Reuse Activity

- create a completely new item from discarded packaging or an item, material or container that is no longer needed
- develop an awareness of other ways to reuse regularly discarded items
- understand the positive impact reusing can have on our local environment

Reinvent It! (2-3)

Intro: To breathe new life into discarded items by creating completely new uses for them is one way to reduce waste. It also enables creative expression and imagination. By extending the life of an item through reuse, waste is reduced, resources are saved, and the amount of pollution that would have been discharged by creating that item from scratch is eliminated.

Materials:
- variety of containers (at least one per student)

Activity: Students will be presented with a variety of reusable items. As inventors they are asked to choose one of the items and reinvent it into something useful again. Making it into a container has already been done, so imagination is required. Students can brainstorm possible ideas, discuss possibilities with friends and family, explore various resource materials in the library, and think about useful items already found around the house.

Students will need to create the item into something new and write a short paragraph explaining what it is and how it works. This could be presented in an advertising format.

Conclusion/Discussion: What are the benefits of recreating an item that was once no longer useful? Once you are finished with your newly created item, what will happen to it?

Extension Activities: A golf tee was made entirely out of biodegradable and organic material. This invention was important because millions of golf tees are used each year. Most golf tees are left on the golf course after a single use. The new tees shatter and biodegrade more quickly. Have the students come up with suggestions for other biodegradable inventions. Discuss what impact their invention would have on the environment.

Useful Links: Search the Pinterest website with the following words “reuse”, “upcycle”, “DIY” and “containers” for project ideas. www.pinterest.com

IRP outcomes

It is expected that students will:

[SS] Demonstrate responsible behaviour in caring for their immediate environment (2-3)

[SS] Gather information from a variety of sources for presentation (2-3)

[SS] Apply critical thinking skills including predicting, imagining, and comparing to selected problems or issues (3)

[SC] Ask questions that foster investigations and explorations relevant to the content (3)