

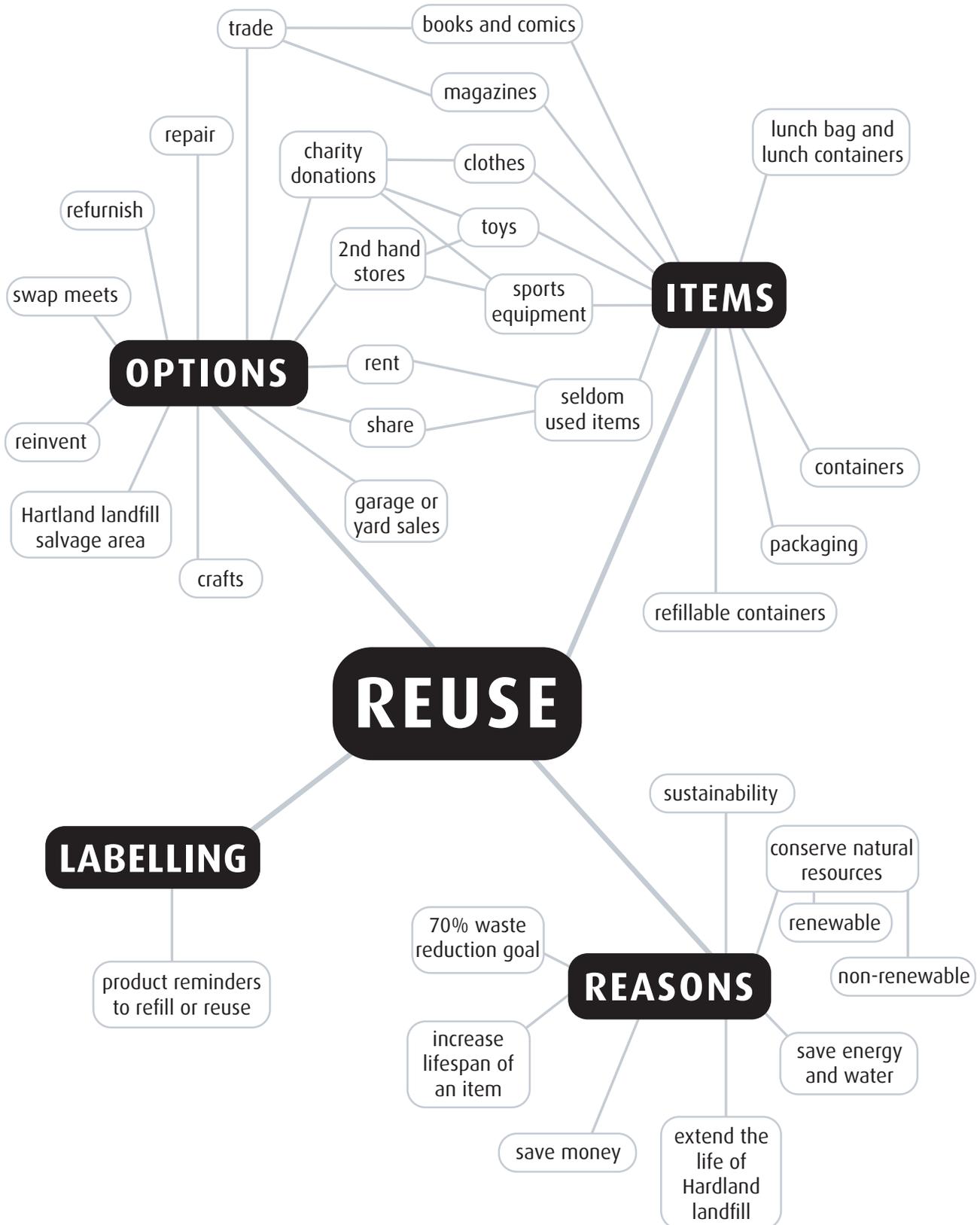


Making a difference...together

# Reuse



**Reduce. Reuse. Recycle.**



*If every elementary student in the CRD took a single-serving drink container to school with their lunch, more than 24,000 beverage containers per day would need to be recycled. Consider using reusable drink containers to reduce the energy required for recycling.*

**Reuse involves reusing** items over and over again, either in their original form or some modified version. Buying durable and reusable products means that there is less to throw away and less to replace.

Reusing is the second most important R of the 3R hierarchy and is preferable to recycling because the packaging or item can be used again without being reprocessed. By reusing, resources are conserved and energy is saved because fewer new products need to be manufactured.

### **Reuse can refer to:**

- Donating old clothes and toys to a second hand store;
- Having a garage sale to sell your old clothes, toys or household items;
- Reusing containers for snacks, lunches or drinks;
- Finding new uses for old things;
- Sharing seldom used items, such as sports equipment and camping gear;
- Using durable items instead of disposables;
- Repairing and maintaining durable products; and,
- Returning refillable containers.

### **Examples include:**

- Taking your own cloth bag on your next shopping trip.
- Using an old shoebox to store your crayons, felts or pens.
- Making gift wrap with a scarf, tea towel or fabric scrap.
- Making gift containers with baskets, plant pots, boxes, used paper bags or interesting bottles.
- Purchasing refillable pens and ink cartridges and refilling the pen or cartridge when empty.
- Exchanging books, magazines and comics with your friends.

- understand that the application of the first 2R's (Reduce and Reuse) can have benefits beyond waste reduction
- understand the phrase "someone else's trash is another's treasure"

## Toys & Clothes for Sharing (K-5)

### IRP outcomes

*It is expected that students will:*

*[SS] Describe ways individuals contribute to a community (2)*

*[SS] Compare ways needs and wants are met in communities (3)*

*[SS] Explain why sustainability is important (5)*

*[PP] Relate the support services available in the school and community to personal needs (4)*

*[PP] Identify people and organizations that support children (K-1)*

*[PP] Identify thoughtful, caring behaviours (2-3)*

*[PP] Describe empathetic responses in a variety of situations (5)*

*[SC] Describe ways to rethink, refuse, reduce, reuse and recycle (K)*

**Intro:** Many of us seem to wear 20 per cent of our clothes, 80 per cent of the time. The question arises, what do we really need? By taking a look around our house and in our closets, we may see that there are some things we could pass along to those who are less fortunate.

### Materials:

- box for each participating classroom (reuse paper, computer or other boxes)
- a list of local charity facilities from [www.myrecyclopedia.ca](http://www.myrecyclopedia.ca) or the yellow pages phone book. Call first to see if they need the items you're considering collecting.
- primary level book: *Franklin's Christmas Gift* by Paulette Bourgeois (Canadian author, ISBN 1-55074-4666-6)

**Activity:** Have a class or school-wide event to collect donated toys or clothes for a local or overseas group or organization in need. Have a box in each class to encourage students to bring used or not needed toys or clothes for others. Toys will need to be clean and in working condition. There are a variety of local community charities in need of toys and clothes. Refer to CRD [myrecyclopedia.ca](http://myrecyclopedia.ca) or phone book for list of local charities. Call first to see if they need the items you're considering dropping off.

During the holiday season, primary students can discuss the spirit of giving to others after reading, *Franklin's Christmas Gift* by Paulette Bourgeois. In this story, Franklin has a hard time finding something at home that he can donate to the toy donation box at school.

**Conclusion/Discussion:** Discuss other options for dealing with items at home that you no longer need. What can you do? Brainstorm. For example: selling/buying at second hand/consignment stores or using free online services, asking friends if they need the item that you no longer need, trading your item for something you need that someone else has, or having a garage/yard sale. Debate the pros and cons of each option.

**Extension Activities:** ■ Have a school-wide yard sale or swap meet (possible spring or fall). Donate leftover items to charity, calling ahead to ensure that your items are needed.

## IRP outcomes

*[SS] Gather information from personal experiences and visual representations (K-1)*

*[SS] Describe their role and responsibilities as members of the classroom and school community (K-3)*

*[SS] Demonstrate and describe responsible behaviour in caring for local environment (K-3)*

*[SS] Describe how decisions are made in groups, the classroom and the school (2)*

*[SS] Present information using oral, written or visual representations (K-3)*

*[PP] Recognize when a problem exists*

*[PP] Relate consequences to actions and decisions (K-1)*

*[PP] Describe a problem-solving model (2-3)*

*[SC] Describe ways to rethink, refuse, reduce, reuse and recycle (K)*

*[SC] Communicate their observations, experiences and thinking in a variety of ways (1)*

*[SC] Infer the probable outcome of an event or behaviour based on observations (2)*

*SC Measure objects and events (3)*

*MA Construct a pictograph using one-to-one correspondence (K-1)*

*MA Sort objects by one or more attributes and by using graphic organizers (2-3)*

- discuss the different kinds of packaging in lunches and understand the difference between containers that are reusable and those that are garbage
- discuss why we reuse containers to reduce lunch waste
- discuss where lunchtime packaging ends up (back home to be used in recycling containers, in compost bin, in garbage can) and which types of packaging help the environment

## Graph the Goods (K-3)

**Intro:** Packaging makes up twenty per cent of our household waste. Of the 7,000 items in the grocery store, about 3,000 are wrapped in packaging that ends up in the garbage. Individually wrapped portions of items like cheese or juice are convenient but they are generally two to four times more expensive than the bulk options and sometimes the packaging is not even recyclable.

### Materials:

- chart paper
- student lunches
- copy of student worksheet

**Activity:** This activity will need to take place before lunchtime. Enlarge the chart outlined on the worksheet developed for this activity. Place it on a table or floor (horizontal surface). Have a few students get their lunches from their packs. Observe the different ways students bring their lunches to school. Next, look at the various types of packaging and containers used for the lunches. Discuss what happens to the packaging once they finish their lunch. Ask students to place their lunch on the large chart, in the appropriate category.

Ask the students to comment on where most of the lunchtime packaging will end up. Why do some people bring water bottles, juice boxes, plastic box containers, etc.? Brainstorm the advantages and disadvantages of each.

**Conclusion/Discussion:** Explain that there is a lot of garbage produced daily by each and every one of us. Let the students know that there are easy ways to avoid unnecessary packaging. What types of packaging (referring to lunch containers) can we use to decrease lunchtime garbage? How can we make our lunches produce no waste at all?

**Extension Activities:** ■ Take a field trip to Hartland landfill or to your local recycling depot. ■ Create a bulletin display to encourage all students in your school to pack garbage free lunches. ■ Discuss who in the community is responsible for collecting garbage and recyclables. Read **Garbage Collectors** by Paulette Bourgeois (Canadian author, ISBN 1-55074-040-7). ■ Download supplementary 3R lessons and activities at [www.crd.bc.ca/teacher](http://www.crd.bc.ca/teacher).

# Reuse Activity

Many of us already bring garbage free lunches! This helps to reduce packaging waste that goes to the landfill. Let's see how our lunch packaging stacks up today!


Reusable



Recyclable



Compostable



Garbage



Most packaging was \_\_\_\_\_

The least amount of packaging was \_\_\_\_\_

- 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

## 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)*

## 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](http://www.pinterest.com)

- understand the impact individual actions have on the local environment and on reducing and reusing waste
- recognize our society's wasteful tendencies and the steps that can be taken to reuse waste
- identify multiple uses for individual items

## IRP outcomes

*It is expected that students will:*

*[SS] Describe Aboriginal people's relationship with the land and natural resources (4)*

*[SS] Describe technologies used by Aboriginal People in BC and Canada (4)*

*[SS] Apply critical thinking skills to selected problems and issues (4-5)*

*[SS] Explain why sustainability is important (5)*

*[SS] Analyse the environmental effects of settlement in early BC and Canada (5)*

*[SC] Determine how personal choices and actions have environmental consequences (4)*

*[SC] Analyse how the Aboriginal concept of interconnectedness of the environment is reflected in responsibility for and caretaking of resources (5)*

## Wisdom From The Past (4-5)

**Intro:** British Columbia's indigenous people lived off the land and existed in harmony with their natural environment. In essence, they were environmental stewards. So much can be learned from their experiences, their routines and their lifestyles.

### Materials:

- photocopy one set of activity cards
- 5-6 dictionaries

**Activity:** Students will be divided into groups of four. Each group of students will be asked to work on one activity card at a time, rotating stations during designated work time. As an alternative, the teacher could use the activity cards as a basis for group discussions.

**Conclusion/Discussion:** After completing the card activities, discuss the differences between the past and present:

- use and value of resources;
- basic needs and wants; and,
- balance of resource supply and demand.

Discuss other ways of life. What can we learn from the past? From other cultures?

**Extension Activities:** ■ Royal BC Museum's First Peoples Gallery: contact the Victoria Native Friendship Centre for an interpretive tour of the Gallery and the role of reuse and recycling. Discuss if a sustainable society is still possible today.

<http://www.vnfc.ca/programs-services/culture-community-relations>

■ Visit the **Hornby Recycles** website to see why they were awarded the 2001 Merit Award from the Recycling Council of BC.

<http://www.hirra.ca/recycle/>

## Activity Card 1

The Haida people were hunters and gatherers. They ate salmon, halibut, cod, sea mammals, shellfish, seaweed, eulachon, wild animals and a variety of native plants. They made their baskets, blankets, mats, capes, clothes, hats and fishing tools out of twined material such as animal hair, feathers, bark from cedar and cherry trees, and stems of water reeds. Think about where we get our food, clothing and utensils from.

Why do you think the Haida people produced little waste?

Make a list of at least 5 reasons.

## Activity Card 2

The Haida people used every part of a tree including the roots, inner bark, twigs and trunk. Trees were used to build houses, canoes, winter storage boxes and tool handles. Clothing, baskets, mats and rain hats were woven from spruce roots or the inner bark of cedar trees. Later, they added art to their functional tools with carvings and designs. They were able to meet most of their basic needs from the complete use of a natural resource, leaving very little waste.

Discuss how we use B.C.'s natural resources today.

## Activity Card 3

The Haida people lived in harmony with the environment. There was an abundance of natural resources; however, they only took what they needed. Their needs were simple and included food, shelter, clothes, ceremonial attire and objects. While most of their time was taken up with meeting their basic needs, their limited free time was often spent creating art.

How are we different today?

## ACTIVITY CARD 4

The definition of stewardship is the careful and responsible management of something entrusted in your care. For example, we must practice stewardship of our environment and natural resources for us today and for the future. Stewardship can mean planting a tree in your backyard for you to enjoy today and others to enjoy in the years to come. Stewardship can also involve a community project such as saving a large forest from logging and turning it into a provincial park.

Discuss this definition with your group. List two ways you personally have been, or could be, a steward in your home, school or community.

## ACTIVITY CARD 5

Using a dictionary, find and record the definition of sustainability. Think of this word in terms of the environment. How did the Haida people maintain a sustainable society? How did society change after the European traders and settlers arrived? Provide four examples.

## ACTIVITY CARD 6

With the ever-increasing population, mass production of man-made materials and strong desire for material possessions, do you think it is possible to have a sustainable society in the future? Decide yes or no. Give four reasons why you think this may or may not happen.

- identify opportunities to reduce garbage by making wise choices
- emphasize the hierarchy of 3R activities

## Survive-R Game (4-7): *Mighty Matching Game*

### IRP outcomes

*The students will be expected to:*

*[SS] Evaluate effects of technology on lifestyles and environments (6)*

*[PP] Demonstrate responsibility for their choices (4)*

*[PP] Identify and apply the steps in decision-making process (5)*

*[PP] Give examples of how people can achieve balance in their lives (5)*

*[PP] Identify factors that influence their attitudes regarding healthy living (5)*

*[PP] Predict possible problems associated with particular situations or courses of action (6)*

*[PP] Practice responsible decision-making (7)*

*[SC] Determine how personal choices and actions have environmental consequences (4)*

**Intro:** This fun, fast-paced game encourages students to put the 3R hierarchy into action by determining what can be reduced, reused and recycled. The teacher is encouraged to imitate the style of the television show *Survivor*, if s/he feels comfortable. The *Mighty Matching Game* is more appropriate for intermediate classes, though it can be adapted for younger students.

### Materials:

- two tables (or desks put together) each with the following items (noted here with their matches)

Less desirable choice	Environmentally friendly choice
paper lunch bag	reusable cloth or vinyl lunch bag or lunch kit
paper towel	cloth towel
paper napkin	cloth napkin
juice box	reusable container & frozen juice
plastic bag	reusable shopping bag
plastic fork	stainless steel fork
fruit cup, lid & cardboard	whole fruit (e.g. banana, apple)
plastic sandwich bag small yogurt container (single use/serving)	reusable containers
milk carton or bottled water (single serving)	large carton/jug and reusable bottle
polystyrene (the chemical name for styrofoam) bowl	thermos
polystyrene or paper cup	reusable mug
plastic foil wrapped granola bar	homemade
raisin boxes	bulk raisins in a reusable container
cookie wrapped in plastic on styrofoam tray	homemade baked good

## **Not Required, But Fun:**

- safari style hat
- tiki torches (might fashion out of bamboo poles and bike flashers)
- Survivor poster

**Tip: You may want to ask a parent or class coordinator to collect materials**

**Activity:** Set up all activity props and (if keen) tiki torches and Survivor sign. Announce that the class will be involved in a game of wit, wisdom and agility that tests their ability to survive in the land of the 3R's. Have class sit down as if in an audience. Pull on safari hat (if keen) and announce:

"Greetings to you all, and welcome to this week's edition of the Survive "R" Game Show. Before me are the 30 lucky contestants who have been chosen from the thousands and thousands of eager applicants to join me on this beautiful island to outlast and outwit one another! Now many of you may be familiar with this show, but for those who are not, it works like this: Our contestants will be divided into two teams, or tribes, which will compete against one another in a challenge."

Divide class. (If desired, ask groups to name their tribe and write this on a team "flag" -- a coloured piece of paper).

Set up two tables with a variety of items: environmentally-friendly packaging/ containers vs. wasteful packaging/containers. Introduce activity: "Recycling is good. Recycling rather than throwing away the garbage saves precious natural resources, but the process still uses energy and water.

But there is an even better way. This challenge is all about REDUCING the amount of garbage we create by thinking about what kinds of containers and packaging we use in our every day lives. For example, I imagine you all brought a lunch today and that in those lunches, you had all sorts of packages and containers, like sandwich bags, juice boxes and plastic containers. Those kinds of things are all up here on the table. Some of those things can be used more than once, and others get thrown away after just one use."

Here's how the game works: The first student on each team comes up to their team's table and is asked to pick something to pack a sandwich in. The student should chose the object that s/he feels is the best choice for the environment. Think about things that are reusable, or use small amounts of packaging (that means less natural resources were used). Wait until asked to "reveal your choice" then show audience the object you chose. Your team will receive one eco-point for each correct choice. The first student then sits down and the next student comes up and selects something that meets the next criteria on the list (eg. bring juice to school, etc.)" Ask for one student from each team to go to the blackboard and record points for their team.

Run relay by asking students to take turns coming to the front and choosing:

1. Something to bring your lunch to school in  
**One point for selecting a reusable bag over a paper bag**
2. Something to dry your hands with  
**One point for selecting a cloth towel over a paper towel**
3. A way of bringing juice to school  
**One point for selecting a reusable container over a juice box, single-serve milk carton or bottled water**
4. A way of bringing granola bars to school  
**One point for selecting homemade granola bars over plastic foil wrapped granola bars**
5. A way to buy raisins  
**One point for selecting bulk raisins over individual raisin boxes**
6. A cookie for recess  
**One point for selecting a homemade cookie over cookies wrapped in plastic on styrofoam tray**
7. A cup for a hot drink (tea, hot chocolate)  
**One point for selecting a reusable mug over a polystyrene or paper cup**
8. Something to put your sandwich in  
**One point for selecting a reusable container over plastic wrap**
9. A way of bringing crackers and cheese to class  
**One point for selecting a reusable container over a zip lock bag**
10. Something to bring fruit to school  
**One point for selecting a whole fruit or a reusable container over a fruit cup, lid and cardboard packaging.**
11. A bag to carry home your shopping in  
**One point for selecting a reusable shopping bag over a plastic bag**
12. Something to bring yogurt to school  
**One point for selecting a reusable container over a small yogurt container**
13. Something to wipe your face after lunch  
**One point for selecting a cloth napkin over a paper napkin**
14. A way of bringing noodles for lunch  
**One point for choosing a thermos over a polystyrene container**
15. Something to use to eat your noodles  
**One point for choosing a stainless steel fork over a plastic fork**

**Conclusion/Discussion:** Discuss how choices we make effect our homes, schools and earth (which can be viewed as an island on which we all need to survive).

**Extension Activities:** Have students design a sustainable island paradise where all the islanders' needs can be dealt with in environmentally-friendly ways.

Hold a garbage-free lunch challenge for your class or school. Download the resources at [www.crd.bc.ca/teacher](http://www.crd.bc.ca/teacher)