

# “ONE PERSON’S TRASH”

Classroom Guide

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Fall 2004



You and your students are already well into another great year of learning. We’re pleased to be able to be part of your classroom experience through our

newsletter, which is designed to provide useful information about local waste reduction and recycling programs.

In this Classroom Guide, we give you ideas so that you can incorporate the newsletter into your classroom instruction, helping meet your educational goals and teach your standards and helping us share this important information about our community.

If you have suggestions or comments for improving the newsletter or this Classroom Guide, please call or write us.

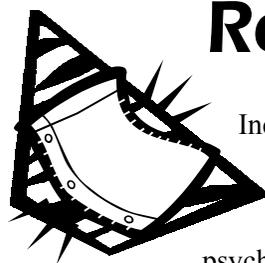
Have a great fall!



## How literate are you?

Adults and youth receive countless media messages each day. Even messages designed primarily to entertain or inform may also influence the way people think, feel, and buy. And as you know, what we buy affects what we waste—in terms of packaging, as well as unneeded and unwanted products.

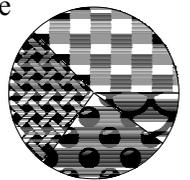
We have provided an Internet-based activity that asks students to find information at several media literacy websites (blackline master on the next page). The goals of this activity are to raise your students’ awareness about the issue of media literacy and improve their Internet research skills.



## Reader Redux

Incorporate this newsletter into your classroom as you might use a newspaper. Whether you’re teaching civics or language arts or psychology, you can use articles in our newsletter to teach the skills and proficiencies that you’re focusing on each day. Here are some “reuse” activities to help you get started:

- After reading the newsletter, write your own set of waste reduction or recycling tips. For instance, you might want to write special holiday tips for your family or tips for holiday travelers. Or, you might write how-to’s for preparing recyclables. Share your tips with your family and post them where they can read them.
- Complete this sentence: *If I could change one thing about my local recycling program, I would...*
- Based on what you learned reading “Give Me the Good News First,” write a newspaper editorial. Your editorial should be at least five paragraphs long.
- Choose one set of statistics found in the newsletter. Create two graphic aids (pictograph, bar graph, line graph, pie chart, table) to depict these statistics. Which graphic most accurately communicates the meaning of the statistics? How? Which would be more helpful to readers? Why?



**Students don’t get to vote in this fall’s election, but that doesn’t mean that they can’t make a difference in our community. Encourage your students to volunteer at a community event or plan a service project, such as a neighborhood cleanup.**

**Need ideas? Take a look at *The Kid’s Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference* by Barbara A. Lewis or *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* (see “Are There Children in Your Life?”).**



# How literate are you?

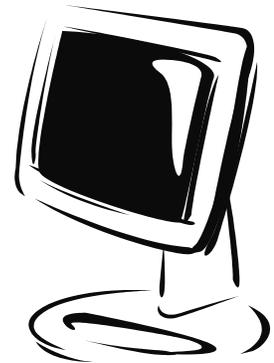
No, we aren't asking if you like to read or if you've gotten through a stack of great books. Instead, we're interested in how literate you are about various media, including magazines, television, newspapers, video games, and more. What kind of media consumers are you? Do you think about how and why certain types of messages are being "sent" to you through various media? Do you stop to consider who is sending these messages and why? Do you wonder what information was left out? Are you sometimes skeptical about the claims being made?

According to Jean Kilbourne, author of *Can't Buy Me Love: How Advertising Changes the Way We Think and Feel*, many of us are "skeptics" about what we see and hear, but few are "critics." Unlike skeptics, critics take careful stock of how and why they receive the messages that they do—and what to do about these messages. Critics thoughtfully evaluate, while skeptics minimize the importance of both the media and the messages. When it comes to media messages, we need more critics—more people who are thinking about what is being said, who is saying it, and why.

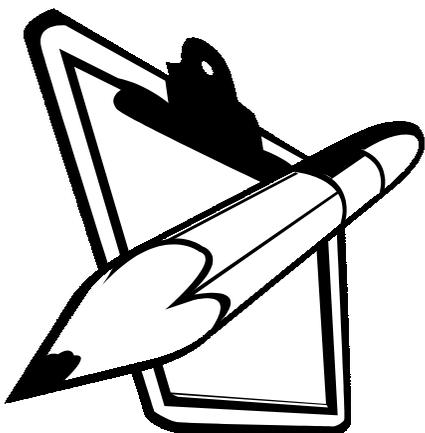
If you are more literate about commercial and non-commercial messages, you can make better decisions as individuals and as members of communities.

To learn more about media literacy, use these websites to answer the questions below:

- Action Coalition for Media Education, [www.acmecoalition.org](http://www.acmecoalition.org)
- Alliance for a Media Literate America, [www.amlainfo.org](http://www.amlainfo.org)
- Center for Media Literacy, [www.medialit.org](http://www.medialit.org)
- Just Think, [www.justthink.org](http://www.justthink.org)
- Media Matters, a campaign of the American Academy of Pediatrics, [www.aap.org/advocacy/mediamatters.htm](http://www.aap.org/advocacy/mediamatters.htm)
- National Institute on Media and the Family, [www.mediafamily.org](http://www.mediafamily.org)
- Resources for Change: Media Advocacy and Media Literacy Organizations, [www.jeankilbourne.com/resources/medialit.html](http://www.jeankilbourne.com/resources/medialit.html)



1. When will the 2005 National Media Education Conference be held? Where will it be held?  
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2. Find five websites (not listed here) that provide more information on media literacy and are specifically designed for youth (provide the name and site address). Circle the site above that *is* designed for youth.  
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3. Why are pediatricians involved in media literacy?  
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4. Find two reading lists. Remember that reading lists may be found under headings such as "suggested reading," "reading room," or "resources." Write down the site address (URL) for each list. Next to the site address, list two titles found at that site.  
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5. Go to [www.justthink.org](http://www.justthink.org), click on "Resources," and then click on "Quick Facts." Read the facts. Write down the fact that you find most surprising. Write down the fact that concerns you the most.  
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6. Search for "media literacy youth" on three separate search engines (such as Google, Yahoo, and Ask Jeeves). What is the top hit in each search? What is the fifth hit in each search? What is the tenth?  
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7. What is media literacy?  
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