Sequencing Rationale

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For this unit we will begin by studying something very familiar to the students; the trash can. The unit will begin by dumping out the trashcan and having the students sort out the items into 2 piles, one for trash and one for items that we could reuse. We will start here because it is a way for the students to see and experience the items that they have thrown away and determine how much waste was made from our classroom in one day.

After this we will begin by looking at other classrooms trash and comparing the different rooms and determining how many items can be reused that are being thrown away. We will also weigh how much trash is being thrown away in two ways (area and weight).

After we have determined how much trash our school produces we will contact the local recycling station and find out which items our school has been throwing away that can be recycled. From this information we will begin a “recycling club” which will collect the recyclables and find a way to get them to the recycling center. We will sort out the items into three different groups: recyclables, reusables, and trash. We will redistribute paper we have recycled/reused to the classrooms and document how much paper we have saved during this process.

Finally we will utilize the copier’s weekly copy count to determine if our project is making an impact on the number of copies that are made in each week in our school.

This project begins with something very close and familiar to the students (trash can) and moves beyond the classroom to the entire school, and then to the community as students discover resources in the community that they can use to learn about recycling and also to help with ideas to get more people to recycle or reuse items in the community.