash



8. For older students, write "Throw Away" on the blackboard. Ask: Where is "away?" What happens to trash?
9. Place four boxes or shopping bags labeled: Reduce, Reuse, Recycle and Trash, next to the pile of trash.
 - Discuss with your class what each of these terms means.
 - Ask students to help you sort out items that can be recycled and reused.
 - Discuss *how* each can be recycled and reused as you place it in the appropriate container.
10. Next, ask them how the amount of trash that's left could be reduced. (e.g., buy food in bulk so there won't be as much

packaging, buy food in containers that can be recycled or reused, etc.) Put items that could have been reduced in the 'Reduce' container.

11. Put what is left in the 'Trash' container. Ask the class:
 - What can you do to reduce, reuse, and recycle at home?
 - Is it better for the environment to reduce, reuse, and recycle? Why?
12. Finish the activity by properly placing the recyclables and the "trash" to their appropriate containers.

SINCE WE ALL GENERATE TRASH, WE ALL NEED TO DO OUR PART



GOING BEYOND

1. Copy and give your students the "Recycling Maze" worksheet found in this guide. Ask them to follow the path from their house to the recycling center, collecting all the recyclable items along the way.
2. Encourage your students to recycle at home. Find out what is recyclable in your community and how to sort and prepare those items for recycling. Contact your local municipality for more information.
3. Copy and give your students the "Trash It or Recycle It?" worksheet. Ask them to draw a line from each item to the proper container it should be placed in.
4. Set up a "Reuse Box" in the classroom for paper that has been used on only one side and encourage students to use it.
5. Collect aluminum cans, plastic soda, milk and detergent bottles, and other items that can be recycled in your community. Take them to a recycling center and use the money to support your school recycling project or to take an environmental field trip.
6. Ask the custodian not to empty the waste basket for several days (do not put food waste in basket). What are your students' reactions? Discuss these with the class.



FAMILY LETTER

Dear Family,

Tomorrow we will be learning about recycling in class, and we need some examples of food packaging. Please ask your child to help you make supper tonight and save all of the packaging or containers that your food came in. Assist him/her with opening, emptying, rinsing, and drying the containers, and please send them to school with him/her tomorrow.

Thank you for your assistance.

Sincerely,

Follow that Plastic Bottle

Many of the things we use in our daily lives are made from resources that can be recycled or reused—saving energy and allowing us to use these resources over and over again. For example, beverage containers are made from a variety of resources and the process of making them uses a great deal of energy. Recycling saves these materials and requires less energy. Plastic bottles, for instance, can be melted down and made into new things like more plastic bottles, fiber filling for jackets, or used to make plastic lumber products.

Procedure:

1. Show your students the pile of clay. Ask them to pretend this is all of the clay there is in the world. Once they use it up, there will be no more. Tell them they will make bottles with the clay and will pretend to drink water from the bottles. Then the bottles will be thrown away.
2. Give each student a small piece of clay and ask him/her to make a bottle and to pretend to drink from it.
3. Collect their bottles and pretend to throw them away. Ask them if they want more pretend water. Repeat this procedure until all of the clay is gone.
4. Ask your students:
 - Where did all of the clay go?
 - Where did all of the clay bottles go?
 - How are we going to get more if there is no more clay to make bottles, and there is nothing else to make bottles with?
 - What could we have done to make the clay last longer?
5. Retrieve the clay bottles that have been “thrown away.” Give one to each student and make the rest of the bottles into a pile of clay again. Tell them we are going to start over and to pretend they have not thrown their first bottles away. Ask them: What can we do with these bottles so that the clay will last longer?

Learning Objective: To introduce the concept of recycling and reuse.

Subjects: Environmental Education, Family and Consumer Education

Wisconsin Model Academic Standards: EE A.4.1, B.4.3, B.4.9, C.4.1 FCE A.2

Grades: K-3

Materials:

- Clay—enough for each student to make two or three ‘bottles’
- Examples of bottles (glass & plastic) and cans that can be recycled
- Fiber filling from an old jacket



6. Discuss the term *recycle*, which means, using the same materials to make new products.
 7. Tell your students they are going to recycle their bottles. Collect the bottles and mix them all together again. Give each student a piece of this clay and have him/her make a new bottle. Tell them *this* is recycling. They made new bottles from used bottles. Many materials can be recycled over and over again. Show them examples of bottles (glass & plastic) and cans that can be recycled.
 8. You may want to tell your students that some materials can be recycled into new things that look different from what they originally were. Have them make a clay cup out of their clay bottle. Show them a plastic water bottle and an example of a product made from recycled plastic.
3. Read *The Lorax*, by Dr. Seuss. Discuss how the “truffula” trees could have been saved by recycling “thneeds.”
 4. Collect new leaves, some soil, and dead leaves in several stages of breakdown. Discuss how nature recycles nutrients.

GOING BEYOND

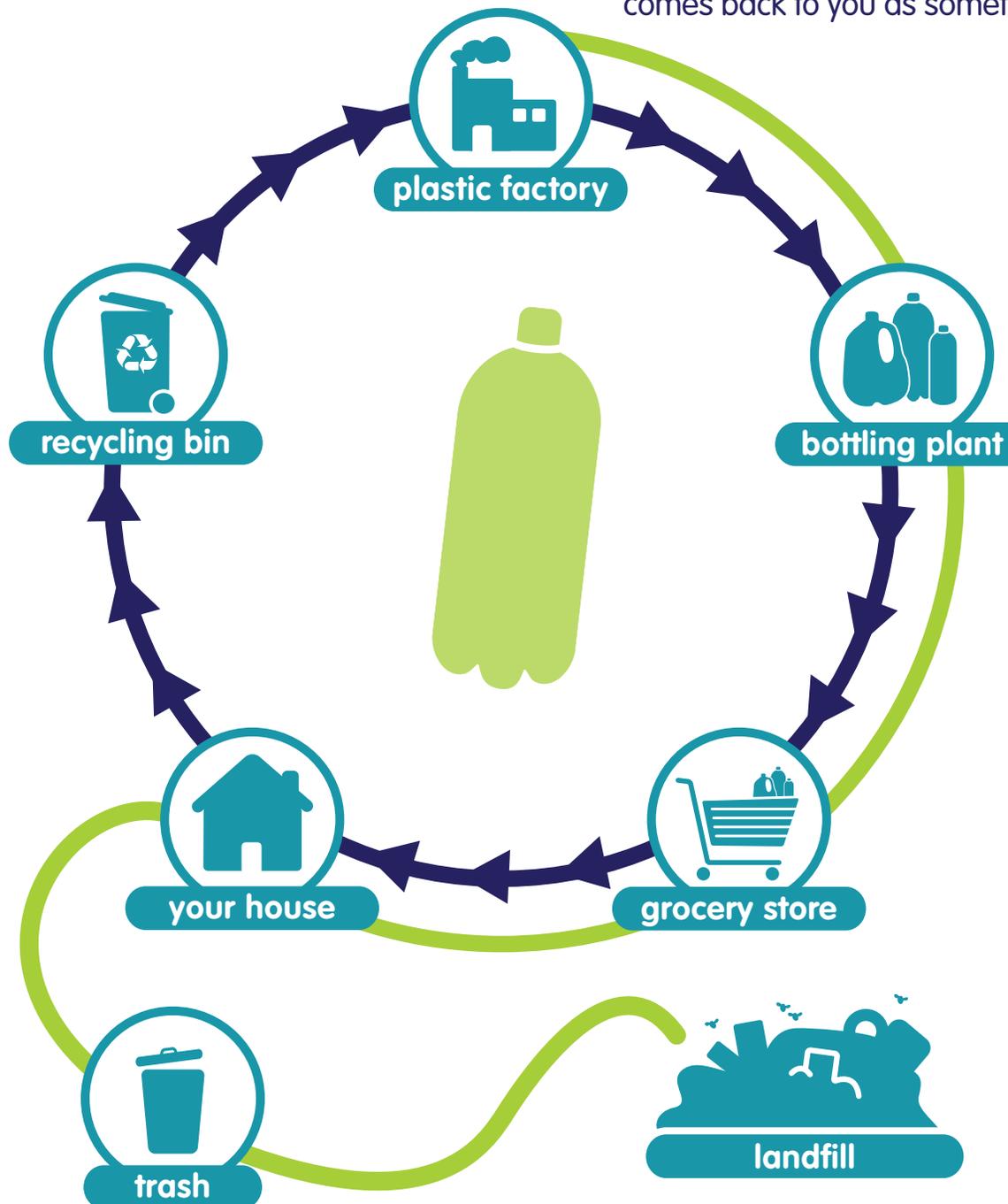
1. Have your students complete the “Follow That Plastic Bottle” worksheet.
2. Ask students to bring examples of recyclable items to class for “show & tell.”



FOLLOW THAT PLASTIC BOTTLE

Student Worksheet

Use a red crayon to trace the path the plastic bottle takes to get from the plastic factory, to the bottling plant, to the grocery store, to your house, and finally to the landfill. Use a green crayon to trace the path the plastic bottle will take if it is recycled and it comes back to you as something new.



Which is better for the environment: throwing the bottle away or recycling it?

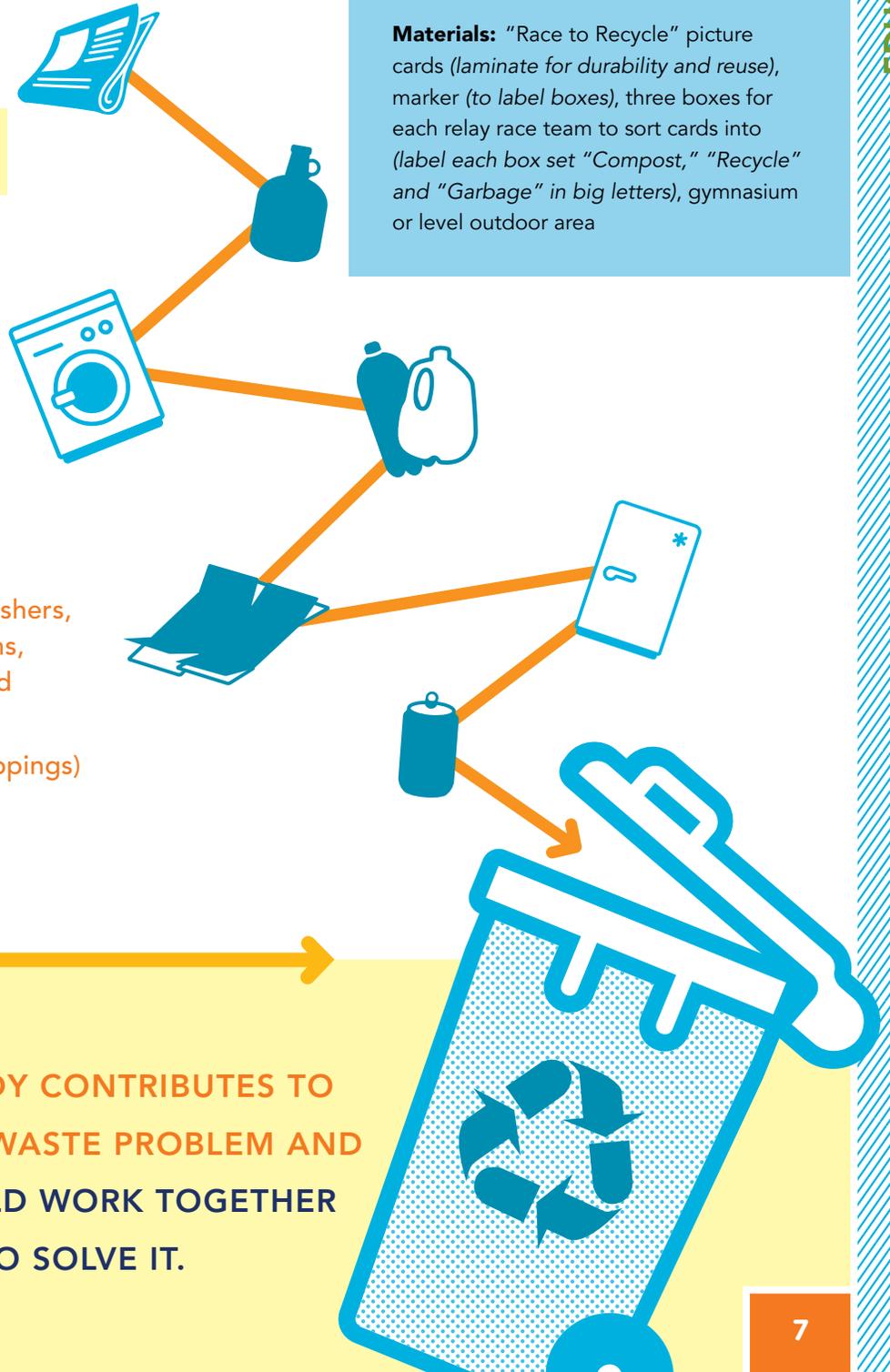


Race to Recycle

People in Wisconsin recycle a lot of stuff at home! Over 90 percent of people in our state practice recycling in their houses. Recycling is important because it saves natural resources and energy, and creates less environmental pollution. It's a good habit and it's the law. So, what things are required to be recycled?

HERE ARE THE MOST COMMON HOUSEHOLD RECYCLABLES:

- Aluminum cans
- Plastic containers marked with a #1 or a #2 (some communities accept #3-#7 plastics)
- Glass containers/bottles
- Newspapers and magazines
- Cardboard
- Steel containers
- Appliances, like air conditioners, clothes washers and dryers, dishwashers, refrigerators, freezers, stoves, ovens, dehumidifiers, furnaces, boilers, and water heaters
- Yard waste (leaves, sticks, grass clippings)
- Tires



EVERYBODY CONTRIBUTES TO THE SOLID WASTE PROBLEM AND WE SHOULD WORK TOGETHER TO SOLVE IT.

Learning Objective: To help students learn what is recyclable and what is trash.

Subjects: Environmental Education

Wisconsin Model Academic Standards: EE A.4.1, C.4.1, C.4.4, D.4.1, D.4.5

Grades: K-3

Materials: "Race to Recycle" picture cards (laminated for durability and reuse), marker (to label boxes), three boxes for each relay race team to sort cards into (label each box set "Compost," "Recycle" and "Garbage" in big letters), gymnasium or level outdoor area

WHAT'S RECYCLABLE AND WHAT'S TRASH?

Pre-Activity:

Introduce the concepts of recycling, composting and garbage with the students. Have the students talk about what they can recycle at home and how recycling can benefit both people and the environment (saves money, reduces the amount of raw natural resources that need to be harvested, helps reduce pollution, saves landfill space, etc.). Be sure that they are familiar with the information provided in the background section on the previous page. Or if you would like to test their knowledge of what is recyclable, have them complete the relay *before* talking about what is recyclable.

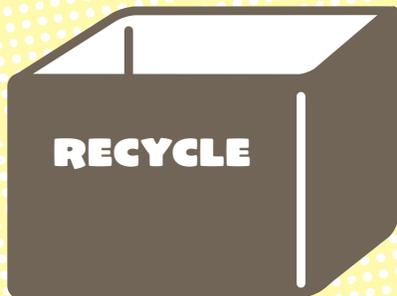
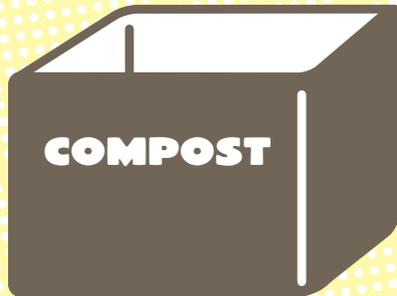
Procedure:

Separate the class into relay race teams of at least 4 students. Line the teams up along an imaginary starting line. Place identical piles of the "Race to Recycle" picture cards face down next to each team's front person. For each team, station the three, labeled, sorting boxes a good distance away from the starting line. Explain to the students that the team who correctly sorts the most picture cards quickest wins the relay race. On your command, have the first person in line pick up a card, turn it over and run to the box they believe it belongs in. Have the person run back to their team and tag the next person in line. Continue until all the teams cards are sorted. Keep track of who was done 1st, 2nd, 3rd and so on. The winning team will have the fastest time with the most cards in the correct bins.

Post-Activity:

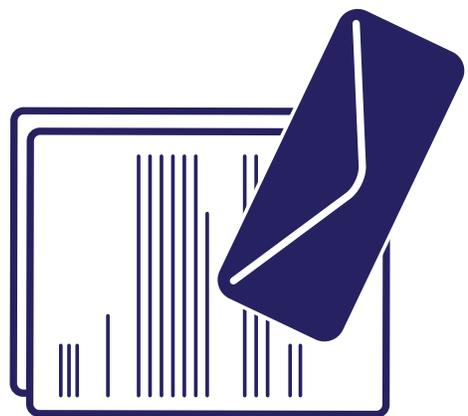
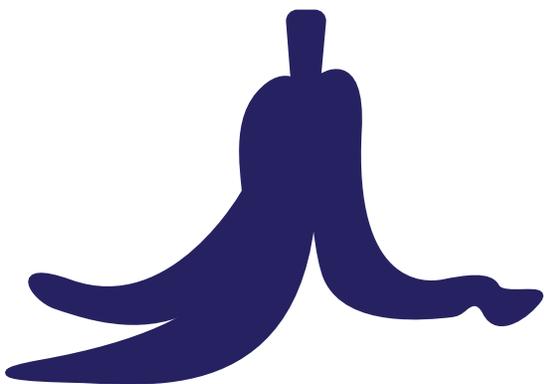
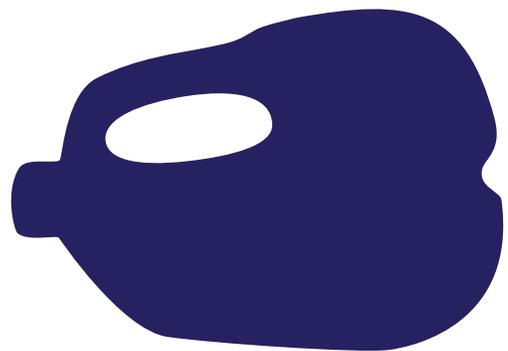
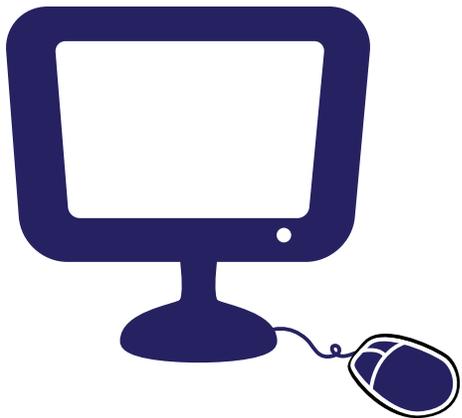
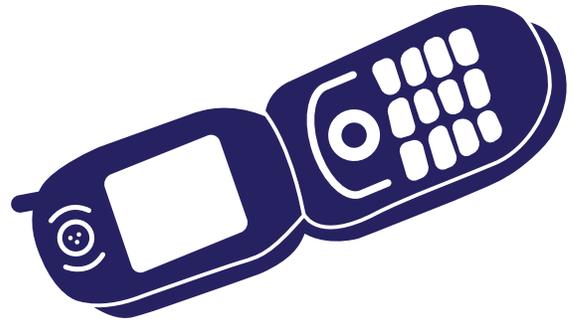
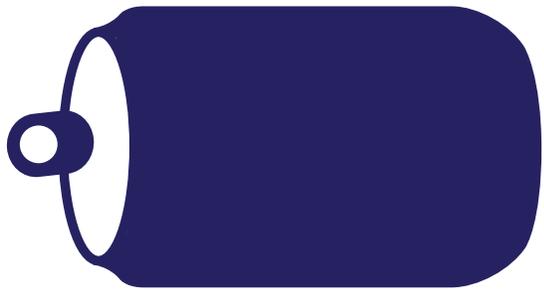
After sorting through the picture cards in each of the three boxes, discuss with the students about what can be recycled or composted, and what is "trash." Could any of the items in the "trash" be reused? What does it mean to reuse something? What other items could you reuse, instead of recycling or throwing them away? Have the students identify decisions and actions that they can take to reduce, reuse and recycle in their own lives.

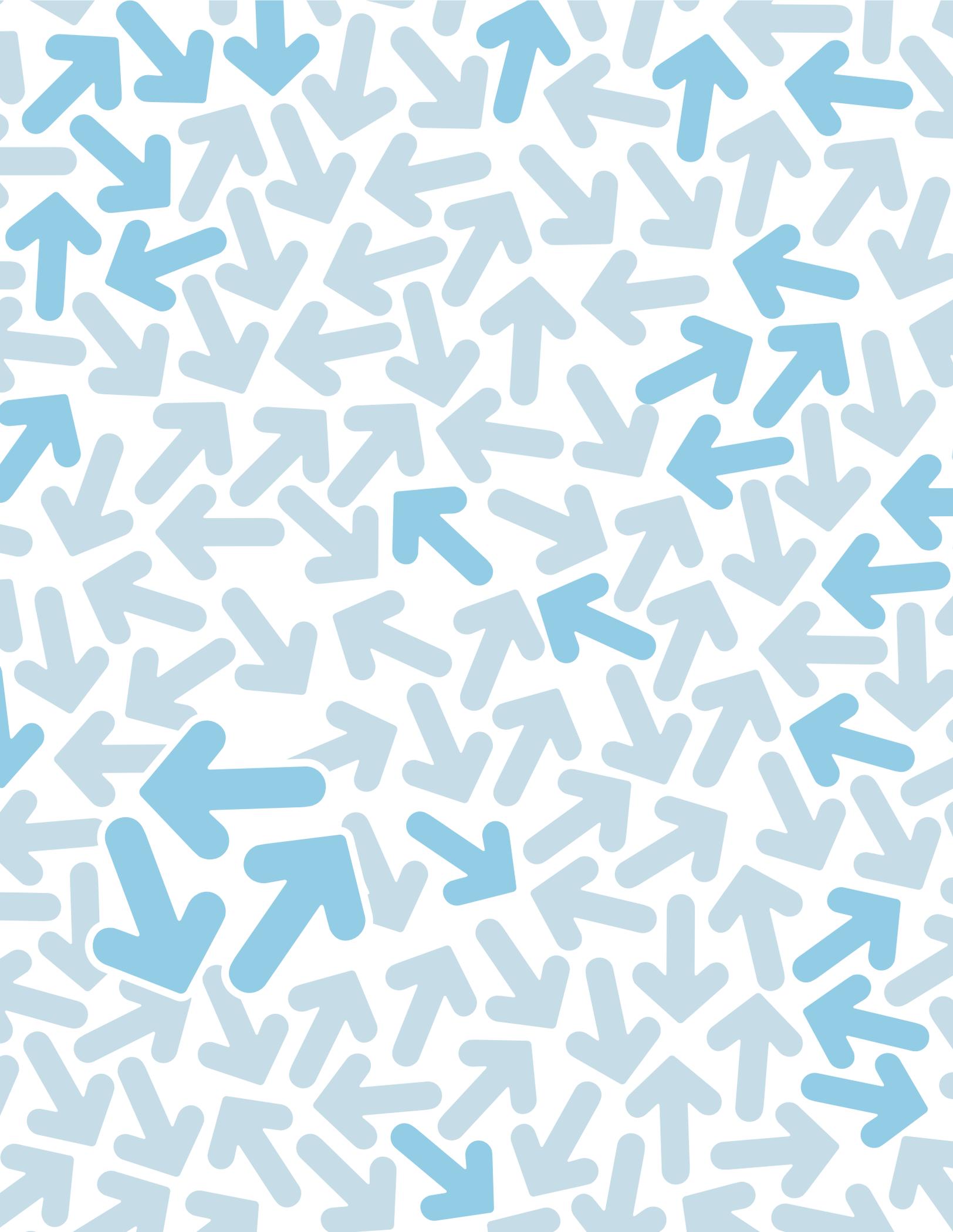
NOTE: When used in a business or institutional setting, computers are considered solid hazardous waste and are required to be recycled/disposed of properly. Contact your local DNR office for more information.

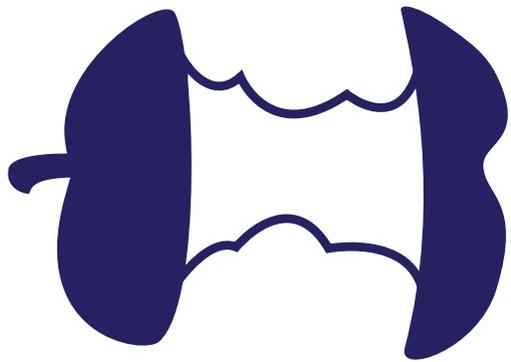
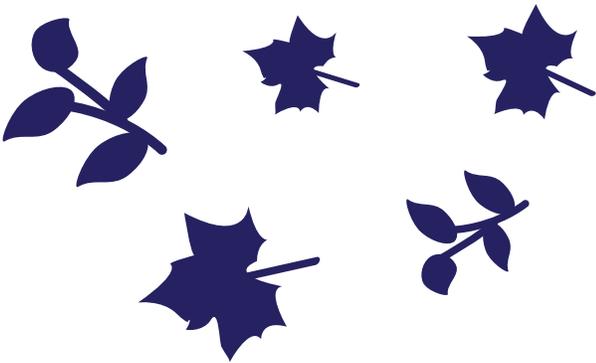
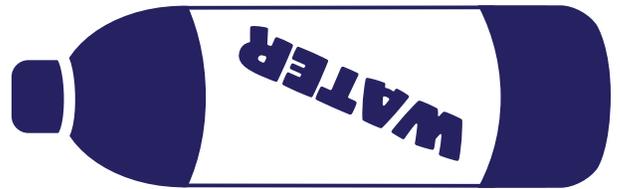
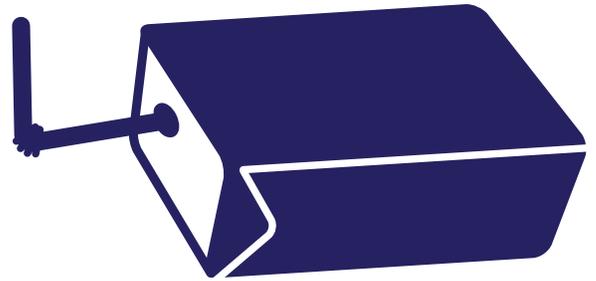
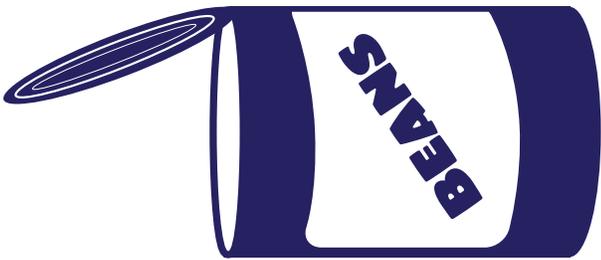
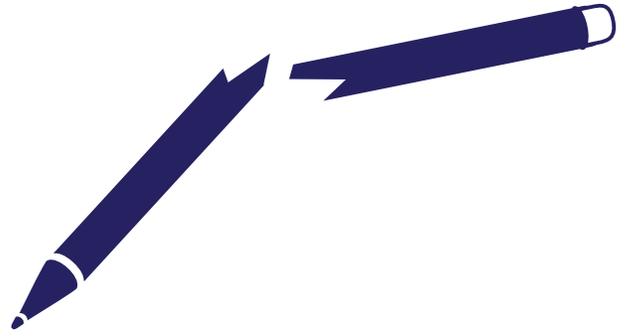
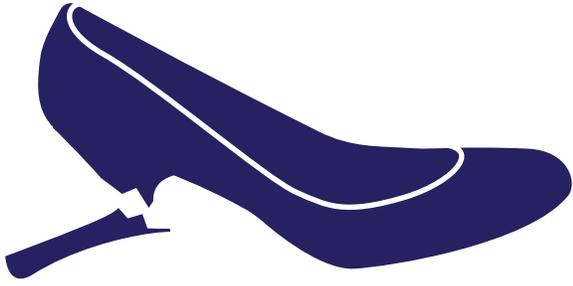


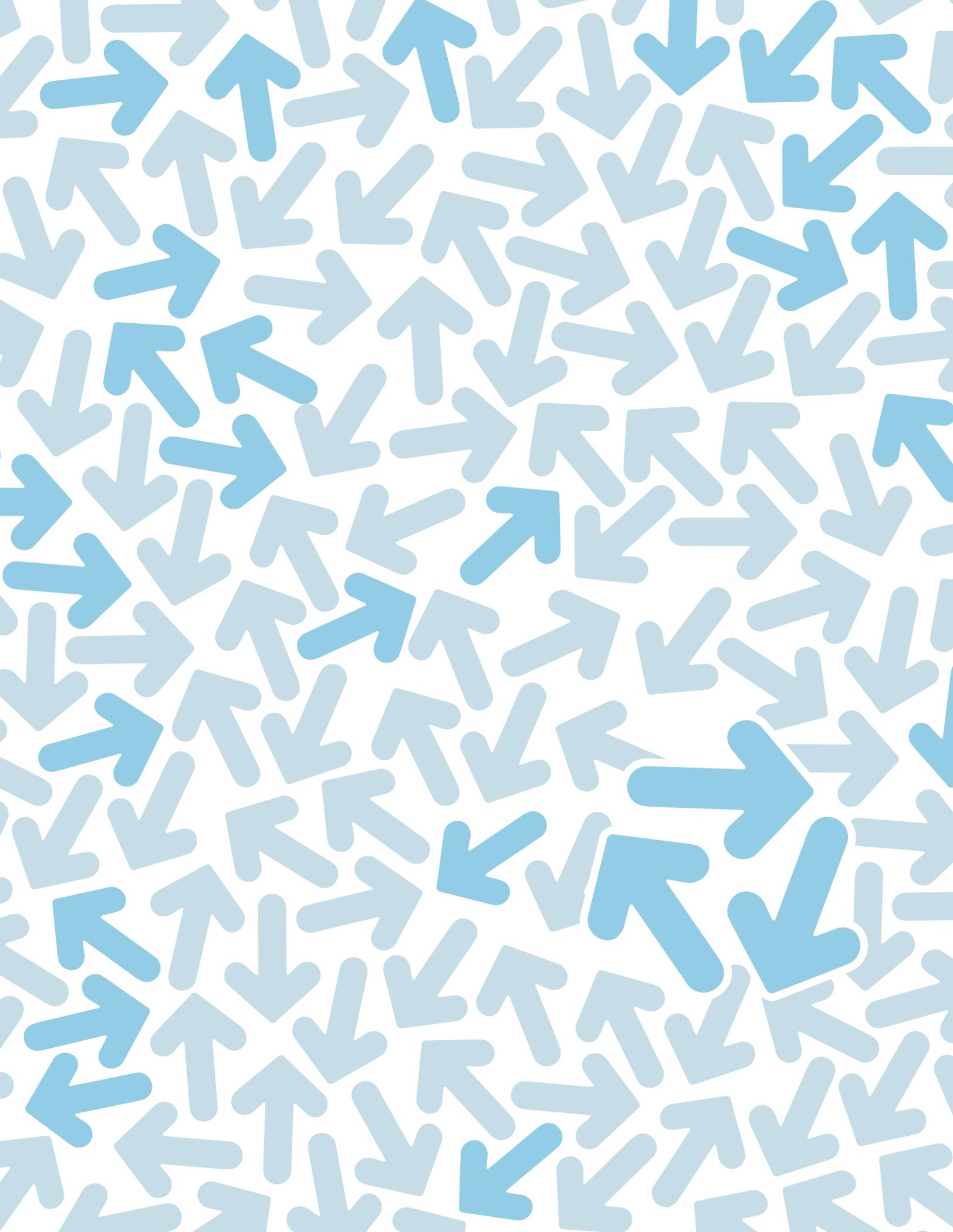
WHAT OTHER ITEMS
COULD YOU REUSE
INSTEAD OF RECYCLING
OR THROWING THEM AWAY?











Making a Model Landfill

Every day, each person in Wisconsin throws away approximately 4.7 pounds of non-recyclable trash at home, school or at work. Where does it all go and what happens to it when it gets there? Where is "away?" In the United States, "away" means a sanitary landfill where garbage is buried in the ground. In Wisconsin, "away" is one of the 41 licensed landfills located throughout the state. Up until the 1970's, Wisconsin had over 2,000 garbage dumps and landfills. However, only a small percentage of these were state-of-the-art landfills—designed to prevent pollution problems. With new state and federal regulations, almost all of the older dumps, incinerators and landfills were closed. New sanitary landfills, are now built with clay and other liners to decrease the risk of polluting the environment.

This activity will help students understand what happens to their trash once it reaches a landfill. The students will become familiar with the term "leachate"—the liquid that has percolated through trash or been generated by the decomposition of trash in a landfill. This liquid carries dissolved or suspended materials that may contain toxic chemicals, which can contaminate ground and surface water. Leachate is one of the major problems associated with landfills.

Learning Objective: To have students think about where their garbage goes and to help them understand the problems associated with waste management.

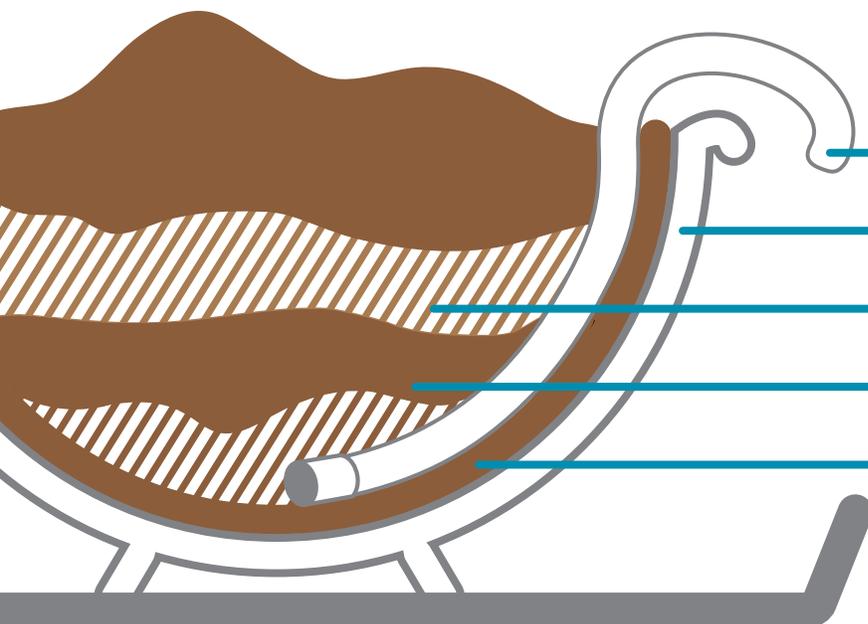
Subjects: Science, Environmental Education

Wisconsin Model Academic Standards: SC A.4.1, A.4.5, C.4.2, C.4.5, C.4.7, C.4.8, EE A.4.1, A.4.2, A.4.3, C.4.1, D.4.1

Grades: 2-3

Materials: 2 plastic colanders, 2 cake pans, 2 half gallon ice cream bucket of garden soil (1 for each colander), 3 feet of plastic aquarium hose, 1 rubber band, small piece of nylon stocking, small pieces of typical home-generated garbage (see *family letter*), modeling clay, grass seed, colored crepe paper, paper and pencil

NEW SANITARY
LANDFILLS ARE NOW
BUILT WITH CLAY
AND OTHER LINERS TO
DECREASE THE RISK OF
POLLUTING
THE ENVIRONMENT.



hose

colander

trash

dirt

clay



→ EACH DAY, EVERY PERSON IN WISCONSIN THROWS AWAY APPROXIMATELY 4.7 POUNDS OF TRASH

Procedure:

1. The day before you teach this lesson, ask your students to bring in five items their family throws away. Send a note (like the one at the end of this lesson plan) home with each student to remind her/him and to request adult assistance.
2. After completing "It's Your Trash" or a similar activity, ask your students the following questions:
 - What happens to your trash after you throw it away?
 - Where is "away?"
 - Has anyone been to any of these "away places?"
3. Tell students that most of the trash in Wisconsin ends up in landfills. Ask them: What happens to trash once it is buried in a landfill? After you discuss some of their answers, ask them to help you build two model landfills. One will be an old fashioned dump, and one will be a modern sanitary landfill.
4. To make your landfill: line one colander with flattened modeling clay. Pat out clay into a thin layer, like a pie crust. This represents the liner of a sanitary landfill. Do not line the second colander, it represents the old fashioned dump, where the policy was to dig a hole, dump in the trash, and cover it with dirt. Place cake pans under the colanders to collect the seepage or *leachate*.
5. Attach the piece of nylon stocking to one end of the plastic aquarium hose with a rubber band. Put this end in the bottom of the clay lined landfill. This will be your monitoring well. The leachate that collects at the bottom of the clay liner can be siphoned off and examined.
6. Have students cut each different garbage item into small pieces, about two inches square. You will have to cut or break metal, glass, or leather items.
7. Place trash and soil in colanders in alternating layers until they are filled. Keep a list of all the items placed in each landfill, or keep an example of each piece of trash. You may want to add a layer of colored crepe paper to represent toxic waste (the color bleeds out).
8. Build a small mound of dirt in each colander and plant grass seed. Let your students add miniature toy garbage trucks, front end loaders, graders, and compactors that might be used at a landfill site.
9. Have your students water or "rain" on each landfill twice weekly and observe the changes that take place. Pay particular attention to the seepage or leachate accumulation in each cake pan. The seepage from the unlined landfill can be observed as it collects in the bottom of the pan. This observable phenomenon helps children understand how ground water can be contaminated. The lined landfill should not have any seepage. Where did the "rain" water go in *this* landfill? To find out, you will have to siphon leachate out of the bottom of the clay liner using the "monitoring well." To do this, gently suck on the protruding end of the aquarium hose while keeping this end below the bottom of the clay liner. As the leachate is drawn up the hose and starts down towards your mouth, stop sucking and stick this end of the hose in the cake pan or a glass jar. This should draw off all of the leachate. Observe the leachate and discuss what you have found. Did any "toxins" show up? In modern landfills, leachates are collected and properly disposed of to prevent groundwater contamination.
10. After a period of time (several months*), open each landfill and see how many items you can find and identify. What changes have taken place? What would have happened to the leachate if it was not siphoned off or trapped in the pan?

→ Give them ample opportunity to share their ideas and experiences.

→ *Several months may seem like a long time for young children to wait. Put the "opening" date on each landfill and do weekly observations. Have the class keep a "count down" to the "opening"—make it a big event. ←





OUNDS OF NON-RECYCLABLE TRASH AT HOME, SCHOOL OR AT WORK.



GOING BEYOND

1. Place a small sample of each item that you landfilled in a jar of water. Have your students observe how water changes or doesn't change things and how things change water.
2. Once a landfill is full and officially closed, a clay "cap" is put over it to keep water out. This also effectively seals out air. What will happen to the trash if no water or air can get into the landfill? You may want to add a third colander-landfill with a clay cap to your experiment and observe what changes may take place.
3. Put examples of items made from materials used 100 years ago (wood, leather, glass, iron, etc.) and items made from modern materials (plastic, styrofoam, aluminum, etc.) in separate jars of water. Observe what happens to these items over time. How could disposing of waste in water, like oceans and lakes, affect the environment?
4. Fill a glass jar two thirds full of water, then add four drops of red food coloring. Place a stalk of celery into the water, and observe what happens. How can plants filter pollutants out of water?



Developed by Mary Snudden, Eau Claire School District, Wisconsin



FAMILY LETTER

Dear Family,

Tomorrow we will begin learning about landfills in class, and we will need examples of items that families throw away. I have asked each child to bring in five small examples of household trash.

Please help your child collect these five items from the following list:

- all types of paper items
- all types of plastic or "styrofoam"
- vegetable matter (potato peelings, carrot chunks, grass clippings, etc.)
- animal matter (chicken wing bones—only a small amount)
- broken small toys—miniature toy car pieces (metal, tires, windshields, etc.)
- aluminum foil
- other—use your imagination

Please put the items in a small plastic bag and send them to school with your student tomorrow. Thank you for your assistance.

Sincerely,

Small Bag Bust



Learning Objective: To help students learn to reduce waste by buying products in large packages instead of single serving packages.

Subjects: Social Studies, Environmental Education, Family and Consumer Education

Wisconsin Model Academic Standards: SS E.4.10, EE A.4.1, A.4.3, C.4.1, D.4.5, E.4.2, FCE A.2

Grades: K-3

Materials: large bag of potato chips, same quantity of potato chips in single serving packages, two trays

Procedure:

1. Buy a large bag of potato chips and the same quantity of chips in single serving packages. Note what each costs, and make a chart similar to the one below.
2. In class, place the large bag on one side of a table and the small bags (including all of their packaging) on the other. Ask your students: Which side of the table do you think has the most potato chips?
3. Next, empty the contents of the large bag onto one tray and the contents of the small bags onto another. Place their respective packaging in two separate piles. Ask: Which tray has the most chips? Which pile has the most packaging?

For older students:

4. Tell your students what you paid for each package of chips and what the chips cost per ounce for each tray of chips.
5. Lead a discussion on packaging based on your potato chip example. Talk about the merits of buying in bulk versus single serving packages. Ask your students to make a list of ways to reduce packaging with snacks and lunches.
6. Finally, divide up the chips and eat them!



TYPE OF PACKAGE	SIZE	PRICE	COST PER POUND
bag of potato chips	12 oz	\$3.19	\$4.25/lb
multi-pack chips	24 oz	\$8.49	\$5.66/lb

Source: Pick and Save, Oconomowoc, WI July 2007



REDUCE PACKAGING WITH SNACKS AND LUNCHES

GOING BEYOND

1. Bring in other examples of bulk versus single serving packages. Discuss the advantages and disadvantages of each.
2. Encourage your students to investigate ways that they can reduce waste, reuse things and recycle at home.



Name _____

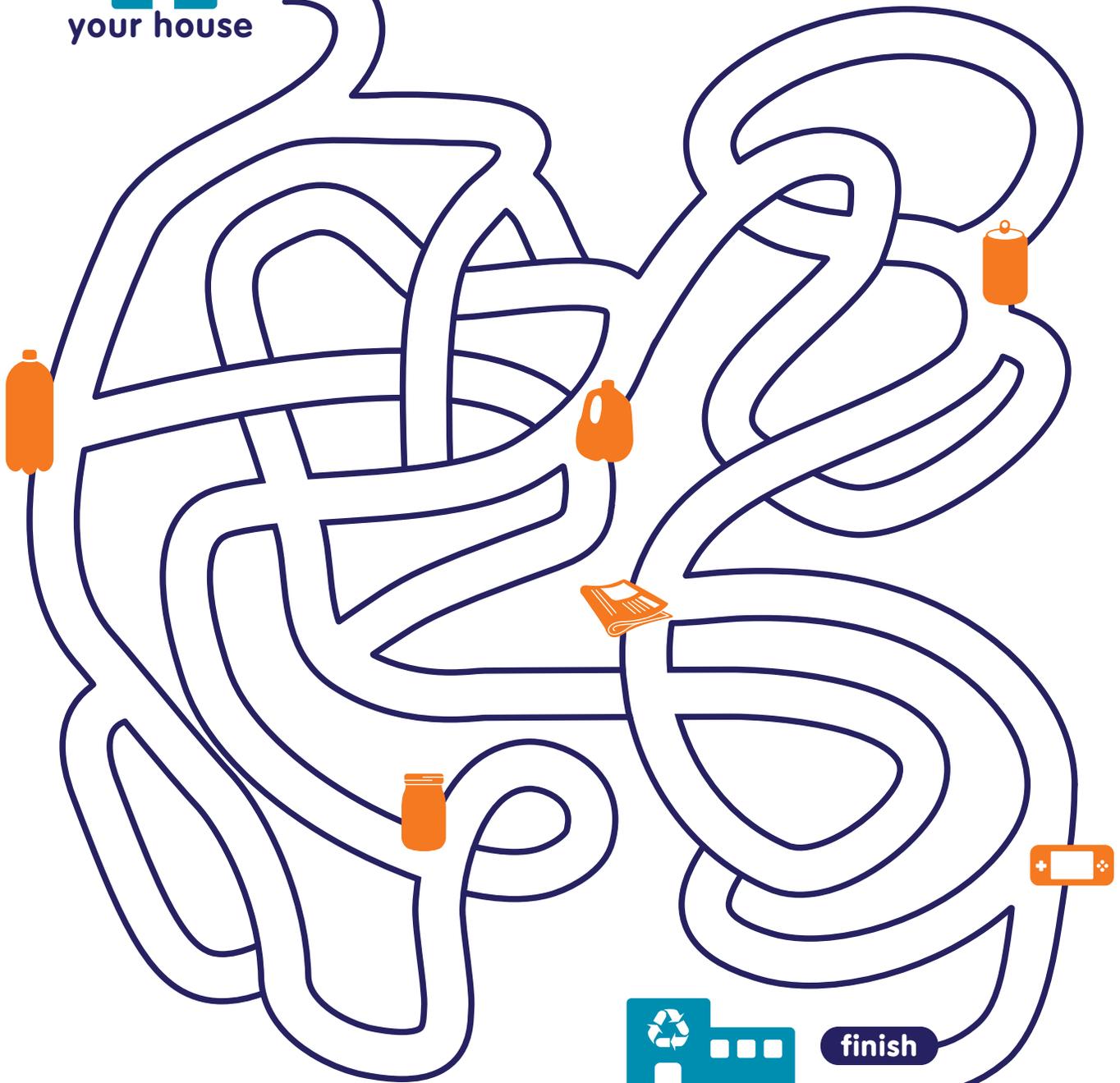
FOLLOW THE FLOW: RECYCLING MAZE

Student Worksheet

With a pencil or crayon, follow the path from your house to the recycling center. Collect all six recyclables along the way. Be sure to not cross any lines.



start



finish

recycling center

TRASH IT OR RECYCLE IT?

Student Worksheet

Draw a line from each item to the bin it should go in.

The central area contains three bins with labels below them:

- compost bin** (brown bin)
- recycle bin** (green bin)
- trash can** (orange bin)

The items to be sorted are:

- Milk jug
- Envelope
- Game console
- Juice carton
- Lightbulb
- Newspaper
- Banana
- Jar
- Water bottle
- iPod
- Milk carton
- Bone
- Can
- Apple core
- Can of soup

Name _____

WHERE DO THINGS COME FROM?

Student Worksheet

Draw a line from each item to where it originally came from.



RECYCLE, REDUCE, REUSE

Here's how you and your students can help the environment:



RECYCLE



- Collect and recycle aluminum cans. Aluminum is a very valuable metal and is easy to recycle. Recycling one aluminum can saves enough energy to keep a light bulb lit for 12 hours!
- Litter is everybody's problem and responsibility. Do your part by picking it up and disposing of it properly.
- Help your family find a way to recycle unwanted electronic items like computers, cell phones or portable electronic video games. Many electronic items can be reused or refurbished by someone else rather than thrown away. Otherwise, if you are unable to find another user for it, check with your local electronics store or your community's recycling program for recycling options.



REDUCE

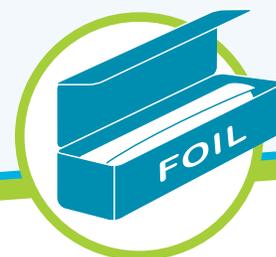
- Take small portions of food and go back for "seconds" if you are still hungry. Put leftover food in reusable storage containers to eat later.
- After you buy a small item, take it home in your pocket, because you do not really need a bag. If your items are too large for your pocket, then bring a reusable shopping bag you've made.
- Buy in bulk or buy larger packages and put the amount you need for school or snacks in reusable containers. Buying in bulk is usually cheaper than buying individually wrapped servings, and requires less packaging.



Can you think of other ways to help the environment?

REUSE

- Use a lunch box, and get your friends to one also. Include in it, reusable cups, plates, and silverware. Look for these items at garage sales. Pack your food in reusable containers instead of waxed paper, sandwich bags or aluminum foil. It will stay more fresh and will not get "squished!"
- Use both sides of a piece of paper when writing letters or doing homework. If you only need to use one side, save the paper in a "reuse" box for future use to make your paper last twice as long. Make your plane with a piece of paper from your reuse box! (Recycle when completely done.)
- Use a pencil and erase any mistakes. If you need a perfect copy, practice on one of the papers from your "reuse" box and then copy it over for the final draft.
- Save your old clothes for a garage sale or give them to a charity. If they are ripped or torn and cannot be repaired, then use them for cleaning rags (cut off and save the buttons first).
- Use a hand towel for drying your hands and a dish cloth or sponge for wiping up spills. They can be cleaned and used again instead of being used once and thrown away.
- Save broken crayons in a can for future coloring or art projects. Buy a crayon sharpener to make points on rounded used crayons.





Recycling Book List

Auerbach, Annie. 2001. *Bob's Recycling Day (Bob the Builder)*. Simon Spotlight. ISBN 0689843798.

Beadle, David M. 2004. *The Day the Trash Came Out to Play*. Ezras Earth Pub. ISBN 0972785507.

Gibbons, Gail. 1996. *Recycle! A Handbook for Kids*. Little Brown. ISBN 0316309435.

Harlow, Rosie and Sally Morgan. 2002. *Garbage and Recycling (Young Discoverers: Environmental Facts and Experiments)*. Kingfisher. ISBN 075345503.

Leedy, Loreen. *The Great Trash Bash*. 2000. Holiday House publishing. ISBN 0823416348.

Madden, Don. 1993. *The Wartville Wizard*. Aladdin. ISBN 0689716672.

Seltzer, Mary. 1992. *Here Comes the Recycling Truck*. Albert Whitman & Company. ISBN 0807532355.

Sense, Joni. 2001. *The Garbage Monster*. Dream Factory Books. ISBN 0970119526.

Shower, Paul. 1994. *Where Does All the Garbage Go?* Harper Trophy. ISBN 0064451143.

For more information on WI DNR recycling outreach materials, please contact:

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