

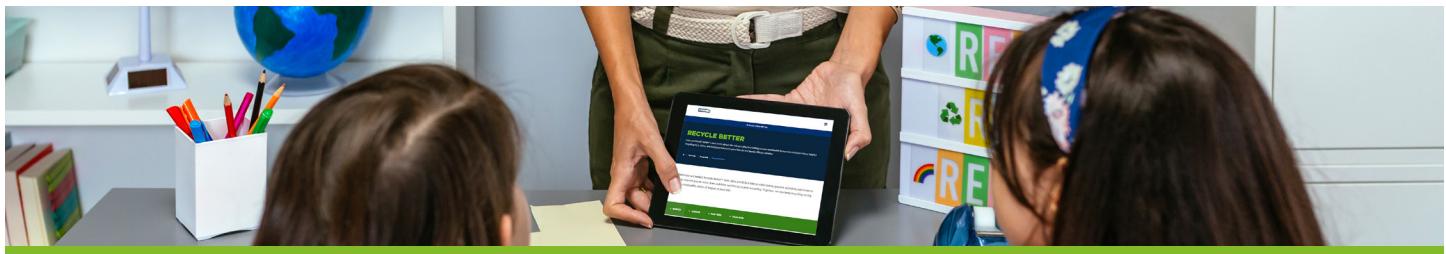


ESTABLISHED 1975

# RECYCLE BETTER™ EDUCATION KIT

Kindergarten Through Twelfth Grade (K-12)  
School Programs and Activities





## Recycling Education

Through recycling education, students can apply and hone their grade-level skills while learning where waste comes from, where it goes, and the role they can play in reducing waste and stewarding natural resources. The practical information they gain – specifically which items belong in the recycling bin – can help to advance school and community recycling goals. By becoming more aware of waste and recycling services, students can apply their creativity to imagine new ways of managing society's waste.

### Recycle Better™

Casella's Recycle Better program connects customers and communities with outreach and education tools to support successful recycling programs. To find informative videos, posters, activities, and more, visit [casella.com/recyclebetter](http://casella.com/recyclebetter)

## IN THIS EDUCATION KIT

Kindergarten-Fourth Grade (K-4) School Program .....	3
Fifth-Eighth Grade (5-8) School Program .....	6
Ninth-Twelfth Grade (9-12) School Program .....	9
Recycling Posters (English and Spanish) .....	11
Photo References.....	13
Eco Champion Certificate .....	14
Classroom Oops Tag .....	15
Classroom Recycling Tracker .....	16
Recycling Activities.....	17

# Kindergarten through Fourth Grade (K-4) School Program

## Learning Objectives

- Introduce importance of recycling (the why's)
- Sort Recyclables into categories
- Recognize that everyone contributes to the amount of garbage created each day
- Recognize commonly recycled items
- Identify simple ways to save landfill space through recycling

## Length

- 30 min-1 hour

## Materials

Common items placed in waste or recycling bins. You can gather the actual items or use photos. Use the

[\*\*Recycling Poster\*\*](#) here for examples of items to gather, including:

- Paper items (writing paper, newspaper, cardboard, etc.)
- Metal, Plastic, or Glass items (plastic water bottle, aluminum can, etc.)
- Non-recyclable items (food waste, textiles, cords, plastic bags, plastic forks, paper towels, yogurt pouch, etc.)

## Curriculum Standards

- [\*\*CCSS.ELA-LITERACY.SL.1.1.A\*\*](#)

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

- [\*\*CCSS.ELA-LITERACY.SL.1.1.B\*\*](#)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

## Key Vocabulary

- Recycle
- Landfill

# Kindergarten through Fourth Grade (K-4) School Program

## Grades K & 1 Introduction

*Circle time discussion about the journey of garbage*

Today we are going to learn about garbage. I am going to tell you all about the journey a piece of garbage takes from your house to a great big place called a landfill. I'm also going to share with you how we can save some pieces of garbage from going to the landfill. Listen carefully, the adventure is going to begin.

1. There are items all around our classroom and in your homes that are made from nature- can you think of any things in this room that are made from nature? - books, tables, paper etc...
2. Some things come from mines, which is a hole dug into the Earth's surface- when we dig deep enough we can find material to make things like metals or glass. Some things are even made from oil or gas! (Plastics)
3. When we are done with our "stuff"- it breaks or is just old- what do we do with it? - throw it away! And there are two choices to make when you throw something away. You can put it in the garbage OR the recycling. First we are going to talk about garbage then we will talk about recycling.
4. Raise your hand if you know what garbage is (or ask "what is garbage?")
5. Who can name one thing you throw away in the garbage? You will get a variety of answers. [See the photo reference page for an image of a curbside container.](#)
6. When the garbage is full, what do we do with the full bag of garbage? The bag of garbage is taken outside and placed either in a garbage can or a dumpster. (Show Casella picture or visit your facility dumpster.) A dumpster is a large garbage can you can find outside schools, restaurants, grocery stores, etc.
7. Do you know what happens to the garbage once you take it outside? A large truck comes by and picks up your garbage. It is called a garbage truck. [See the photo reference page for an image of an Automated Sideload \(ASL\) truck.](#)
8. Where does the garbage truck take our garbage? Tell them our garbage goes to a place called a landfill. [See the photo reference page for an image of a Casella landfill.](#) Landfills are important because they give us a place to take our litter and garbage. We want to save space in our landfills whenever we can.
9. Now we will talk about Recycling- Sometimes we throw things away that can be used again. They can be recycled. Recycling means taking something you were going to throw in the garbage, such as a piece of paper, and turning it into something new and useful like a new book. You find a new way to use that item.
10. So our option when deciding to throw something away is choosing whether it is garbage or recycling.
11. Being a good recycler is important! When we recycle we can save space in our landfills. Landfills are big and complicated to build, so we want to use them for garbage not recyclables.
12. Lastly, do you know why we recycle? We recycle because it helps our earth in two ways:
  - a. When we recycle, our landfills won't fill up too quickly, and we can save that space for our garbage.
  - b. When we recycle, we can help save natural resources, like trees. Remember, recycling is when we take something no longer being used and turn it into something new and useful. Some materials, like metal, can be recycled again and again.
13. We are going to look at four things we can recycle: paper, glass, metal and plastic.

**Teacher's note:** In some areas, waste goes to an incinerator to be burned. Like landfills, incinerators have limited capacity in our region.

# Kindergarten through Fourth Grade (K-4) School Program

## Grades 2-4 Instruction

Begin with this short video: <https://youtu.be/NOHPfI3c90> - journey of recyclables video

- Begin by placing all the empty containers in sight of the class.
- Review the categories of material: Plastic, Glass & Metal/Aluminum

After you review with the students the most common items to recycle, inform the students you are going to place all the items on the floor. The pile on the floor represents a landfill. The landfill is full of items that can be recycled or reused, and some of the items in the landfill are garbage and belong there.

1. Let each student pick one item from the landfill.
2. Each student will tell the group if the item picked belongs in the landfill or if it could be recycled or reused.
3. If it is recyclable, they can place the item in the blue recycle bin.
4. If it is reusable, have the student share with the group how the item they picked could be reused.
5. If it belongs in the garbage, have them return it to the landfill. If it is a paper, plastic, glass or metal item you may need to re-explain to the student that not all items are recyclable and why. A simple answer is that different plastic items are made differently, so some are easier to recycle than others. This answer works for all items.

Questions you can ask the student to help them decide if their item is recyclable, reusable or simply garbage:

1. What kind of item do you have? Paper, plastic, metal, glass, etc.
2. What natural resource is used to make your item? Trees, sand, oil.
3. Glass items can be replaced with pictures.

## Discussion Questions

- How many of the items we use each day could/should be recycled? (Brainstorm on whiteboard)
- Are any of the containers in class made from recycled materials?

## Extensions (Upper Level)

- Have students brainstorm and create a list of everything they use and could recycle in a typical day

# Fifth through Eighth Grade (5-8) School Program

## Learning Objectives

- Define 'recycling'
- Analyze the environmental impact of recycling
- List commonly recycled items
- Repurpose a used item for themselves

## Length

- 1-1.5 hours

## Materials

- Rinsed empty food containers such as jars, cans, bottles etc...
- Used food wrappers- great for collaging letters together to spell words or names
- Scissors
- Tape
- Markers
- Paint
- Craft Supplies- glitter, pom pom etc...
- Glue

## Curriculum Standards

- CCSS.ELA-LITERACY.ME.5.4
  - Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area
- CCSS.ELA-LITERACY.ME.5.7
  - Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently

# Fifth through Eighth Grade (5-8) School Program

## Key Vocabulary

- Recycle
- Natural Resources

## Introduction

- Begin with this short video: <https://youtu.be/NOHIPfI3c90> - journey of recyclables videos

## Instructions

- Begin by placing all of the empty containers in sight of the class.
- Now ask the class what they see and discuss this as a class.
- Next, ask the students to select one of the empty containers to take to their desk.
- Now have the students raise their hands if they have selected a paper item. Plastic? Glass? Metal?

## Discussion Questions

- How many of the items we use each day could/should be recycled? (Brainstorm on whiteboard)
- Are any of the containers in class made from recycled materials?
- Show recyclable items from acceptables list

## Activity

- Have students design a plan to create a new and useful item from their used food container.
- Now have them use the food wrappers, scissors, and glue to craft this new item from the old one.
- When all students have created a new item, have them share the item with the class along with an explanation of what the item is.

# Fifth through Eighth Grade (5-8) School Program

## Examples



## Optional Writing Prompts

- Think of something that you threw into the garbage or recycling recently (today or yesterday). Explain how you could have used that to make something new.
- What could you change in your house or do differently at home to help our environment?
- If you could invent something that could protect the environment, what would it be and why?

## Extensions (Upper Level)

- Have students start a recycling program in the classroom with containers designated for each type of recyclable.

# **Ninth through Twelfth Grade (9-12) School Program**

## **Learning Objectives**

- Define 'recycling'
- Analyze the environmental impact of recycling
- List commonly recycled items
- Identify major contaminated in local recycling stream

## **Length**

- Depends on teacher interest- 1-3 class periods

## **Materials**

- Clipboard/Pencil
- Access to classrooms
- Computers
- Printer
- Scale for weighing material, if available (perhaps ask the school nurse)
- Disposable Gloves

## **Curriculum Standards**

- CCSS.HS. ESS3-3.
  - Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment

## **Key Vocabulary**

- Recycle
- Sustainability
- Contaminants
- Energy

# Ninth through Twelfth Grade (9-12) School Program

## Overview

- Students will act as recycling ambassadors to correct recycling practices within in their school
- This involves students speaking to other classes and educating on minimizing contamination
- Students will conduct audits of classroom recycling bins
- Students will collect quantitative data
- Students will report out to classrooms contamination rates
- Conduct Audit again a week (or two) later and compare for lower rates

## Introduction

- Prior to this lesson students should have a base knowledge of energy
- Discuss/Define the key vocabulary
  - <https://youtu.be/NOHIPfI3c90> - journey of recyclables videos

## Engagement

- Students begin researching the relationship of recycling to energy use and how it reduces greenhouse gas emissions
  - this research will be used to share with other classes
- Students should pair up or in small groups, use research to create a one page visual that will be used/shared with other classes
  - These steps could take 1 class period depending on engagement standards
- Students are given print outs (or physical items) to sort into recyclable or non-recyclable
- Class should create a list of acceptable vs non-acceptable for recycling (on white board) after sorting
  - Use **Recycling Poster** as reference for checking correct/incorrect items
- Group with most correct wins prize?
- Teacher will then unload classroom recycling bin on the floor and students will sort out any non-recyclable items (contaminants)
- Percentage of contaminants should be taken by item number; Utilize the **recycling tracker** to collect the data OR by weight (if scale is available)
- Next class students should be scheduled to reach out to other classes with the information they are presenting
- Students will audit each classroom they present in and perform a follow up audit in a predetermined amount of time (the classes should not know about the follow up audit)
- During the follow up audit students will utilize the **Oops Tags** to show what contaminants were found
- Classroom who lowered the contamination the most should receive **Eco Champion Certificate**

## Extension Activity

- Have multilingual students translate recycling visuals around the school
- Sustainability club audits



# RECYCLING

Toss **ONLY** the recyclable items listed below into your **recycling bin**

## CARDBOARD/PAPER



**Junk Mail, Periodicals, & Office Paper**  
(Paper bags, envelopes, & catalogs)

## PLASTIC



**Plastic Bottles, Jugs, Tubs, & Lids**  
(Empty kitchen, laundry, & bath containers & clamshells)

## METAL



**Aluminum & Steel Cans**  
(Foil & empty food & beverage cans)

## GLASS



**Glass Bottles & Jars**  
(Empty food & beverage bottles & jars)

## REMEMBER TO RECYCLE BETTER!

- No items smaller than 2" in size
- All containers are  empty, rinsed, & dry
- Cardboard is flattened  & broken down

- There are **NO** items from the **NOT ACCEPTED** list in the recycling bin
- 



For recycling tips and resources, visit [casella.com/RecycleBetter](http://casella.com/RecycleBetter)

## NOT ACCEPTED

**DO YOUR PART TO RECYCLE BETTER™**  
**THE ITEMS LISTED BELOW **DON'T** BELONG**  
**IN YOUR RECYCLING BIN**



CLOTHING/TEXTILES



BAGGED RECYCLABLES



BATTERIES



ELECTRONICS

FOOD WASTE/LIQUIDS



WOOD, WASTE, OR TIRES

PLASTIC WRAP, FILMS, OR TARPS



CERAMICS OR BAKING GLASS

WAXY COATED PAPER ITEMS

DISPOSABLE ITEMS



# RECYCLING

Solo deseche los artículos reciclables que se enumeran a continuación en su contenedor de reciclaje

## CARTÓN/PAPEL



**Cartón**  
(Limpio y seco)



**Correo Basura, Periódicas y Papel de Oficina**  
(Bolsas de papel, sobre, y catálogos)

## PLÁSTICO



**Botellas Plásticas, Jarras, Tinas y Tapas**  
(Recipientes vacíos de cocina, lavandería, y baño)

## METAL



**Latas de Aluminio y Acero**  
(Papel de aluminio y latas de alimentos y bebidas vacías)

## GLASS



**Botellas de Vidrio y Frascos**  
(Botellas y frascos de alimentos y bebidas)

## RECUERDE RECICLAR MEJOR!

- Que no hayan artículos de  menos de 2" de tamaño
- Que todos los recipientes estén  vacíos, enjuagados y secos
- Que el cartón sea  aplanado y en pedazos
- Que no hayan artículos de la lista  NO ACEPTADOS en la canasta de reciclaje



ESTABLECIDO 1975  
Para obtener más información y recursos, visite [casella.com/RecycleBetter](http://casella.com/RecycleBetter)

## NO ACEPTADOS

**HAZ TU PARTE PARA RECICLAR MEJOR**  
**LOS ARTÍCULOS MENCIONADOS ABAJO NO**  
**PERTENECEN EN SU CANASTA DE RECICLAJE**



# Photo References



Hi Again!

Check out these photos of Casella's curbside trash container, an Automated Sideload (ASL) collection truck, and one of our landfills.





ESTABLISHED 1975

# ECO CHAMPION

Presented to:

Name? \_\_\_\_\_  
Title? \_\_\_\_\_  
SCHOOL? \_\_\_\_\_

# Classroom Oops Tag

**It's ok - we all make mistakes!**

Please review the checked boxes below to help improve the collection process.

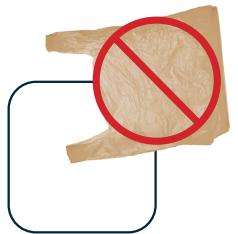
# OOOPS!

## RECYCLING CONTAMINATION

These items DO NOT belong in your bin:



DIRTY RECYCLING



PLASTIC BAGS



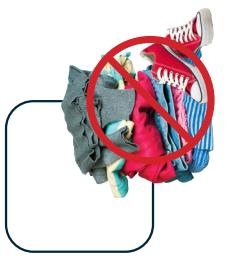
DIRTY RECYCLING



CLOTHING/TEXTILES



FOOD WASTE/LIQUIDS



CLOTHING/TEXTILES



DISPOSABLE ITEMS



ELECTRONICS/TANGLERS

NOTES

**It's ok - we all make mistakes!**

Please review the checked boxes below to help improve the collection process.

# OOOPS!

## RECYCLING CONTAMINATION

These items DO NOT belong in your bin:



DIRTY RECYCLING



PLASTIC BAGS



CLOTHING/TEXTILES



FOOD WASTE/LIQUIDS



DISPOSABLE ITEMS



ELECTRONICS/TANGLERS

NOTES

# Classroom Recycling Tracker



# Recycle Better™ Sorting Game

## Instructions:

1. Start by cutting out the 5 bin cards and the 48 item cards.
2. Designate a Recycling Rockstar. This person will be in charge of telling the players after each turn if they've put the item into the correct bin.
3. Place the stack of item cards facedown on the table and line up the 5 bins.
4. Take turns going around in a circle. When it's your turn, pick up one item card from the pile.
5. Look at your item card and place it in the bin you think it goes into after it is no longer of use to you.
6. If you placed the item into the correct bin, award yourself one point. Keep a tally of your score. The player with the highest point total at the end wins.



Let's **Recycle Better™** Together! Learn more at [casella.com/RecycleBetter](http://casella.com/RecycleBetter)



## Recycling



# Food Waste



# Trash



# Local Drop Off or Store Recycling



Reuse or  
Donate



# Recycling Rockstar Reference Guide

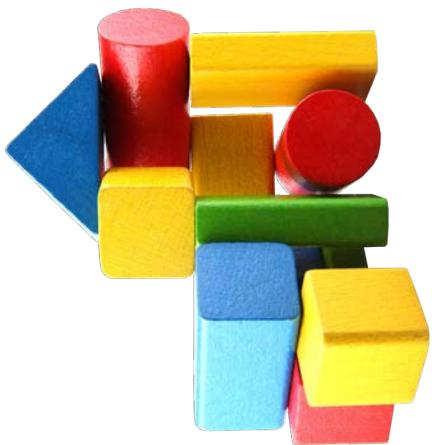


Let's Recycle Better™ Together! Learn more at [cassella.com/RecycleBetter](http://cassella.com/RecycleBetter)

ESTABLISHED 1975



**Cardboard**



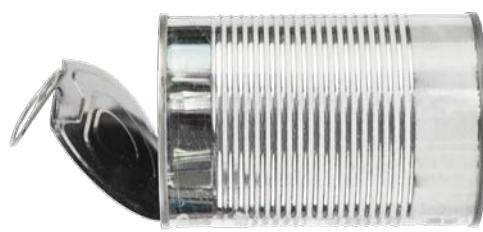
**Toys**



**Eggshells**



**Plastic Bottles**



**Metal Cans**

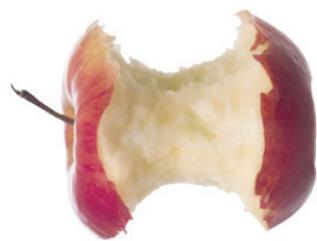


**Rubber Gloves**

## Plastic Containers



## Apple Core



## Mail



## Art Supplies



## Batteries



## Glass Bottles



## Batteries



## Glass Bottles



## Art Supplies





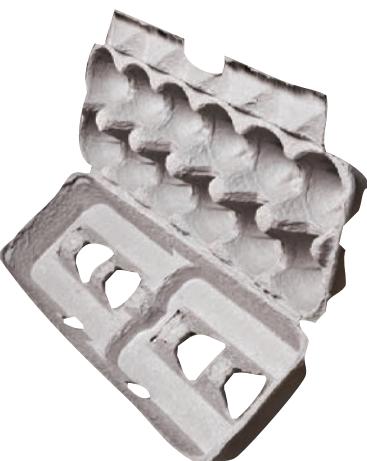
## Clothes & Shoes



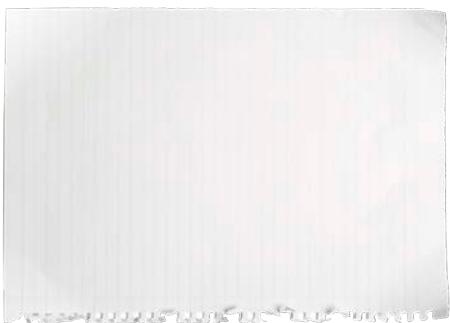
## Scrap Paper



## Aluminum Trays



## Egg Cartons



## Notebook Paper



## Cereal Boxes



**Construction  
Paper**



**Garden Hose**



**Soda Cans**



**Plastic Bags**



**Milk Jugs**



**Used Paper Cups**



**Face Masks**

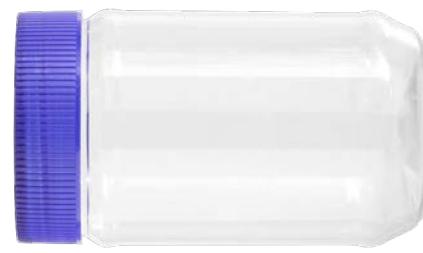


**Spray Cans**

**Paper Bags**



**Used Paper Plate**



**Plastic Jars**



**Banana Peels**



## Foam Containers



## Newspapers



## Potato Chip Bags



## Plastic Utensils



## Plastic Zip Bags



## Magazines





Cell  
Phone



Cooking  
Pot



Paint  
Can



Potato  
Peels



Toast



Compact  
Fluorescent  
Light Bulbs



**Carrots**



**Bicycle**

**Hammer**



**Laptop**



**Corn Cob**



**Table Lamp**

