

"ONE PERSON'S TRASH"

Classroom Guide

Office of the Clean City • Executive Office of the Mayor
1350 Pennsylvania Avenue, NW., Suite 316-D • Washington, D.C. 20004
202-724-8967 • CleanCity@dc.gov • www.CleanCity.dc.gov

Fall 2005



Welcome back to school! The summer gave us all a lot to think about, especially how we can be more involved in helping our fellow citizens.

Our fall newsletter focuses on ways that we can help ourselves, our families, our communities, and our country by using our resources more wisely through waste reduction, reuse, and recycling.

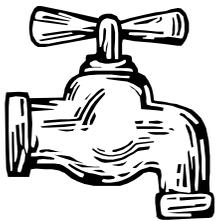
If you have suggestions or comments for improving the newsletter or this Classroom Guide, please call or write us.

Have a great America
Recycles Day on November 15th!



What Can We Do?

Hurricane Katrina has encouraged many people to get involved—by offering money, supplies, and labor. Many, if not most, of your students have probably taken part in efforts to help the victims of this storm. Now is a great time to talk about “activism,” taking direct and positive action to achieve a goal. This is also a good time to discuss “wants” versus “needs.” As media coverage of this hurricane made clear, the things that we truly need are rather basic.

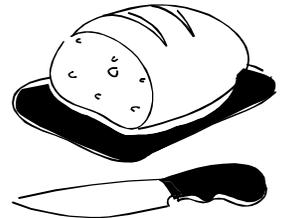


Discussion Starters

- What actions can we take to prepare our own families for disasters? (See “Resources” below.)
- When disaster strikes far away from our own homes, what actions can we take to help the victims?
- What donations of material goods are often needed? Which of these items should be brand-new? Which can

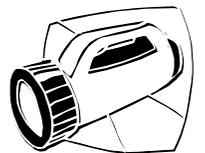
be used? What are possible sources for used items?

- Has Hurricane Katrina (or some other item in the news) made you want to get more involved? If so, how?
- Have you ever volunteered at a local event (a festival, community cleanup, etc.)? What was your experience like? Did you enjoy volunteering? Was it a lot of work? Do you want to do it again?
- In watching news coverage, what items did people affected by the hurricane need?
- Were needs different in the immediate aftermath than in the weeks that have followed? If so, how?
- Did victims of the hurricane most often mention people (friends and loved ones) or material possessions that they lost?
- If everyone in your family and among your friends was safe, but all of your material possessions were lost, what would you miss most?
- What items in your home can be replaced? What items cannot be replaced?



Resources — Family Preparedness Plans

www.ready.gov/family_plan.html
www.fema.gov/areyouready/
www.redcross.org/services/disaster/beprepared/familyplan.html



Extension Activity — You Can't Take It With You

Imagine that your family has been told that you must evacuate your home because of an impending disaster. You also know that your home may be destroyed during the disaster. Your family is taking the essentials (basic



clothing, water, non-perishable food, medication, important papers, etc.) because you have a family preparedness plan. However, that leaves very little room in your vehicle for your “stuff.” You only have

room for five small items per person. Which five items would you take and why? One year later, would you still think that you had chosen the right five items? Why or why not?

Extension Activity — Do it!

As a class, plan a school-wide or community event that will promote waste reduction, reuse, or recycling. Possible projects include preparing a buy recycled or green shopping guide, conducting a no-waste lunch challenge, undertaking a schoolyard cleanup, setting up a school recycling program (or improving an existing program), hosting a swap meet for games, books, movies, and/or CDs, or collecting reusable clothing and shoes to be donated to a local or national organization. The possibilities are endless!

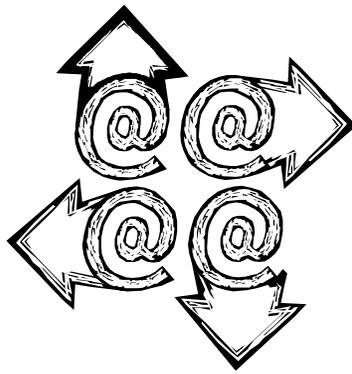


To assist your students in planning their “Do It!” project, provide them with a copy of the “Community Action Guide” or ask them to read it online. This

Guide, which is a publication of the Center for a New American Dream and the World Wildlife Fund, can be found at www.ibuydifferent.org.

Have your students follow these steps that are outlined in the Community Action Guide:

1. Research project topics.
2. Brainstorm possibilities.
3. Narrow the possibilities.
4. Choose a project.
5. Create a plan.
6. Take action.
7. Assess the project.



Know the source



No matter where your students find information—books, periodicals, or the Internet—they need to evaluate the source. Encourage them to ask these questions about source materials:

- ◆ Who wrote this material?
- ◆ Is the person or organization that wrote this material an authority on the topic? Can the identity of the author (individual or organization) be independently verified? (For instance, does the organization have a physical address and phone number?)
- ◆ Who published this material? (With websites, check the “URL” or web address.)
- ◆ Who is the intended audience of the material? Could the material be useful to others outside this audience?
- ◆ Is this material current?
- ◆ Is it accurate?
- ◆ Are citations correct? Can facts and assertions be verified by another source?
- ◆ What is the tone of the material? (serious, academic, ironic, satirical, informative, etc.)
- ◆ Do the graphics support the text and reflect the content



without overwhelming it?

To see more evaluation criteria, visit this website with your students: www.library.cornell.edu/olinuris/ref/research/webeval.html.

Reader Redux

Incorporate this newsletter into your classroom as you might use a newspaper. Whether you’re teaching art or language arts or sociology, 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:

- Ask your students to research Wangari Maathai and the Green Belt Movement. Based on this research, ask them to record five facts (in complete sentences) about Maathai or the Movement. Information can be found in the library or media center or on the Internet at www.wangarimaathai.or.ke/ or www.greenbeltmovement.org.
- Have students research the Nobel Peace Prize and answer these questions: When was the first Peace Prize awarded? Why was the award established? Who received the first award? Which American presidents have won the Peace Prize? Who were the last five winners of the Peace Prize? Choose one winner of the Peace Prize and write a paragraph about that person (or group).
- Ask your students to write a paragraph that begins: *If there were no gasoline, the world would...*
- Teens often have conflicts with their parents. Encourage your students to do some “role reversal” with their parents. Have them imagine what they would do if they were the parent in these situations:
 - Your child asks for an expensive gift that the family cannot afford.
 - At the beginning of the school year, you purchased new clothes for your teenaged daughter. She is now insisting that these clothes are “out” and doesn’t want to wear them. You do not want to replace what is not worn out and still fits.
 - Your son often leaves a trail of lights on and appliances running behind him. You have explained the cost of electricity and even shown him the bill, but he still leaves everything running—whether he is using it or not.



As a class, discuss your students’ responses. Brainstorm several more situations where a parent and child might be in conflict. Ask them to imagine being the parent in these circumstances.

