

## **Waste Activities**

### **Reduce, Reuse, Recycle- Garbage Relay**

**Goals:** To learn about what our garbage consists of and what we can do to reduce, reuse and recycle garbage.

**Duration:** 45 minutes

**Materials:** 100 pieces of clean garbage in a clean garbage can

Garbage stats on a board

6 bins: 2 marked 'reduce, 100 points',

2 marked 'reuse, 50 points',

2 marked 'recycle, 25 points'

Garbage Composition Cards

**Audience:** All Ages

#### **Preparations:**

Collect and clean 100 pieces of garbage, that are found around school. Make sure to have a mix of items that are recyclable and some that are not. Ideas include drink containers, wrappers, plastic bags, paper, etc.

Copy and Cut Garbage Composition Cards

#### **Procedure:**

##### **Part 1: Learn about what garbage is made of (stats)**

- 1) Divide students into groups of 3-5 students.
- 2) Give 1 set of Garbage Composition Cards (see below); ask students to put in the cards in order of what they Canada's garbage is composed of;
- 3) Have a few groups share their order and why;
- 4) Share actual statistics and order (see right)

##### **Composition of our Garbage:**

Paper: 38.1%

Yard Waste: 12.1%

Food Waste: 10.9%

Plastics: 10.5%

Metals: 7.8%

Rubber, Leather, and Textiles: 6.6%

Glass: 5.5%

Wood: 5.3%

Other: 3.2%

##### **Part 2: Learn about reduce, reuse, recycle**

- 1) Remind the students about the 3 Rs and why they are in a hierarchy.

Reduce:

It is always best to avoid garbage in the first place. This means avoiding packaging, plastics bags, no purchasing what you don't need, etc. No Garbage is the best garbage!!

Jewish teachings - *Bal tashchit*, The prohibition against waste and destruction

Reuse:

If garbage is inevitable, the next best thing is to try to reuse. For example, save the bag and bring it back to the store. The average shopping bag can be reused numerous times before it has to go the next step.

Jewish teachings - Undergarments of priests in wicks, sacrifices were food for priests

Recycle:

If something cannot be reused, it is time to recycle. Recycling involves the taking of waste materials, breaking it down into its original pieces and reconstructing it into something new. This process, while much better than the garbage, requires energy to transport and transform the products, and to truly be effective these recycled products must be demanded by consumers.

Jewish teachings – “All rivers flow to the sea yet the sea is never full. From where they flow, there they return” *Kohelet* (Ecclesiastes) *Rabbah*,

2) Discuss the following text. Where in this text is an example of Reduce? Reuse? Recycle?

One should be trained not to be destructive. When you bury a person, do not waste garments by burying them in the grave. It is better to give them to the poor than to cast them to worms and moths. Anyone who buries the dead in an expensive garment violates the negative mitzvah of *Bal Tashchit*.

Maimonides, *Mishneh Torah*, Mourning 14:24

Answers:

Reduce: Don't waste clothes by burying with dead

Reuse: Give those clothes to the poor

Recycle: (harder) Burying of the body directly into the Earth (to worms and moths)

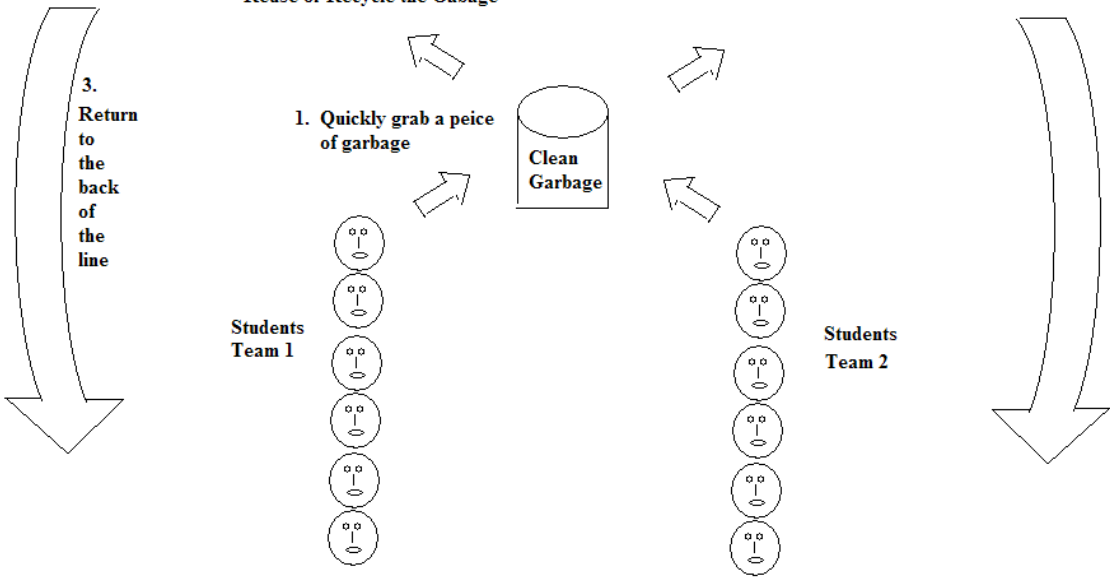
### **Part 3: Garbage Relay**

Note: This activity requires 2 staff!

- 1) Divide class into 2 teams.
- 2) Arrange boxes marked with Reduce -100pts, Reuse-50pts, Recycle-25pts, a garbage can of cleaned garbage, and the students in two single file lines as indicated by the diagram below
- 3) One at a time, (it is a relay) a student from each team chooses a piece of garbage and approaches the teacher on his or her side.
- 4) The student must explain to the teacher how they can either reduce (eliminate in the first place,) reuse, or recycle their garbage.
- 5) If the teacher is satisfied with the answer the student may then drop the garbage in the appropriate bin. If they are unsatisfied, the teacher continues to probe the student to explain the choice or helps them choose a better answer.
- 6) After everyone has gone 3-4 times, end the game. Have students gather around the boxes to examine the garbage.
- 7) Look through the garbage choices, answer the following questions
  - a) What was recycled that could have been reused or eliminated entirely (reduced)
  - b) What was reused that could have been eliminated entirely (reduced)
  - c) How much of our garbage, could we eliminate through better choices in the first place?
- 8) Total up points. Now there are two options.
  - a) Announce a winner
  - b) Combine the points and announce total "Points for the Earth"



2. Explain how you would Reduce, Reuse or Recycle the Garbage



# Garbage Composition Cards

Procedure: Cut out Cards, give 1 set per group; ask students to put in the cards in order of what they think Canada's garbage is composed of; Have a few groups share their order and why; Share actual statistics and order; Discuss.

Rubber, Leather, Cloth

Paper

Yard Waste

Plastic

Food Waste

Glass

Wood

Metals

