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# REDUCE, REUSE, RECYCLE

**Concept:** Responsible use of RESOURCES, ONE RESOURCE at a TIME, is STEWARDSHIP. In what way do students already understand this concept? (clothes from older siblings, lunch pails instead of paper bags, using both sides of paper before discarding, etc).

**Objectives:** HOW EACH PERSON CAN MAKE A DIFFERENCE RECYCLING AND REUSING EVERYDAY ITEMS!

Discussion about how each student already recycles:

- At home: bottles and cans returned for deposit; donation to Goodwill of clothing
- At school: receptacles for different recycling items, fundraising opportunities collecting newspapers, bottle tops, soup labels, etc.

**Required Materials:**

- NEWSPAPER PENCIL

Alternate SHOW AND TELL: present other items produced by recycling (example: TerraCycle products; do students have any of them? Suggest teacher has some on hand before lesson) to aid in discussion about recycling).

Distribute NEWSPAPER PENCIL (sharpen before giving to each student and don't divulge it's made from newsprint)

- Review the lesson about BROWN PAPER BAG and have folder at hand.
- Ask students to compare pencil they currently use with NEWSPAPER PENCIL.
- Discuss: Similarities? Differences?

**Step-By-Step Procedures:**

Inform students about the makeup of newsprint pencil – if students haven't already discovered this fact.

Using the NEWSPAPER PENCIL, have each student put name on top of BROWN BAG folder (if already completed by students), as artistically and BOLDLY as they wish.

Using the Posters: explain manufacturing process for newsprint pencils

Compare with manufacturing process of wooden pencils, referring to Poster

Give information regarding how ONE TREE results in new pencils (see TreeSmart literature) go to: [www.treesmart.com](http://www.treesmart.com)

- Number of cedar pencils produced by one tree
- Number of collected newspapers needed to SAVE one tree





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Number of cedar trees SAVED by newspaper pencils  
- Conclusions?

**ACTIVITY:** (Pre-arrange to sell or otherwise benefit by collecting newspapers via local Metro Recycling, Lions Club, or other group within community)

Propose PAPER DRIVE to illustrate connection between products made from recycled items, specifically PENCILS from newspapers.

Compete with other classes or within classroom with teams to accumulate largest pile. Arrange to display the piles in lunchroom so that all can see what's happening and increase excitement about participation.

On daily or weekly basis, measure the piles and chart the 'growth' of each pile. Compute inches/pounds of newspapers gathered with # of saved trees. Chart this.

Set timeline for paper drive and have class discuss 'prize' for winning. Encourage that they might consider 'recycling' their prize to help others.

Have a secret plan to congratulate them: parents giving an ice cream celebration, as an example, as a surprise for a job well done.

**Additional Ideas for Related Topics:**

**SCIENCE:**

- make paper using wastepaper from classroom
- forest issues in America; map where they are and how vulnerable (issues involving animals, water sources, soil erosion)
- trees as renewable resources (hybrid Cottonwood as source for paper)
- relationship to economy (employment and use of resources in responsible manner)
- papermaking as classroom project to understand how paper is recycled

**ENGLISH:**

- evolution of writing equipment through history; present examples (charcoal, quills, lead wrapped with string, wood pencils, mechanical pencils)
- compare different writing utensils/styles through history;
- human need to express oneself through writing, art, scribbling

**VOCABULARY:** recycle, reduce, reuse, harvest, stylus, landfill, waste, renewable, biodegradable, environmentalism, resource, stewardship

