

LESSON: Beginning Playground Pickup**GRADE: 2****OBJECTIVES:**

Students will:

- Pick up discarded items from the playground and sort them into at least 4 categories
- Photograph items they have collected
- Make a bar or picture graph of the data from their collecting activity
- Use the photos they have taken to create a poster on alternative uses for common trash

MATERIALS:

Recycled plastic bags, protective gloves, digital cameras, computer and printer, poster paper, glue sticks, Save Our Earth guide sheet, examples of picture or bar graphs

PRESENTATION:

Explain that we'll be going to the playground with plastic bags and wearing gloves to pick up garbage. We'll then sort it into four categories. Brainstorm as a class what the categories should be, (i.e. glass, plastic, paper, food, etc.) Using digital cameras, students will take photos of what they've collected. We'll then return to our classroom and use the info and photos to make graphs and posters.

DIRECTIONS:

1. Pick up trash on the playground, using gloves and recycled plastic bags.
2. Sort trash into the four categories, and take digital photos of each category.
3. Back in the classroom; discuss the amounts of items in each category. Have students make bar or picture graphs of the amounts in each category, using photos as reference.
4. Brainstorm ideas for ways some of the trash could have been reused.
5. Using the photos and student illustrations, create posters of alternative uses for the trash.
6. Display the posters or have class share with other classes what they have learned about recycling.

TIME: 2-2 1/2 hours

PROCESSING THROUGH THE SIX PILLARS:

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WHAT

- What kinds of rubbish did you find?
- What kinds of rubbish did you find that was most likely generated from students of this school?
- What kinds of rubbish did you find that was most likely generated from a visitor to this school?

SO WHAT

- How does seeing the rubbish on the playground make you feel about your school?
- Who is responsible to pick up trash, even if they didn't put it there?

NOW WHAT

- Do we have a choice to be a part of the rubbish problem or a part of the rubbish solution?
- What can we do as a school community to be a part of the rubbish solution?