

## Chapter 4

# Be a TrashMaster!



### Chapter Focus:

The Activities in this chapter will help students apply what they have learned about reducing, reusing, and recycling (RRR) to their everyday lives and choices in the future.

## Become a TrashMaster...Reduce, Reuse, Recycle!

While it's true that reducing and managing waste in New York City are large and complex tasks, they aren't impossible. Each of us can make a difference by remembering the three R's: reduce, reuse, and recycle.

## Make Informed Decisions

The best way to encourage the three R's is to provide students and the public with the information they'll need to make their own informed decisions and choices.

RRR choices are different for each individual and organization. There are no hard and fast rules to follow. But there are guidelines and useful suggestions for students — and all New Yorkers — to adapt to their own lives.

## Use the Many Resources Available on NYC's WasteLess Website: [nyc.gov/wasteless](http://nyc.gov/wasteless)

Encourage students to come up with their own ideas and solutions. When we think about things differently, this inspires us to act differently and make smart choices that impact the environment.

## Spread the Message

Becoming a TrashMaster isn't only about what you do as an individual to recycle used cans and unwanted paper, it is about teaching others how to help care for the environment. TrashMasters pay attention to what we throw away, and spread the word about reduction, reuse, and recycling.

As a TrashMaster, you can introduce new ways to reduce waste, and lead others to take action by sharing your ideas. Tell your family, friends, and neighbors how much they can do to help, and how important their efforts are. If we all work together, we can have a huge impact on the amount of waste created in our classrooms, our neighborhoods, our city, and on our planet.





## Be a TrashMaster!

# Translating Learning into Personal Commitment

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**Time:**

20 minutes

**Subjects:**

English Language Arts, Science, Art, Civics

**Vocabulary:**

commitment, contract, recycle, reduce, resolution, reuse

**Goals and Objectives:**

Students will make a personal commitment to help protect New York City's environment by reducing, reusing, and recycling as much as possible.

**Materials:**

- Copies of *TrashMaster Contract*
- **Markers**, colored pencils
- Paper

## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

**Teacher Prep:**

If this is your first Activity from this chapter, please read the **Chapter 4 Introduction**. Refer to the **Glossary** for definitions of vocabulary words.

**Warm Up:**

**Class Discussion:** Determine students' prior knowledge and understanding of ways that they already practice reducing, reusing, and recycling.

**Suggested Discussion:** In what ways do you reduce, reuse, and recycle? How could you practice RRR even more?

**Exploration:**

1. Discuss the concepts of commitment, resolution, and making a contract with one's self.
2. Help the students think of ways they can reduce, reuse, and recycle.
3. Distribute copies of *TrashMaster Contract*.
4. Ask each student to complete *TrashMaster Contract* and to create an illustrated document that describes how they will reduce, reuse, and recycle more.

### Expanded Exploration:

Encourage class discussion about how the decisions they make each day directly impact the environment. Ask them how they might be able to reduce the amount of paper they use in the classroom each day.

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### Beginner:

Follow the Activity instructions.

The students can color in the **TrashMaster Contracts**. Encourage them to create a how-to guide that illustrates how they plan to reduce, reuse, and recycle more. Students should present their **TrashMaster Contracts** and how-to guides to the class.

### Intermediate:

Follow the Activity instructions.

Ask the students if they think they can convince others to make a personal commitment to reduce, reuse, and recycle more. Challenge the class to lead others to make contracts with themselves and offer a reward to the student who presents the highest number of completed contracts.

### Advanced:

Follow the Activity instructions.

Ask the students to write about how the changes they have decided to make directly impact the environment. They could also write about strategies to get others to decide to reduce, reuse, and recycle more. Encourage students to share their written responses with the class.



# TrashMaster Contract



I, \_\_\_\_\_ will do the following  
to reduce, reuse, and recycle:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature

Date





## Be a TrashMaster!

# Getting Your School to Be a Super Recycler

### Time:

20 – 45 minutes

### Subjects:

English Language Arts, Science

### Vocabulary:

recycle, reduce, reuse,  
Sustainability Coordinator

### Goals and Objectives:

Students will work together to set up a successful recycling program in their school.

### Teacher's Note:

*The process of setting up a recycling program works best when you and your class work with the Sustainability Coordinator and the custodian. It would benefit the class to invite them to meet with your class to discuss this Activity. You may want to refer to [nyc.gov/wasteless/schools](http://nyc.gov/wasteless/schools) for additional information about setting up a successful recycling program and recycling activities. This Activity can be done in conjunction with these other Activities: **Chapter 2, Activity 3: Where Does School Trash Go?** and **Chapter 3, Activity 1: Recycling in the Classroom.***

### Materials:

- Copies of **School Recycling Program Setup Handout**
- Copies of **School Recycling Activities Handout**
- **Recycling bin(s)** for mixed paper & cardboard
- **Recycling bin(s)** for metal, glass, plastic & cartons
- **Trash bin**
- **Clear plastic bags**
- **Materials to label** the bins (order free labels at [nyc.gov/wasteless/schools](http://nyc.gov/wasteless/schools))

## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

### Warm Up:

**Class Discussion:** Determine students' knowledge of the current recycling system at school.

**Suggested Discussion:** What kinds of items do you put in the trash can? What kinds of items do you put in each of the recycling bins? Where are they located?

### Exploration:

1. Review why recycling is important and how our everyday decisions impact the environment.
2. Distribute copies of ***School Recycling Program Setup Handout*** and help the students answer the questions.
3. Discuss the roles of the school's Sustainability Coordinator and custodian and how they work to keep the school safe and environmentally responsible. Refer to the ***Glossary*** for assistance.
4. Review the kinds of items that should be recycled and in which bin they should go.
5. If the Sustainability Coordinator and custodian are available, introduce them to the class. Discuss why recycling is important and review where recycling bins are currently located. Ask the Sustainability Coordinator and custodian where the best place would be to set up another recycling area. If these representatives are not available, discuss these issues with your class.
6. Distribute copies of ***School Recycling Activities Handout*** and discuss ways that the students can improve the school's recycling program.

### Expanded Exploration:

Encourage the class to think of ways to inform the entire school community about the importance of recycling. What does the school need to do to become a Super Recycler? What steps does the school need to take to enter DSNY's Golden Apple Awards (see page 3 in Chapter 6 for more info).

## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### Beginner:

Follow the Activity instructions.

Instead of writing a proposal for action, as ***School Recycling Activities Handout*** instructs, invite students to make illustrations of a successful recycling area. The students should share their illustrations with the class.

### Intermediate:

Follow the Activity instructions.

Have the students share their proposals with the class and encourage them to work together to implement their plans for action, including entering the Golden Apple Awards.

### Advanced:

Follow the Activity instructions.

Have the students survey the school building to review where recycling bins are located and to make a list of where additional bins are needed. Before meeting with the school custodian and Sustainability Coordinator, students can prepare interview questions regarding improvements that can be made to the school's recycling program. Students can then use this information to create action plans, including entering the Golden Apple Awards.

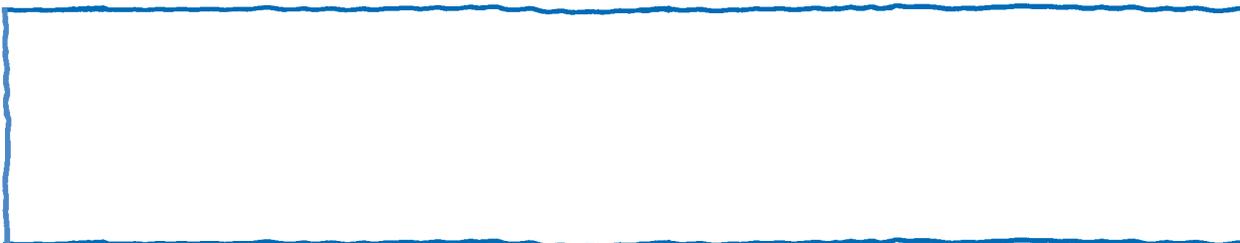
# Be a TrashMaster!

## School Recycling Program Setup Handout

Name \_\_\_\_\_ Date \_\_\_\_\_

Please answer the following questions..

1. What is the name of your school's designated Sustainability Coordinator?
2. What is the name of the custodian?
3. Describe the role of the Sustainability Coordinator.
4. Describe the role of the custodian.
5. List examples of items that should be placed in the mixed paper recycling bin.
6. List examples of items that should be placed in the recycling bin for metal, glass, plastic & cartons.
7. Draw and describe what an ideal recycling area should have.



8. List the areas in your school that should have recycling bins.
9. Does your school have recycling bins in the areas listed in #8 above?  
What areas still need recycling bins?
10. What steps can you take to improve recycling in your school?



# Be a TrashMaster!

## School Recycling Activities Handout

Name \_\_\_\_\_ Date \_\_\_\_\_

Did you know that your school could be awarded prize money for setting up exemplary recycling programs? Refer to the [nyc.gov/wasteless/goldenapple](http://nyc.gov/wasteless/goldenapple) website for more information on the **Golden Apple Awards** and **TrashMasters! Super Recyclers**.

Take action! Select an Activity from those listed below or invent your own. Write a proposal that summarizes your plan for action and describe why you think recycling is important.

### Make Lids for Recycling Containers

Create and decorate lids from cardboard or plastic, with wide slits for green recycling bins and large holes for blue recycling bins. This encourages proper recycling and reduces contamination.

### Start a Green Team or Recycling Club

Select only two representatives from each classroom in every grade, or from just the highest grade, to serve on the Green Team. Promote this as a honored position. Invite students to write an essay about why they think recycling is important. Design special t-shirts, buttons, or hats for your recycling team.



### Recycling Monitors and Mentors

Monitors make sure every room recycles properly — including the classrooms, offices, and cafeterias. At lunch, position monitors near bins to show students how milk gets dumped and where to put recyclables. Have older students explain your school recycling program to younger grades.

### School Recycling Assembly

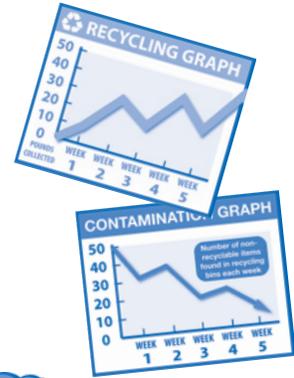
Present an assembly program dedicated to recycling. Teams of students can collaborate to write and perform skits and songs, including clear instructions about what and how to recycle in your school. Or bring in outside performers who engage students in environmental education.

### Incorporate Literacy and Art

Read books about recycling, the environment, sustainability, and waste prevention. Write essays, poems, or persuasive letters. Draw or paint posters or a mural to encourage recycling at school and at home. Display your students' work in the school's public areas. Or compile the essays and artwork into a book or calendar, or publish them on a website.

## Math & Science Applications

Conduct waste audits of each classroom and office. Weigh and measure paper recycling. Afterschool programs can count and chart the number of bags of paper vs. the bags of trash getting placed out for DSNY collection. Calculate totals and percentages, and graph recycling rates. Research the life cycle and environmental benefits of trees. Examine the properties and decomposition rates of recyclable materials.



## Inter-Class Competitions

Be aware that weighing or measuring the amount of recyclables produced by each class will encourage wasteful practices of using more paper than necessary. It is best to reduce paper use and measure contamination rates, rather than compare how much paper is in the recycling bin. Post weekly results for each room for all to see. Reward model recyclers; retrain the rest.



## Bring the Message Home

NYC residents recycle the same materials as schools. Order promotional materials on recycling and waste prevention, and distribute to parents via backpack mail. Suggest families maintain their children's good recycling habits at home.

## Help Other Schools Recycle

Expand your recycling successes by mentoring another school that shares your campus or neighborhood.



## Involve NYC's Environmental Network

Contact environmental organizations in NYC to find out about their educational opportunities. Go on a local field trip. Take advantage of the many other local, state, and national environmental education resources.

## Enter the Golden Apple Awards

**TrashMasters! Super Recyclers** rewards schools in NYC with cash prizes for implementing exemplary recycling programs in compliance with NYC regulations, with educational components. Show us your school's recycling program! See [nyc.gov/wasteless/goldenapple](http://nyc.gov/wasteless/goldenapple) for more info.

## Tell the World

Build community awareness by promoting your school's sustainability activities through the school newsletter, website, and the local media. Make sure the Parents Association and other organizations that use your school building after school and weekends know what and how to recycle.

## Be a TrashMaster!

# Reduce Paper Use

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**Time:**

20 minutes

**Subjects:**

English Language Arts, Science, Math, Problem Solving

**Vocabulary:**

recycle, reduce, reuse, operational definition

**Goals and Objectives:**

Students will examine the amount of paper found in the classroom's green recycling bin. They will count and sort the paper and use mathematical reasoning and problem solving skills to identify ways to reduce the amount of paper they use and increase the amount they reuse.

**Teacher's Note:**

*Please don't empty the green recycling bin for a week or two, so the students can examine and use its contents.*

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**Materials:**

- Paper from the recycling bin
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## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

**Warm Up:**

**Class Discussion:** Determine students' prior knowledge and understanding of how much paper they use on a daily basis and how they could reduce that amount.

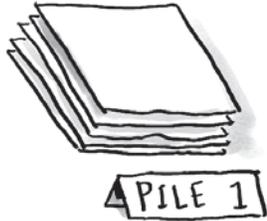
**Suggested Discussion:** How much paper do you think you use on a daily basis? How much of it is reused and/or recycled? What are some ways you could reuse paper?

**Exploration:**

1. Present the classroom's green recycling bin to the class and remind them of its purpose.
2. Divide the class into small groups.
3. Distribute piles of paper from the green bin to each group.
4. Ask them to count the pieces of paper.
5. Explain how paper can be reused before it is recycled. Show an example of a piece of paper that has at least one blank side. Explain how the blank side could be used to complete an assignment or used as scrap paper. Invite them to imagine other ways they could use the paper.

6. Ask the students to sort the papers into three piles and to count the papers in each pile:

one side is  
completely blank;



half of one  
side is blank;



less than half of one  
side is blank.



7. Invite each group to share their observations with the class. Each group should include answers to these questions in their presentations:
- How many of the papers were reusable?
  - What was the group's operational definition of reusable?
  - How could they reduce the amount of paper they use and increase the amount they reuse?

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### Beginner:

Ask the students to add up the total number of sheets of paper that each group counted, to calculate the total number of sheets found in the recycling bin.

Next, have them calculate how many sheets of paper were reusable. Is this amount less than, more than, or equal to half of the total amount? If this amount is from one week's accumulation, how much would be accumulated in one month? Each group should share their calculations and relevant observations with the class.

### Intermediate:

Ask the students to calculate the total amount of papers in the bin and the proportion of reusable papers to total papers. Ask them to calculate what percentage of papers found in the recycling bin were reusable. Invite each group to present their findings with the class.

### Advanced:

Invite the class to calculate the percentage of papers that could be reused each week, each month, and each year. Ask them to calculate the approximate amount and percentage of papers that could be reused in all of the classrooms of the school. Ask them how much paper could be reused each year. If every school in New York City did this, how many papers in total could be reused?

## Be a Trashmaster!

# Overcoming RRR Obstacles

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**Time:**

20 minutes

**Subjects:**

English Language Arts, Science,  
Problem Solving

**Vocabulary:**

recycle, reduce, reuse,  
sustainability

**Goals and Objectives:**

Students will explore obstacles surrounding reducing, reusing, and recycling, and come up with action plans to overcome these challenges. They will work together to create a book, which will be made available to the school community.

**Teacher's Note:**

*This Activity is most effective when students revisit their **TrashMaster Contracts**.*

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**Materials:**

- Copies of **TrashMaster Contracts** (from Activity 1 in this chapter)
- **Markers** and/or colored pencils, or computers and printers (if available)
- **Paper**

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## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

**Warm Up:**

**Class Discussion:** Determine students' prior knowledge and understanding of how to reduce, reuse, and recycle.

**Suggested Discussion:** Ask the class if they have been able to fulfill their commitment to reduce, reuse, and recycle as described on their **TrashMaster Contracts**. What were some of the challenges they encountered?

**Exploration:**

1. Ask the class to share stories about how they have been able to reduce, reuse, and recycle.
2. Remind them of the **TrashMaster Contracts** they signed.
3. Ask the students to think about challenges they have faced when trying to reduce, reuse, and recycle.
4. Invite the class to help each other come up with action plans to overcome these obstacles.
5. Divide the class into small groups.

6. Explain that each group will come up with at least four obstacles and action plans, which they will write about and illustrate.
7. The class will work together to compile all of their obstacles and solutions into a book.
8. The book could be published on the class website or displayed in the library or cafeteria, where the school community may view it.

### Expanded Exploration:

Encourage class discussion about obstacles and solutions that they found to be surprising and those that seemed to be the most common. Ask the class to think of creative ways to reuse materials.

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### Beginner:

Follow the Activity instructions.

Encourage the students to illustrate obstacles they have encountered when reducing, reusing, and recycling, and their action plans to overcome these obstacles. They should share their work with each other and work together to compile a book.

### Intermediate:

Follow the Activity instructions.

Each group of students can create their own book of RRR obstacles and solutions. The books should also address why reducing, reusing, and recycling are important and how these practices impact the environment. Encourage the class to incorporate outside research.

After each group completes a first draft, they can trade first drafts with another group to proofread and offer suggestions for revisions. Then, the groups will revise and rewrite their books and present them to the class. You may also want to publish the books on the class' website and make them available to the greater school community.

### Advanced:

Follow the Activity instructions.

Students can work in small groups or individually to create books about the obstacles and solutions surrounding reducing, reusing, and recycling and how this impacts the environment. Each book should have a title, a brief biography about the author or authors, and a dedication page. Students may also incorporate outside research to support their action plans.

The books should go through a series of revisions before they are presented to the class and made available to the school community. You may also want to have students publish the books on the class website.

# Be a Trashmaster!

## Options for Reuse

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### Time:

30 minutes

### Subjects:

English Language Arts, Science, Math, Problem Solving, Art

### Vocabulary:

biodegradable, recycle, reduce, reuse, sustainability

### Goals and Objectives:

Students will explore the different ways cloth and paper napkins affect the environment. They will practice reuse by creating napkin rings for themselves and their families.

### Teacher's Note:

*One paper towel tube can make about six napkin holders and one toilet paper tube can make two or three napkin rings. You may want to ask the class to bring in the tubes for this project or collect them ahead of time.*

### Materials:

- **Cardboard tubes** found inside paper towels or toilet paper
- **Paints** or collage materials
- **Cloth napkin**
- **Scissors**
- **Napkin ring**
- **Markers** and/or paints

## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

### Warm Up:

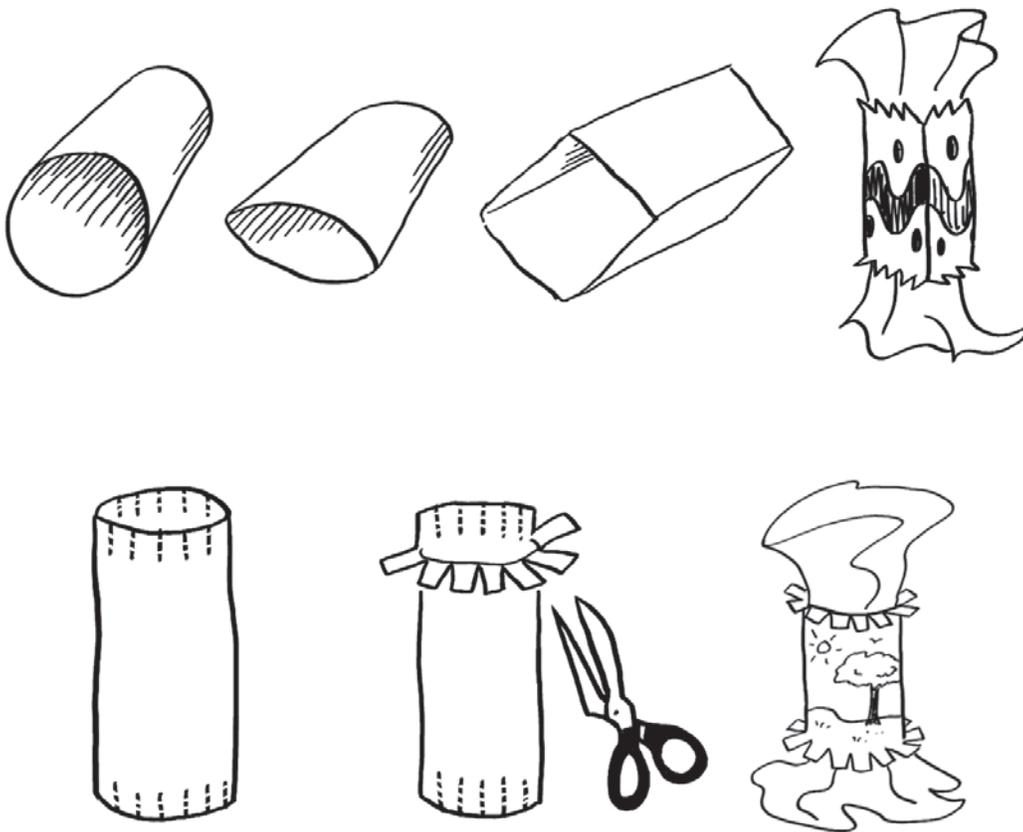
**Class Discussion:** Determine students' prior knowledge and understanding of the reuse concept.

**Suggested Discussion:** How many paper napkins would you guess you and your family use in a week? Do you think it is better for the environment to use cloth napkins instead of paper napkins?

### Exploration:

1. Demonstrate the difference between a cloth and a paper napkin.
2. Invite the class to estimate the number of napkins they use each day and help them translate this number into an approximate number of trees that make up the class' amount of napkins in a month and a year.
3. Ask them if they ever use cloth napkins and to describe the benefits of using cloth napkins instead of paper napkins. Have them come up with other ways to cut down on the number of paper napkins they use. For example, they could refuse excess napkins with purchased meals.

4. Let them know that cloth napkins do not have to be washed after each use, just as most people do not wash their bath towels after every use. Explain that one way to keep their napkins separate is by using personalized napkin rings.
5. Show the napkin ring to the class and demonstrate how to place the cloth napkin inside.
6. Explain that they will be making their own napkin rings for their families to use.
7. Praise them in advance for reusing cloth napkins and for reusing the cardboard tubes.
8. Help them cut the cardboard tubes into strips of 1-2 inches. Encourage them to decorate their napkin rings and to share them with their families.



### Expanded Exploration:

Encourage class discussion about the importance of reuse. Ask them to think of other ways they can reuse items. Ask them to think about other creative projects they could make from items that would otherwise be discarded.

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### **Beginner:**

You may want to cut the cardboard tubes in advance. Follow the other Activity instructions and have the students share their finished projects with the class.

### **Intermediate:**

Follow the Activity instructions.

Encourage the class to brainstorm other ideas for creative reuse. Each student can write a set of instructions or a proposal for a creative reuse project. Students should share their instructions and proposals with the class.

### **Advanced:**

Follow the Activity instructions.

Assign a research project about the topic of reuse. Ask them to find examples of creative reuse in the news or in history and to write a short paper describing the work and citing reference materials. They should present their research projects to the class.



## Be a TrashMaster!

# Make Your Own Paper

### Time:

45 minutes

### Subjects:

Art, English Language Arts,  
Science

### Vocabulary:

fiber, pulp, recycle, reduce, reuse

### Goals and Objectives:

Students will learn how recycled paper is made by making their own.

### Teacher's Note:

*This project is messy. You may want to ask the class ahead of time to bring in an apron or smock. When gathering these materials, try to collect used paper that has minimal print ink because ink tends to darken recycled paper. Also, please note that colored paper makes colored pulp. Paper will take roughly two days to dry.*

### Materials:

- **Used paper** (loose leaf, paper towels, magazines, copy paper, scrap paper)
- **Dryer lint** (optional)
- A **blender** or an egg beater and a large bowl
- 1-2 gallons of **warm water**
- **Window screen** (clean and dent-free, slightly larger than the size of the paper you are making)
- A **flat tub** or dish pan that is larger than the screen and at least 6" deep
- **Heavy paper** or wooden block
- **Newspaper** or thick felt (for blotting)
- A **rolling pin** or tall, thick glassed bottle
- **Old t-shirts**, old button-down shirts worn backwards, smocks, or aprons (to protect clothes)

## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

### Warm Up:

**Class Discussion:** Determine students' prior knowledge and understanding of how paper is made.

**Suggested Discussion:** How is paper made? How is recycled paper made? Why is it better for the environment to use recycled paper?

### Exploration:

1. Explain to the class that they will be making their own recycled paper.
2. Remind the class to protect their clothes by wearing an old shirt, smock, or apron.
3. Shred the paper into small pieces.
4. Put these pieces into the bowl.



5. Add dryer lint.
6. Add warm water. Four parts of water to one part used paper is the best proportion.
7. Let the mixture soak for 5 – 10 minutes.
8. Beat the mixture until it's a thick pulp. If you are using a blender, fill the blender halfway with warm water and add a handful of shredded paper.
9. Pour the pulp into the flat tub. Repeat the steps above until the tub is half-full.



10. Dip the screen into the flat tub and cover it with the mixture. Evenly distribute and flatten the mixture over the screen. Let the extra water drain into the tub. With a thick piece of paper or wooden block, press the excess water out of the pulp.
11. Pile layers of newspaper and an extra layer of blotting paper or felt on top. Use the screen to place the pulp on the blotting paper and then remove the screen.
12. Fold the newspaper over the pulp like a closing book.



13. Flatten the covered pulp with a rolling pin or thick-glassed bottle.
14. Open your blotting paper to air out the paper you just created. Let it dry for a couple of days. Carefully peel the new sheet from the blotting paper.
15. Do not put extra pulp down the drain. It can be reused or recycled. To reuse it, wrap the extra pulp in paper and put it in the freezer. To recycle it, leave the pulp out to dry and then place it in the recycling bin.



### Expanded Exploration:

Encourage class discussion about recycled paper and other ingredients they may want to add next time. They could use papers of different colors and add extra ingredients, like colored threads, confetti, food coloring, starch, bleach, small leaves, flowers, and glitter.

Students can use their recycled paper: copy their own poem onto the paper, illustrate it, and frame it for display or as a keepsake. Or paste a favorite drawing, poem, or photo onto the paper to use the paper itself as a frame.

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### **Beginner:**

Follow the Activity instructions.

Encourage students to write and illustrate the steps to this Activity and share their work with the class.

### **Intermediate:**

Follow the Activity instructions.

Assign a follow-up research paper about the amount of recycled paper that is used and how this has or has not made a significant impact in deforestation.

### **Advanced:**

Follow the Activity instructions.

Ask the students to present a research project to the class that incorporates information about the rate of recycled paper used today and other ways people are starting to change their product consumption and disposal methods and how this has impacted the environment. They should present their research projects with the class.



## Be a TrashMaster!

# Litter Awareness Campaign

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**Time:**

20 minutes

**Goals and Objectives:**

Students will plan and implement a litter awareness campaign.

**Subjects:**

English Language Arts, Science, Problem Solving, Art

**Teacher's Note:**

*This Activity can be done in conjunction with **Chapter 2, Activity 7: Studying Litter in the School Community.***

**Vocabulary:**

campaign, community relations, litter, public relations, recycle, reduce, reuse

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**Materials:**

- Paper or cloth for posters or banners
  - Markers and/or paints
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## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

**Class Discussion:** Determine students' prior knowledge and understanding of the litter problem in their community.

**Suggested Discussion:** Ask the class if they have noticed a lot of litter around the school and neighborhood. Why do they think there's so much litter? What happens to litter, where does it go? How can we help to reduce litter in our community?

**Exploration:**

1. Present the idea of working together to launch a litter awareness campaign.
2. Invite student ideas and impressions of how to go about launching a campaign.
3. Ask the class to think about where they have seen the most litter.
4. Have them brainstorm ideas about how to work with the neighborhood to reduce the amount of litter. Explain that they are putting together a community relations plan.
5. Suggest the idea of creating posters or banners to help advertise the campaign. Ask the class to think of other ways to take action.

6. Encourage the students to create a plan to clean up the litter. Explain that this sets an example in the community and also helps to clean up the neighborhood. The NYC Department of Sanitation offers a program to encourage volunteer clean-ups. More information can be found on the DSNY website ([nyc.gov/sanitation](http://nyc.gov/sanitation)) or by calling 311.
7. Ask the class to think of ways to tell others in the community how they were able to help reduce the amount of litter. Explain that they are working together to come up with and implement a public relations strategy.
8. Take before and after pictures, and submit samples of your promotional campaign as well as exemplary student classwork to DSNY Golden Apple Awards **TrashMasters! Team Up to Clean Up**. You may win cash prizes for your efforts!

### Expanded Exploration:

Encourage class discussion about the next steps to implement this campaign, and how they can make a permanent reduction in neighborhood litter. Ask them to think of other environmental campaigns they would like to develop. Encourage them to brainstorm creative ways of engaging the community.

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### Beginner:

Follow the Activity instructions.

Have the class work in small groups to develop their campaign strategies. Encourage them to illustrate posters that advertise the importance of reducing litter. Each group should present their ideas and posters to the class.

### Intermediate:

Follow the Activity instructions.

Divide the class into small groups and ask them to write a campaign strategy proposal and present it to the class. Encourage the groups to set deadlines for each step needed to implement their campaigns.

### Advanced:

Follow the Activity instructions.

The class can work in small groups to come up with a campaign strategy that incorporates outside research and social media. They can present their proposals to the class. Encourage the class to take the next steps required to implement their campaigns.

## Be a TrashMaster!

# TrashMaster Acrostic

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**Time:**

30 minutes

**Goals and Objectives:**

Students will create acrostics with the term “TrashMaster” that explore the themes of reducing, reusing, and recycling.

**Subjects:**

English Language Arts, Science

**Vocabulary:**

acrostic, recycle, reduce, reuse

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**Materials:**

- Copies of *TrashMaster Acrostic Handout*
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## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

**Warm Up:**

**Class Discussion:** Determine students’ prior knowledge and understanding of the importance of reducing, reusing, and recycling.

**Suggested Discussion:** What are some creative ways we can express the importance of reducing, reusing, and recycling? Ask the class if anyone can define *acrostic*.

**Exploration:**

1. Distribute copies of *TrashMaster Acrostic Handout*.
2. Describe the meaning of “acrostic.” An acrostic is a series of words or phrases in which particular letters, usually the first or the last, spell out a different word or phrase when read in order.
3. Explain that they will be creating their own acrostics using the term “TrashMaster” and incorporating the themes of reducing, reusing, and recycling.
4. Invite the students to share their acrostics with the class.

**Expanded Exploration:**

Encourage class discussion about creative methods to promote reducing, reusing, and recycling. Ask the class to think of new ways to demonstrate the importance of reducing, reusing, and recycling.

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### **Beginner:**

Follow the Activity instructions.

Encourage the class to illustrate their acrostics and present them to the class. You may want to compile all of the acrostics in a book.

### **Intermediate:**

Follow the Activity instructions.

Invite the class to come up with other environmental words or concepts to use in an acrostic. They can create short booklets of their environmental acrostics and present them to the class.

### **Advanced:**

Follow the Activity instructions.

The students can create short booklets that include this and other environmentally-themed acrostics and share them with the class. They can also work together to coordinate a reading event that showcases some of their acrostics.

## Be a TrashMaster!

# TrashMaster Acrostic Handout

Name \_\_\_\_\_ Date \_\_\_\_\_

An **acrostic** is a series of lines in which particular letters, such as the first or the last, spell out a different word or phrase when read in order.

Create your own acrostic using the word “TrashMaster” and using the themes of reducing, reusing, and recycling. You can use the back of this handout for scratch paper.

T \_\_\_\_\_

R \_\_\_\_\_

A \_\_\_\_\_

S \_\_\_\_\_

H \_\_\_\_\_

M \_\_\_\_\_

A \_\_\_\_\_

S \_\_\_\_\_

T \_\_\_\_\_

E \_\_\_\_\_

R \_\_\_\_\_



# Be a TrashMaster!

## Trash or Treasure

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**Time:**

20 minutes

**Subjects:**

English Language Arts, Science,  
Problem Solving

**Vocabulary:**

recycle, reduce, reuse

**Goals and Objectives:**

Students will explore how one person's trash can be another person's treasure. They will work together to coordinate a stuff exchange event to trade items that they no longer want instead of throwing them away.

**Teacher's Note:**

*This is a two-part project:*

*In Part 1, students plan a stuff exchange event.*

*In Part 2, they participate in the stuff exchange event.*

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**Materials:**

- Students should bring in one item that they no longer want to keep
  - Poster paper and markers to promote the event in advance
- 

## Activity

*Following this Activity are adaptations for Beginner, Intermediate, and Advanced.*

**Warm Up:**

**Class Discussion:** Determine students' prior understanding of how the concept of waste is subjective: what one person considers waste another person may consider a treasure.

**Suggested Discussion:** What are some examples of when waste has been reused? Ask the class if there are items in their homes that they no longer want, which they could give to someone else instead of throwing away.

**Exploration:****Part 1: Planning the Event**

1. Ask the class to give examples of how one person's waste can be another person's treasure.
2. Offer the idea of trading items with each other as an alternative to throwing them away.
3. Tell them that they will be working together to plan a stuff exchange event at which each student will trade an item they no longer want for another.
4. Have the class work in small groups to plan the date, time, location, and other event details.
5. Facilitate a discussion about the best structure for the event. Compare and refine the students' ideas, or present those listed in Part 2.

6. Now that they have planned the event, help them brainstorm possible items to exchange. Those unable to bring an item from home can create something they could trade, such as a drawing, poem, or coupon for services.

### Part 2: The Event

1. Make sure everyone remembered to bring in at least one item to exchange.
2. Invite everyone to display their items on a table or on their own desks.
3. Announce that the class will be randomly assigned to groups. Each will take turns looking through the items on display and each student will get to choose and take an item. The class will have another opportunity to trade with each other after they have each selected an item.
4. Give everyone a chance to look at the items.
5. Divide the class into groups at random.
6. Call one group at a time to select an item.
7. After everyone has selected an item, they may trade with each other again.

### Expanded Exploration:

Encourage class discussion about how this exchange event has reduced the amount of waste and has also been an example of how to reuse items. Consider setting up a permanent exchange box in the classroom. Ask students to brainstorm other ways to practice reducing and reusing. Look for examples like flea markets, stoop sales, and online exchanges like eBay, Craigslist.org, and local e-groups.

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### Beginner:

Follow the Activity instructions.

For Part 1, ask the students to illustrate the items they will be trading and to present their illustrations to the class. For Part 2, ask the students to illustrate and write about the item they selected, and how this event was an example of reducing and reusing.

### Intermediate:

Follow the Activity instructions.

Students can also complete follow-up writing assignments that summarize the event and explore how this event is an example of reducing and reusing.

### Advanced:

Follow the Activity instructions.

Invite students to complete research assignments for which they find examples of exchange events in the community and worldwide. For instance, many American towns now participate in ongoing book exchanges.

## Be a TrashMaster!

# An RRR Map of Your Neighborhood

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**Time:**

45 – 60 minutes

**Goals and Objectives:**

Students will make an RRR map of the stores in your school's neighborhood that offer ways to recycle or reuse.

**Subjects:**

English Language Arts, Science, Problem Solving

**Vocabulary:**

recycle, reduce, reuse

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**Materials:**

- Internet access
  - Paper and markers
- 

## Activity

*Following this activity are adaptations for Beginner, Intermediate, and Advanced.*

**Warm Up:**

**Class Discussion:** Determine students' prior understanding of reducing, reusing, and recycling in their neighborhood.

**Suggested Discussion:** Ask the class if they know of any stores in their neighborhoods that offer a refund for recyclable items. Which stores accept plastic bags or rechargeable batteries for recycling? Which ones sell reusable shopping bags, or give a discount for bringing your own bag? How about service stations that accept motor oil or tires? Do they know of any stores in their neighborhoods that sell used or reusable items? Have they seen stores like these in other areas?

**Exploration:**

1. Find out if the students know of any existing stores in your school's neighborhood that offer ways to recycle or reuse, such as a store that redeems deposit bottles and cans, or takes back its plastic or paper bags. Stores that buy and sell used items, such as secondhand books or clothes, should be included.
2. Let the class know that they will be taking a walk around the neighborhood and creating maps of the area that show all of the stores that practice RRR.
3. Brainstorm with the class about specific parts of the neighborhood to explore and document. Decide together on an area.

4. Divide the class into teams and ask at least one person in each team to sketch a map of the area about to be explored.
5. Lead the class on a walk around the neighborhood to find stores that practice RRR.
6. Remind the students to document the exact address, website, and other details. Encourage the students to make illustrations of or take photographs of the stores.
7. Each group of students should work together to come up with a neighborhood map of stores that incorporate environmental sustainability into their business practices.

### Expanded Exploration:

Encourage class discussion about ways businesses and consumers can influence environmental sustainability. Revise the maps and create a final draft as a group that can be scanned or photographed and printed for distribution, or posted on a school or neighborhood website. Follow-up by letting the stores know that your school is supporting their work and ask the stores to display the students' map.

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## Adaptations for Different Grades

*Choose level most appropriate for your class.*

### Beginner:

Follow the Activity instructions.

Have the students take photos or make illustrations of the stores that incorporate RRR. You can include these on a large bulletin board-sized map or display them in the classroom.

### Intermediate:

Follow the Activity instructions.

Students can also complete follow-up writing assignments that incorporate the ratio of RRR stores to non-RRR stores, and address how businesses and consumers can influence the environment.

### Advanced:

Follow the Activity instructions.

Incorporate a **math** component by asking teams to make their maps to scale. Invite students to investigate other parts of the neighborhood and to do research on the number of stores that incorporate RRR in New York City and all over the country.

# Be a TrashMaster!

## Learning Standards

### Activity 1: Translating Learning into Personal Commitment

#### New York State Common Core Learning Standards for English Language Arts & Literacy

##### College and Career Readiness Anchor Standards for Writing

Subsections 1, 2 Text Types and Purposes  
 Subsection 4 Production and Distribution of Writing

##### College and Career Readiness Anchor Standards for Speaking and Listening

Subsection 1 Comprehension and Collaboration  
 Subsections 4, 6 Presentation of Knowledge and Ideas

##### College and Career Readiness Anchor Standards for Language

Subsection 1 Conventions of Standard English  
 Subsection 3 Knowledge of Language  
 Subsection 6 Vocabulary Acquisition and Use

#### New York State Common Core Learning Standards for Social Studies

Civics, Citizenship, and Government

#### The Applied Learning Performance Standards

A1 Problem Solving  
 A2 Communication Tools and Techniques  
 A5 Tools and Techniques for Working With Others

#### New York City Science Scope & Sequence

##### 7.1a, 7.1b

Human influences on the environment: positive influences.

##### 7.1c, 7.2a, 7.2b, 7.2c

Human influences on the environment: negative influences.

##### 7.3a, 7.3b

Human influences on the environment: decision making (risk/benefit).

##### ICT 5.2, IPS 1.1-1.4, IPS 2.1

Packaging and solid waste.

##### LE 3.2b, LE 7.1e, LE 7.2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1

Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation; global warming; ozone depletion; acid rain; air pollution; water pollution; impact on other organisms.

##### LE 5.1d,e, LE 6.1 a,b

Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem (food chains and food web).

##### LE 6.1c, ICT 5.1, 5.2

Renewable and nonrenewable sources of materials.

##### LE 7.1a,b

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.1b,c

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2b,c, LE 7.2d

Describe the way humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.2b,c, LE 7.2d

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2c,d, ICT 5.2, IPS 1.1-1.4, IPS 2.1

Water issues: depletion; pollution.

##### LE 7.2c,d, ICT 6.1, IPS 1.1-1.4, IPS 2.1

Environmental toxins: pesticides and herbicides; fertilizers; organic waste.

# Be a TrashMaster!

## Learning Standards

### Activity 2: Getting Your School to Be a Super Recycler

#### New York State Common Core Learning Standards for English Language Arts & Literacy

##### College and Career Readiness Anchor Standards for Reading

Subsection 1 Key Ideas and Details

##### College and Career Readiness Anchor Standards for Writing

Subsections 1, 2 Text Types and Purposes

Subsection 4 Production and Distribution of Writing

##### College and Career Readiness Anchor Standards for Speaking and Listening

Subsection 1 Comprehension and Collaboration

Subsection 4 Presentation of Knowledge and Ideas

##### College and Career Readiness Anchor Standards for Language

Subsections 1, 2 Conventions of Standard English

Subsection 3 Knowledge of Language

#### The Applied Learning Performance Standards

A2 Communication Tools and Techniques

A5 Tools and Techniques for Working With Others

#### New York City Science Scope & Sequence

##### 7.1a, 7.1b

Human influences on the environment: positive influences.

##### 7.1c, 7.2a, 7.2b, 7.2c

Human influences on the environment: negative influences.

##### 7.3a, 7.3b

Human influences on the environment: decision making (risk/benefit).

##### ICT 5.2, IPS 1.1-1.4, IPS 2.1

Packaging and solid waste.

##### LE 3.2b, LE 7.1e, LE 7.2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1

Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation; global warming; ozone depletion; acid rain; air pollution; water pollution; impact on other organisms.

##### LE 6.1c, ICT 5.1, 5.2

Renewable and nonrenewable sources of materials.

##### LE 7.1a,b

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.1b,c

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2b,c, LE 7.2d

Describe the way humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.2b,c, LE 7.2d

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### PS 3.1b,c

Observe and describe physical properties of objects using all of the appropriate senses: size, shape, texture, weight, color, etc. Determine whether objects are alike or different.

# Be a TrashMaster!

## Learning Standards

### Activity 3: Reduce Paper Use

#### New York State Common Core Learning Standards for English Language Arts & Literacy

##### College and Career Readiness Anchor Standards for Speaking and Listening

Subsection 1	Comprehension and Collaboration
Subsections 4, 6	Presentation of Knowledge and Ideas

##### College and Career Readiness Anchor Standards for Language

Subsection 3	Knowledge of Language
Subsection 6	Vocabulary Acquisition and Use

#### New York State Common Core Learning Standards for Mathematics

Subsections 1, 2	Counting and Cardinality
Subsection 1	Operations & Algebraic Thinking

#### The Applied Learning Performance Standards

A1	Problem Solving
A2	Communication Tools and Techniques
A5	Tools and Techniques for Working With Others

#### New York City Science Scope & Sequence

##### 7.1a, 7.1b

Human influences on the environment: positive influences.

##### 7.1c, 7.2a, 7.2b, 7.2c

Human influences on the environment: negative influences.

##### 7.3a, 7.3b

Human influences on the environment: decision making (risk/benefit).

##### ICT 5.2, IPS 1.1-1.4, IPS 2.1

Packaging and solid waste.

##### LE 3.2b, LE 7.1e, LE 7.2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1

Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation; global warming; ozone depletion; acid rain; air pollution; water pollution; impact on other organisms.

##### LE 5.1d,e, LE 6.1 a,b

Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem (food chains and food web).

##### LE 6.1c, ICT 5.1, 5.2

Renewable and nonrenewable sources of materials.

##### LE 7.1a,b

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.1 b,c

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2b,c, LE 7.2d

Describe the way humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.2b,c, LE 7.2d

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2c,d, ICT 6.1, IPS 1.1-1.4, IPS 2.1

Environmental toxins: pesticides and herbicides; fertilizers; organic waste.

##### PS 3.1b,c

Observe and describe physical properties of objects using all of the appropriate senses: size, shape, texture, weight, color, etc. Determine whether objects are alike or different.

##### S1.1a,b,c

Formulate questions of scientific inquiry with the aid of references appropriate for guiding the search for explanations of everyday observations.

# Be a TrashMaster!

## Learning Standards

### Activity 4: Overcoming RRR Obstacles

#### New York State Common Core Learning Standards for English Language Arts & Literacy

##### College and Career Readiness Anchor Standards for Reading

- Subsections 1, 2, 3 Key Ideas and Details
- Subsections 5, 6 Craft and Structure
- Subsection 11 Responding to Literature

##### College and Career Readiness Anchor Standards for Writing

- Subsections 1, 2, 3 Text Types and Purposes
- Subsections 4, 5, 6 Production and Distribution of Writing
- Subsection 10 Range of Writing
- Subsection 11 Responding to Literature

##### College and Career Readiness Anchor Standards for Speaking and Listening

- Subsections 1, 2, 3 Comprehension and Collaboration
- Subsections 4, 5, 6 Presentation of Knowledge and Ideas

##### College and Career Readiness Anchor Standards for Language

- Subsections 1, 2 Conventions of Standard English
- Subsection 3 Knowledge of Language
- Subsection 6 Vocabulary Acquisition and Use

#### The Applied Learning Performance Standards

- A1 Problem Solving
- A2 Communication Tools and Techniques
- A3 Information Tools and Techniques
- A4 Learning and Self-management Tools and Techniques
- A5 Tools and Techniques for Working With Others

#### New York City Science Scope & Sequence

##### 7.1a, 7.1b

Human influences on the environment: positive influences.

##### 7.1c, 7.2a, 7.2b, 7.2c

Human influences on the environment: negative influences.

##### 7.3a, 7.3b

Human influences on the environment:

decision making (risk/benefit).

##### ICT 5.2, IPS 1.1-1.4, IPS 2.1

Packaging and solid waste.

##### LE 3.2b, LE 7.1e, LE 7.2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1

Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation; global warming; ozone depletion; acid rain; air pollution; water pollution; impact on other organisms.

##### LE 5.1d,e, LE 6.1a,b

Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem (food chains and food web).

##### LE 6.1c, ICT 5.1, 5.2

Renewable and nonrenewable sources of materials.

##### LE 7.1a,b

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.1b,c

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2b,c, LE 7.2d

Describe the way humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.2b,c, LE 7.2d

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2c,d, ICT 5.2, IPS 1.1-1.4, IPS 2.1

Water issues: depletion; pollution.

##### LE 7.2c,d, ICT 6.1, IPS 1.1-1.4, IPS 2.1

Environmental toxins: pesticides and herbicides; fertilizers; organic waste.

# Be a TrashMaster!

## Learning Standards

### Activity 5: Options for Reuse

#### **New York State Common Core Learning Standards for English Language Arts & Literacy**

##### **College and Career Readiness Anchor Standards for Writing**

Subsection 2	Text Types and Purposes
Subsection 4	Production and Distribution of Writing

##### **College and Career Readiness Anchor Standards for Speaking and Listening**

Subsection 2	Comprehension and Collaboration
Subsections 4, 6	Presentation of Knowledge and Ideas

##### **College and Career Readiness Anchor Standards for Language**

Subsections 1, 2	Conventions of Standard English
Subsection 6	Vocabulary Acquisition and Use

#### **New York State Common Core Learning Standards for Mathematics**

Subsections 1, 2	Counting and Cardinality
Subsection 1	Operations & Algebraic Thinking

#### **The Applied Learning Performance Standards**

A1	Problem Solving
A2	Communication Tools and Techniques
A5	Tools and Techniques for Working With Others

#### **New York City Science Scope & Sequence**

##### **7.1a, 7.1b**

Human influences on the environment: positive influences.

##### **7.1c, 7.2a, 7.2b, 7.2c**

Human influences on the environment: negative influences.

##### **7.3a, 7.3b**

Human influences on the environment: decision making (risk/benefit).

##### **ICT 5.2, IPS 1.1-1.4, IPS 2.1**

Packaging and solid waste.

##### **LE 3.2b, LE 7.1e, LE 7.2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1**

Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation; global warming; ozone depletion; acid rain; air pollution; water pollution; impact on other organisms.

##### **LE 7.1a,b**

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### **LE 7.1b,c**

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

# Be a TrashMaster!

## Learning Standards

### Activity 6: Make Your Own Paper

#### **New York State Common Core Learning Standards for English Language Arts & Literacy**

##### **College and Career Readiness Anchor Standards for Writing**

Subsection 2	Text Types and Purposes
Subsection 4	Production and Distribution of Writing

##### **College and Career Readiness Anchor Standards for Speaking and Listening**

Subsection 2	Comprehension and Collaboration
Subsections 4, 6	Presentation of Knowledge and Ideas

##### **College and Career Readiness Anchor Standards for Language**

Subsections 1, 2	Conventions of Standard English
Subsection 6	Vocabulary Acquisition and Use

#### **The Applied Learning Performance Standards**

A2	Communication Tools and Techniques
A5	Tools and Techniques for Working With Others

#### **New York City Science Scope & Sequence**

##### **7.1a, 7.1b**

Human influences on the environment: positive influences.

##### **7.1c, 7.2a, 7.2b, 7.2c**

Human influences on the environment: negative influences.

##### **7.3a, 7.3b**

Human influences on the environment: decision making (risk/benefit).

##### **ICT 5.2, IPS 1.1-1.4, IPS 2.1**

Packaging and solid waste.

##### **LE 7.1a,b**

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### **LE 7.1b,c**

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

# Be a TrashMaster!

## Learning Standards

### Activity 7: Litter Awareness Campaign

#### **New York State Common Core Learning Standards for English Language Arts & Literacy**

##### **College and Career Readiness Anchor Standards for Writing**

Subsection 2	Text Types and Purposes
Subsection 4	Production and Distribution of Writing

##### **College and Career Readiness Anchor Standards for Speaking and Listening**

Subsections 1, 2	Comprehension and Collaboration
Subsections 4, 5, 6	Presentation of Knowledge and Ideas

##### **College and Career Readiness Anchor Standards for Language**

Subsections 1, 2	Conventions of Standard English
Subsection 6	Vocabulary Acquisition and Use

#### **The Applied Learning Performance Standards**

A1	Problem Solving
A2	Communication Tools and Techniques
A5	Tools and Techniques for Working With Others

#### **New York City Science Scope & Sequence**

##### **7.1a, 7.1b**

Human influences on the environment: positive influences.

##### **7.1c, 7.2a, 7.2b, 7.2c**

Human influences on the environment: negative influences.

##### **7.3a, 7.3b**

Human influences on the environment: decision making (risk/benefit).

##### **LE 3.2b, LE 7.1e, LE 7.2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1**

Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation; global warming; ozone depletion; acid rain; air pollution; water pollution; impact on other organisms.

##### **LE 7.1a,b**

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### **LE 7.1b,c**

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### **LE 7.2b,c, LE 7.2d**

Describe the way humans: depend on their natural and constructed environment; have changed their environment over time.

##### **LE 7.2b,c, LE 7.2d**

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

# Be a TrashMaster!

## Learning Standards

### Activity 8: TrashMaster Acrostic

#### New York State Common Core Learning Standards for English Language Arts & Literacy

##### College and Career Readiness Anchor Standards for Writing

Subsection 3	Text Types and Purposes
Subsection 4	Production and Distribution of Writing

##### College and Career Readiness Anchor Standards for Speaking and Listening

Subsection 1	Comprehension and Collaboration
Subsections 4, 6	Presentation of Knowledge and Ideas

##### College and Career Readiness Anchor Standards for Language

Subsection 2	Conventions of Standard English
Subsection 3	Knowledge of Language
Subsection 5	Vocabulary Acquisition and Use

#### The Applied Learning Performance Standards

A2	Communication Tools and Techniques
A5	Tools and Techniques for Working With Others

#### New York City Science Scope & Sequence

##### 7.1a, 7.1b

Human influences on the environment: positive influences.

##### 7.1c, 7.2a, 7.2b, 7.2c

Human influences on the environment: negative influences.

##### 7.3a, 7.3b

Human influences on the environment: decision making (risk/benefit).

##### ICT 5.2, IPS 1.1-1.4, IPS 2.1

Packaging and solid waste.

##### LE 3.2b, LE 7.1e, LE 7.2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1

Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation; global warming; ozone depletion; acid rain; air pollution; water pollution; impact on other organisms.

##### LE 5.1d,e, LE 6.1 a,b

Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem (food chains and food web).

##### LE 6.1c, ICT 5.1, 5.2

Renewable and nonrenewable sources of materials.

##### LE 7.1a,b

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.1 b,c

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2b,c, LE 7.2d

Describe the way humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.2b,c, LE 7.2d

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2c,d, ICT 5.2, IPS 1.1-1.4, IPS 2.1

Water issues: depletion; pollution.

##### LE 7.2c,d, ICT 6.1, IPS 1.1-1.4, IPS 2.1

Environmental toxins: pesticides and herbicides; fertilizers; organic waste.

# Be a TrashMaster!

## Learning Standards

### Activity 9: Trash or Treasure

#### **New York State Common Core Learning Standards for English Language Arts & Literacy**

##### **College and Career Readiness Anchor Standards for Writing**

Subsection 3	Text Types and Purposes
Subsection 4	Production and Distribution of Writing

##### **College and Career Readiness Anchor Standards for Speaking and Listening**

Subsections 1, 2	Comprehension and Collaboration
Subsections 4, 6	Presentation of Knowledge and Ideas

##### **College and Career Readiness Anchor Standards for Language**

Subsections 1, 2	Conventions of Standard English
Subsection 6	Vocabulary Acquisition and Use

#### **The Applied Learning Performance Standards**

A1	Problem Solving
A2	Communication Tools and Techniques
A5	Tools and Techniques for Working With Others

#### **New York City Science Scope & Sequence**

##### **7.1a, 7.1b**

Human influences on the environment: positive influences.

##### **7.1c, 7.2a, 7.2b, 7.2c**

Human influences on the environment: negative influences.

##### **7.3a, 7.3b**

Human influences on the environment: decision making (risk/benefit).

##### **ICT 5.2, IPS 1.1-1.4, IPS 2.1**

Packaging and solid waste.

##### **LE 7.1a,b**

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### **LE 7.1 b,c**

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

# Be a TrashMaster!

## Learning Standards

### Activity 10: An RRR Map of Your Neighborhood

#### New York State Common Core Learning Standards for English Language Arts & Literacy

##### College and Career Readiness Anchor Standards for Writing

Subsection 2	Text Types and Purposes
Subsections 4, 5	Production and Distribution of Writing

##### College and Career Readiness Anchor Standards for Speaking and Listening

Subsections 1	Comprehension and Collaboration
Subsections 4, 5, 6	Presentation of Knowledge and Ideas

##### College and Career Readiness Anchor Standards for Language

Subsections 1, 2	Conventions of Standard English
Subsection 6	Vocabulary Acquisition and Use

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##### ICT 5.2, IPS 1.1-1.4, IPS 2.1

Packaging and solid waste.

##### LE 3.2b, LE 7.1e, LE 7.2c,d, ICT 1.2, 1.4, 2.1-2.3, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, IPS 1.1-1.4, IPS 2.1

Environmental concerns: acquisition and depletion of resources; waste disposal; land use and urban growth; overpopulation; global warming; ozone depletion; acid rain; air pollution; water pollution; impact on other organisms.

##### LE 5.1d,e, LE 6.1 a,b

Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem (food chains and food web).

##### LE 6.1c, ICT 5.1, 5.2

Renewable and nonrenewable sources of materials.

##### LE 7.1a,b

Describe the way that humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.1 b,c

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2b,c, LE 7.2d

Describe the way humans: depend on their natural and constructed environment; have changed their environment over time.

##### LE 7.2b,c, LE 7.2d

Identify examples where human activity has had a beneficial or harmful effect on other organisms (e.g., deforestation).

##### LE 7.2c,d, ICT 5.2, IPS 1.1-1.4, IPS 2.1

Water issues: depletion; pollution.

##### LE 7.2c,d, ICT 6.1, IPS 1.1-1.4, IPS 2.1

Environmental toxins: pesticides and herbicides; fertilizers; organic waste.