

RRR isn't always easy!

Exploring the barriers to Reducing, Reusing, and Recycling!

Years

Early Years – R - 2

Time

90 minutes

Overview

Students discuss obstacles surrounding reducing, reusing, recycling. They come up with action plans to help overcome many of these obstacles. As a class, they create a book, which they can write and illustrate, sharing their knowledge with the school community.

Materials

Chart paper and pencils..
RRR Board
(scrap paper for drafts)
Coloured pencils

Procedure

Part 1. Warm-up: Ask the class to think about what their contributions to reducing reusing recycling have been.

1. This term we've learned a lot about recycling, and one thing we have discovered is that every little bit makes a difference. Let's take a minute to talk about some of the things we said we would do. Who would like to share what they said they would do?" Have students talk about ways they have changed waste habits so far.
2. After students share their ideas, ask the class, "Do you think that it has been easy to accomplish all of our goals for reducing, reusing, and recycling?" Elicit their responses, and talk about an experience you've had in which it was difficult to follow a recycling goal. You could say, "The other day, I was making a list of all the things I had to do for school. I realized after I'd written my list that I had used a new piece of paper instead of using the scrap paper that I collected for making lists."
3. Divide the students into groups and give each group chart paper and pencils.
4. Ask the students, "What are some of the obstacles that make it hard to reduce, reuse, or recycle?" Tell them to write their group's ideas on chart paper to share with the class. Ask if they have questions, then have them begin to brainstorm and chart their ideas. When they are finished, bring the class back together.
5. As each group shares their ideas, write them on the RRR Board; numbering each as you write them.
6. After all the groups have shared their ideas, ask, "What do you think we could do about obstacle number one?" Write down their responses until you have discussed each idea, capturing at least one response for each obstacle.

Part 2

7. Tell the class, "We're going to share our information with others to help them overcome these same obstacles when they try to reduce, reuse, and recycle. Each of you will write a book, which we'll draft over the next few days that addresses some of the obstacles and solutions the class discussed. The first step is to come up with a title." Have the students start working on their book titles, and then their first drafts.

8. Over the next few days, have students work on their books. Since writing a book is really a process, you should let them know that they will take the following steps:

- . Decide on the title
- . Write a first draft
- . Edit the draft
- . Review the edits
- . Share their work
- . Write a final draft
- . Illustrate their book
- . Dedicate their book
- . Write an 'About the Author' section

9. After finishing their first drafts, the students should then edit them.

Part 3

10. Once the students' first drafts are edited, review them with the entire class and discuss each student's book. The students can then finish their final drafts, illustrate them, dedicate them, and write "About the Author" sections.

Wrap-up: When the books are completed, you can display them in the classroom, library, hallway, or in an exhibit. You can also send the books home for the students' families to read.

ENDNOTES:

1 Activity adapted from *Waste Away*, Vermont Institute of Natural Sciences, Woodstock, VT, 1989, p. 73.

2 *The Recyclers Handbook*, The Earth Works Group, Berkeley, CA, 1990, p. 29.

