

RethinkWaste

Ryan's Week

Lesson Booklet

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[Prefer to listen? Click here for audio!](#)

Ryan's Week Schedule

Overview: Students join Ryan on her week-long quest to learn about waste. Each day includes a full lesson that begins with a short story.

Instructions: Start on Monday and follow the story and corresponding lessons for the entire week or select individual lessons based on grade level, time, topic, etc.

Monday	Ryan's interest in waste is sparked and her curiosity inspires her to learn more.	We start the week by watching a video to learn what waste is. Afterwards, we will: <ul style="list-style-type: none">• Complete a reflection worksheet (K-5)• Build a model landfill with items from around your home (3-5)
Tuesday	After learning the basics of waste, Ryan explores how to dispose of her waste properly.	Today we practice sorting our waste: <ul style="list-style-type: none">• Watch an episode of the Green Zone• Test our skills by playing a sorting game• Teach others about sorting• Put up sorting guides at home• Write a letter to someone explaining the importance of sorting
Wednesday	Now that Ryan has knows more about waste and sorting, she wants to see how her own family is doing. She performs a waste audit of her home.	We are going to be waste detectives for a day! During the at home waste audit we will: <ul style="list-style-type: none">• Record data on the type of waste we see• Use math to find fractions of our waste• Discuss what we learned
Thursday	Ryan hopes to reduce what she sends to the landfill by finding new ways to use and repair old, broken items before throwing them away.	Today is all about the special 5th "R" - Repair! In the Repair lesson, we will: <ul style="list-style-type: none">• Look at broken items around the house• Brainstorm ways to fix those items
Friday	After a week of waste lessons, Ryan is excited to share and reflect on her findings.	Let's reflect on all the important things we learned about waste this week!

What is Waste?

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2. Student Worksheet, pages 4-6
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 - b. Key Terms
 - c. Instructions
 - d. Video
 - e. Reflection, K-2
 - f. Reflection, 3-5

What is Waste?

Teacher Lesson Plan

Grades K - 5
Time: 20 minutes



 Listen to audio instructions for this lesson [HERE](#)

Overview

On average, Americans throw away 4.5 pounds of waste daily. Over 50% of this waste is sent to be buried forever at the landfill. Not only is this a poor use of our natural resources, but landfills also release methane, a powerful greenhouse gas, that contributes to climate change.

By taking actions like practicing the 4R's (Reduce, Reuse, Recycle, and Rot), we can make a positive difference by decreasing and diverting the waste we generate.

★ Purpose & Learning Objectives

This activity allows students to reflect on the What is Waste video. Students will be able to share how they feel, better understand waste processes, and communicate what they wish to learn more about. By learning more about waste issues, students can discuss with others and encourage others to participate.

Materials

Students will need internet access to watch the video before completing this reflection sheet. Adult facilitation is helpful for this activity.

Driving Question

What happens to our items after we are done using them? How does the way that we discard them affect the environment?

Optional Google Form

For students without access to a printer, we've suggested they respond to the reflection questions using this [Google Form](#). Teachers can either make a copy of the form themselves or email us at tours@rethinkwaste.org to view student responses.

We'd love to hear from you! After completing this lesson with your student(s), please fill out this short survey to provide feedback that will help us improve our future lessons: surveymonkey.com/r/WasteLessonSurvey. Thank you!

What is Waste?

Student Worksheet, K - 5



20 Minutes



Introduction



1:15

On average, Americans throw away 4.5 pounds of waste daily. Over 50% of this waste is sent to be buried forever at the landfill. Not only is this a poor use of our natural resources, but landfills also release methane, a powerful greenhouse gas, that contributes to climate change.

By taking actions like practicing the 4R's (Reduce, Reuse, Recycle, and Rot), we can make a positive difference by decreasing and diverting the waste we generate.



Key Terms



2:05

WASTE: Anything no longer needed or wanted

RECYCLING: To make new products from used material. This is what happens to items in our blue recycling bin

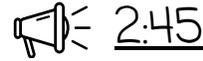
GARBAGE: Items that are no longer useful, can't be recycled, composted, or fixed which are sent to a landfill



What is Waste?

Student Worksheet, Grades K - 2

Instructions & Reflection Questions



Watch the "What is Waste?" video and then answer the questions below.
Note: If you do not have access to a printer, please complete the lesson using the Google Form.

1. Did you think of another item that belongs in the garbage? Write it below:

2. Are you excited to learn more about waste this week? What are you most excited to learn more about?

3. How did it make you feel when you saw the different kinds of waste (garbage, compost, and recycling)?



4. Why is it bad when garbage items go into nature?

5. What is one thing that your family can do to make less garbage?

6. Imagine a plastic water bottle. Can you think of a new way to use it?

Let's Sort Successfully!

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2nd - 5th grade

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 - b. Purpose & Learning Objectives
 - c. Materials
 - d. Driving Question
 - e. Key Terms
 - f. Standards & Topic Connections
 - g. Adaptations & Extensions
2. Student Worksheet, pages 10-11
 - a. Background
 - b. Instructions
 - c. Reflection

Let's Sort Successfully!

Teacher Lesson Plan



Grades 2 - 5
Time: 1 - 1.5 hours

 Listen to audio instructions for this lesson [HERE](#)

Overview

 0:00

Did you know that 39,485,479.05 tons of waste were sent to California landfills in 2018 alone (Cal Recycle, 2018)? Of this, 181,189 tons were from the RethinkWaste service area (RethinkWaste, 2019). While this comprises less than 1% of our state's total landfilled waste, we can still work to reduce it.

When material is sent to the landfill, it is compacted and becomes a source of methane, which is a greenhouse gas that contributes to climate change. By reducing the amount of waste we are sending to landfill, we are reducing the amount of methane sent into our atmosphere.

Purpose & Learning Objectives

This activity allows students to reflect on their own behaviors and think about how they affect the environment. Students are encouraged to share what they have learned with their caretakers or other decision-makers in their community.

Materials

Students will need internet access for this activity. They will also need a pencil and paper. Adult facilitation is strongly recommended but not required.

Driving Question

How does sorting our waste into the compost, recycling, and garbage bins help the environment?

Tell Us What You Think

We'd love to hear from you! After completing this lesson with your student(s), please fill out this short survey to provide feedback that will help us improve our future lessons: [surveymonkey.com/r/WasteLessonSurvey](https://www.surveymonkey.com/r/WasteLessonSurvey). Thank you!

Let's Sort Successfully!

Teacher Lesson Plan



A Public Agency

★ Key Terms

ORGANIC MATTER : Matter that has come from a recently living organism. Organic matter can decay, or break down

FOOD SOILED PAPER : Paper products that have come in contact with food. Ex. A used napkin

CONTAMINATION : To make something unusable by adding things that don't belong

Standards & Topics Connections

One Planet Living Topic

Zero Waste, Products & Materials (Consumption)

Standards: NGSS, HSS, Common Core Crosswalk of Standards

Problem Exploration
NGSS: 3-5-ETS1-1, 3-5-ETS1-2, 5-PS1-3, 5-ESS3-1

HSS: Geography of the Local Region, Development of the Local Community: Change Over Time

Common Core: 3-5.W.1, 3-5.W.8, 3-5.SL.6, 3-5.L.1, 3-5.L.2, 3-5.L.3, 3-5.L.6

Environmental Principles and Concepts (EP&Cs)

Principals 1, 2, 3, 4, and 5

Adaptations & Extensions

For students without access to a printer, we've suggested they respond to the reflection questions using this [Google Form](#). Teachers can either make a copy of the form themselves or email us at tours@rethinkwaste.org to view student responses.

This lesson can be extended to learn about sorting at the Material Recovery Facility (MRF). Follow [this lesson plan](#)* where students use critical thinking and engineering skills to build their own MRF!

*Lesson adapted from Wake County Environmental Services

Let's Sort Successfully!

Student Worksheet



1 - 1.5 hours

Introduction



1:14

If you live in the RethinkWaste service area, which includes cities from Burlingame to East Palo Alto, the garbage we make at school, home, and businesses is sent to the Ox Mountain Landfill in Half Moon Bay - right next to Lemos Farms!

Ox Mountain is expected to fill up around 2039; when this happens, we need to start a new landfill. However, if we reduce the amount of waste that we send there every day, we can make sure that the existing landfill is open longer.

One way we can help is by sorting our waste into the recycling and compost bins instead of putting everything into the garbage.

For today's activity, we are going to learn about how to sort our waste and how we can teach others to do the same!

Instructions



2:42

1. Start today's lesson by watching [Episode 2 of The Green Zone](#).
2. Next, try your hand at sorting with this [game](#) on the RethinkWaste website.
3. Finally, share what you've learned with everyone that you live with! If you have recycling, compost, and garbage options available to you at home, pick one of these options:

- Post [these signs](#) wherever you see waste bins in your home
- Create your own new signs and post them wherever you see waste bins in your home. Use words or phrases that will work best for you and your family!
- Teach the other people that you live with about how and why we sort our waste

If you do not have sorting options available to you at home or at school, write a letter to whoever is in charge of arranging these services. For example, this could be your apartment complex's property manager, your principal, or your adult guardian.

- Explain why you are requesting compost or recycling services, and why it is important that we do our best to sort our waste!
- If you don't have a compost pail in your kitchen, ask your parent or an adult in your household to help request a free compost pail by contacting Recology [here](#).



Let's Sort Successfully!

Student Worksheet



Reflection Questions



Note: If you don't have a printer, you can answer the reflection questions online! Click [here](#).

Below are the printable version of the reflection questions:

1. Who or what do you think is affected by landfills being in or near their homes? Do you think they like the landfill? Hint: Think about smells, litter, and natural habitats!



2. What is the benefit of putting food in the compost bin instead of the garbage bin? What about putting recyclable items in the recycling bin instead of the garbage bin?



3. What is one change that you can make in your own life to send fewer things to the landfill?

4. What is one thing that you've learned during this lesson that you wish everyone knew?



Waste Detectives

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2nd - 5th grade

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- a. Overview
- b. Purpose & Learning Objectives
- c. Materials
- d. Driving Question

2. Student Worksheet, pages 14-20

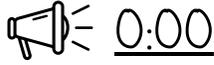
- a. Introduction
- b. Key Terms
- c. Instructions
- d. Waste Audit Sheets
- e. Data Review
- f. Reflection
- g. Practicing the 4Rs at Home

Waste Detectives **Teacher Lesson Plan**

Grades 2 - 5
Time: 1 -1.5 hours



Overview



Listen to instructions for this lesson here

In America, more than half of all of our waste gets sent to landfills (EPA, 2020). Yet, a significant portion of the waste sent to landfills should be composted or recycled instead. We can improve our use of natural resources by ensuring that recyclable items are remade, and compostable items can properly decay.

In this lesson, students will conduct a waste audit to tally what materials they commonly throw away. After some reflection, students will conduct an additional waste audit to see what impact their new behavioral changes have on their waste output. This lesson intends to increase awareness and change waste habits through a waste composition study, data review, and analysis.

Purpose & Learning Objectives

This activity allows students to reflect on their own behaviors and think about how they affect the environment. Students are encouraged to share what they have learned with their caretakers or other decision-makers in their community.

Materials

Students will need internet access for this activity. They will also need a pencil and paper. Adult facilitation is required for younger students.

Driving Question

What kinds of waste do we make? How can studying our waste help us to reduce it?

Tell Us What You Think

We'd love to hear from you! After completing this lesson with your student(s), please fill out this short survey to provide feedback that will help us improve our future lessons: surveymonkey.com/r/WasteLessonSurvey. Thank you!

Waste Detectives

Student Worksheet



 Listen to instructions for this lesson here

Introduction 1:26

In America, more than half of all of our waste gets sent to landfills (EPA, 2020). Yet, a significant portion of the waste sent to landfills should be composted or recycled instead. We can help by making sure that our waste gets sorted into the right place. By sorting your waste correctly you are preventing valuable resources from being wasted.

In this lesson, you will conduct a waste audit to tally what materials you commonly throw away. After the first audit, you will reflect on changes you and your family could make to prevent waste from ending up in the landfill. When you've tested out the new ways your family is trying to reduce waste, conduct another waste audit to see what impact your new changes had on your waste.

Key Terms 2:36

COMPOST: A nutrient-rich fertilizer made from our food and yard scraps. Anything we put in our green compost bin becomes fertilizer

LANDFILL: An area of land meant to handle the disposal of solid waste. The landfill is the final destination for anything we put in our garbage bin

REDUCE: To make less waste by using fewer items and resources

REUSE: To extend the life of an item by using it over and over again or thinking of new ways to use it

RECYCLE: To make new products from used materials. This is what happens to items put in our blue bin



Waste Detectives

Student Worksheet

Instructions 3:41



Step 1: For this activity, we will be taking a detailed look at the waste we create for 2 days! This is called a waste audit. From when you wake up to when you go to bed, make a list of the types of items you are using throughout the day (ex: hard plastic container). Keep a tally of these items in the provided table.

To see an example waste audit and a refresher on how to sort your waste correctly into each bin, watch [this video](#).

Step 2: Answer the Data Review and Discussion questions.

Step 3: Next, do your best to reduce your waste over the next week. Try to use less paper, reuse containers, and save your leftovers for later! See the provided "Tips and Tricks" sheet for more ways to reduce.



Step 4: Conduct another waste audit. Think about what changed and what stayed the same.

Optional: If you do not have a compost pail in your kitchen, ask your parent or an adult in your household to help request a free compost pail by contacting Recology [here](#).

If you live in an apartment, ask your parent or an adult to talk to the property manager of your apartment complex about getting compost services for everyone in your building!

Remember: When we put items in the black bin, they go straight to the landfill and are buried in the ground forever. This means that if we put compostable or recyclable items into the landfill bin, they can never turn into nutrient-rich fertilizer or new items.



Waste Detectives

Student Worksheet

Waste Audit #1  6:20

Date:

Material type	Tally
Hard Plastic  Water bottles, applesauce and yogurt containers, peanut butter jars, etc.	
Soft Plastic  Chip and candy wrappers, zip-top bags, plastic lids to snack containers, etc.	
Metals  Cans for tuna, soup, beans, soda cans, aluminum foil, etc.	
Paper/Cardboard  Boxes for cereal or snack bars, junk mail, magazines, newspaper, etc.	
Glass  Soda bottles, jars for pasta, jam, pickles, etc.	
Other  Plastic straws, plastic utensils, juice boxes, tissues, diapers, pet waste, etc.	
Food Scraps  Egg shells, fruit peels, chicken bones, any uneaten food items	

Notes and Observations:



Waste Detectives

Student Worksheet

Waste Audit #2

 8:09

Date:

Material type	Tally
Hard Plastic  Water bottles, applesauce and yogurt containers, peanut butter jars, etc.	
Soft Plastic  Chip and candy wrappers, zip-top bags, plastic lids to snack containers, etc.	
Metals  Cans for tuna, soup, beans, soda cans, aluminum foil, etc.	
Paper/Cardboard  Boxes for cereal or snack bars, junk mail, magazines, newspaper, etc.	
Glass  Soda bottles, jars for pasta, jam, pickles, etc.	
Other  Plastic straws, plastic utensils, juice boxes, tissues, diapers, pet waste, etc.	
Food Scraps  Egg shells, fruit peels, chicken bones, any uneaten food items	

Notes and Observations:



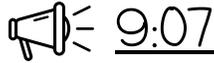


Waste Detectives

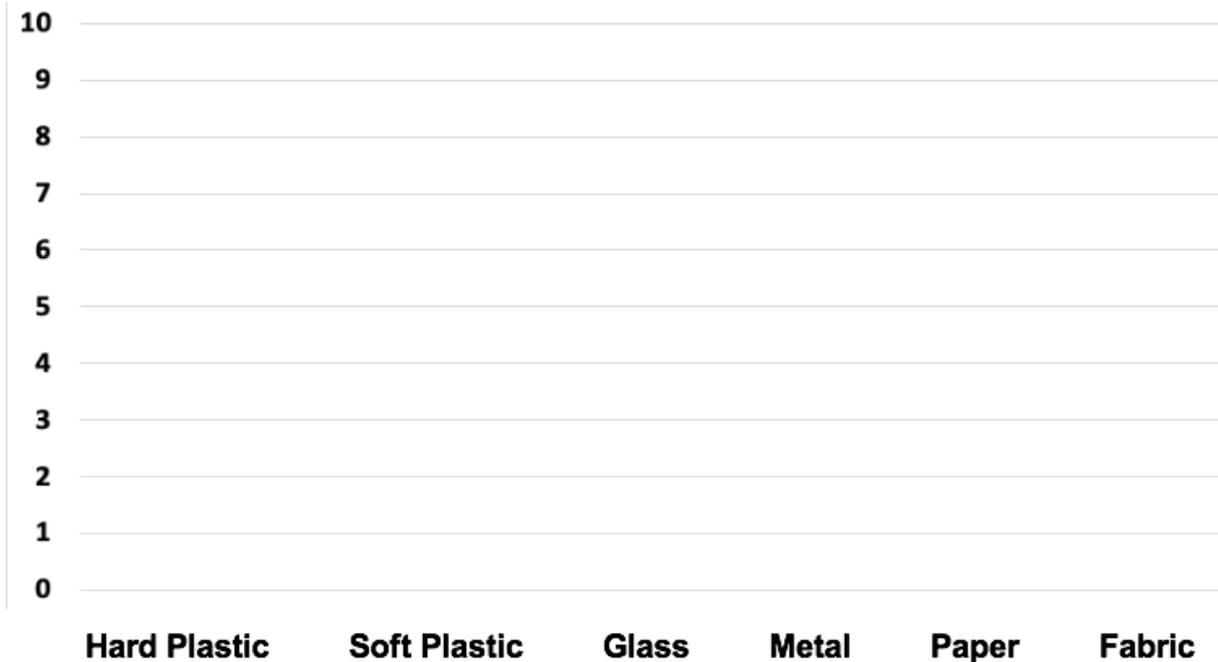
Student Worksheet, 2 - 5



Data Review



1. What material type did you generate the most of?
2. What fraction of your waste was soft plastic?
3. What fraction of your waste was hard plastic, metals, paper/cardboard, glass, AND food scraps? When sorted into the correct bins, these items will not end up in a landfill!
4. Choose 10 Items and graph them by material type below. What do you notice?

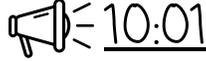


Waste Detectives

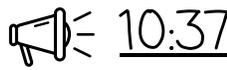
Student Worksheet

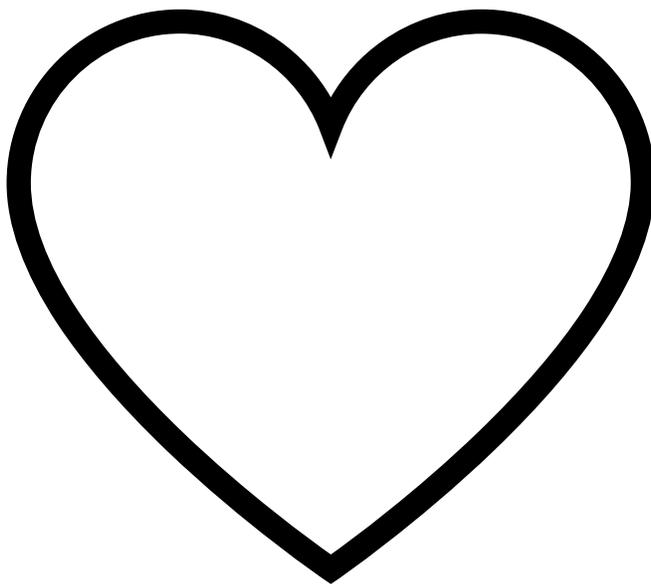


Reflection Questions



1. How is the waste you create at home different from the waste you create at school? Why is it different (or the same)?
2. Think about your answer to Question 1 of the Data Review. How could you reduce the amount of waste you create in this category? What about the other categories?

3. Color Your Feelings! 
Take out your crayons, colored pencils, and markers and get ready to express yourself! First, think about what feelings you had while doing this lesson. Go ahead and write down all of the different feelings (mad, sad, happy, angry, worried, etc.) on the lines. Pick a color for each of the feelings that you wrote down. Fill in the box next to the line with each of the different colors. Color in the heart to show how this lesson made you feel. After you're done drawing, show your drawing to someone and tell them about it.



Color & Feelings:

<input type="checkbox"/>	_____

Waste Detectives

Student Worksheet

 11:38

Practicing the 4R's at Home

Reducing your waste can seem hard, especially when it feels like everything is wrapped in packaging! Here are a few tips for practicing the 4R's (Reduce, Reuse, Recycle, Rot) at home.

Bulk Buy: Small snack bags are perfect to pack in our lunches, but they create a lot of waste that gets sent to the landfill. Instead, buy a bigger container of your favorite snack and pack them in reusable containers. This is also a great way to reduce the number of trips you take to the grocery store.

Reuse Reuse Reuse: Store leftovers in containers instead of plastic bags. If you prefer plastic bags or it's what you have on hand, give them a quick rinse so you can use them more than once.

Instead of putting plastic food containers from restaurants and markets in the recycling or trash, clean them out and use them to store food or other small household items.

Dismiss Disposables: When ordering food to-go or delivery, ask the staff not to include disposable utensils if you will be eating at home.

Instead of using paper towels, try using more cloth napkins or small hand towels that can be washed when necessary.

Beeswax wrap is an easy, sustainable alternative to one-use plastic wrap. You can even make your own!

Successful Storage Systems: Try to eat food that will spoil first - move them to the front of the fridge or create a special, designated area for them and tell the people you are living with!

Bad Banana Becomes Bread: Be creative with produce that is past its prime. Soft fruits can go into smoothies and wilted vegetables can be added to soup or stew.

Clean Clutter but Curb Waste: If you plan to start spring cleaning early, save items that you don't want but are in good condition for donation.



Another “R”: Repair!

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 - c. Driving Question
 - d. Materials
 - e. Key Terms
 - f. Standards & Topic Connections
 - g. Adaptations & Extensions
2. Student Worksheet, pages 24-29
 - a. Introduction
 - b. Fix-It Tips
 - c. Materials
 - d. Instructions
 - e. Repair Journal
 - f. Reflection

Another “R”: Repair!

Teacher Lesson Plan



Listen to audio instructions for this lesson [HERE](#)

Grades 3 - 5
Time: 30 minutes - 1 hour

Overview

Waste is generated at an increasing rate every year. On average, one person living in America (that includes us!) makes about 42 pounds of electronic waste per year. Sadly, most of that will likely end up in landfills.

From electronics to small appliances, furniture to clothing, we want to remind students that “broken” doesn’t have to mean “trash”. We can all help conserve our natural resources by trying to fix our broken items instead of throwing them away. We know the 4R’s: Reduce, Reuse, Recycle, and Rot (Compost). Now, we want to introduce one more important “R”: Repair!

★ Purpose & Learning Objectives

This activity gives students the opportunity to practice observation skills by noting broken items in their home. They will be prompted to reflect on and discuss the theme of “Repair” using cause-and-effect reasoning. Students will also engage in creative problem-solving by brainstorming possible solutions and sketching.

Driving Question

How does repairing our broken goods benefit the environment?

Materials

Students need a notepad and pencil to record their broken items if they are unable to print the following worksheets. Internet access will be helpful for the lesson extension where students can directly input their data. Assistance from an adult is strongly recommended, but not required.

Key Terms 1:46

REPAIR To fix or mend something that is broken.

MATERIAL What things are made of; the elements, substance, or parts of which something is made or can be made with.

Another “R”: Repair!

Teacher Lesson Plan

Standards & Topics Connections

One Planet Living Topic

Zero Waste,
Products &
Materials
(Consumption)

Standards: NGSS, HSS, Common Core Crosswalk of Standards

Problem Exploration
NGSS: 3-5-ETS1-1, 3-5-ETS1-2, 4-ESS3-1
HSS: Economics of the Local Region:
Choices, Costs, and Human Capital
Common Core: 3.NF.1, 3.MD.3, 3.MD.4, 4.NBT.4,
4.NBT.5, 4.NF.3,

Environmental Principles and Concepts

(EP&Cs)

Principals 1, 2,
3, and 5

Adaptations & Extensions 2:24

This activity can be expanded to analyze data as a class and include multiple students. Each student can input their findings into a spreadsheet, logging information such as number of broken items, item type(s), and brand(s). This data can then be graphed for further analysis and/or mathematical calculations. Use “Lesson Repair Template” as an example.

Alternatively, teachers may facilitate a discussion among students and encourage them to share their findings and compare what they found. This could become an extended exercise by keeping a posted log in the classroom (or online) of broken items at home and/or school.

Tell Us What You Think

We’d love to hear from you! After completing this lesson with your student(s), please fill out this short survey to provide feedback that will help us improve our future lessons: [surveymonkey.com/r/WasteLessonSurvey](https://www.surveymonkey.com/r/WasteLessonSurvey). Thank you!

Another "R": Repair!

Student Worksheet



30 min.- 1 hour

Introduction



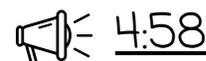
You've probably heard about the 4 R's already: Reduce, Reuse, Recycle, Rot. These are great ways to think about waste, but there is another special "R" that is important, too. Can you guess what it is? You're right! It's Repair!

What does repair mean? Have you ever had a toy that stopped working? Or noticed a rip or hole in a pair of pants? Many people think that once something is broken it's time to throw away, but there is probably a way to fix it or repair it first!

Repair is important because when you repair an item, you make it last longer. When we throw an item in the garbage, it usually goes straight to the landfill and stays there forever. When you repair something that was broken, you can extend its useful life - which means you are keeping it out of the landfill. Repairing an item also means you won't have to buy a new one, which saves valuable resources, energy, and money. You might even learn handy new repair tricks!



A Few Tips from the Fix-it Fairies!



Clothing can easily be fixed by sewing up small holes or putting patches over large rips. Even a broken backpack strap can be repaired with a needle and thread!

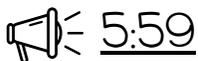
Has the rubber or plastic covering on a cord worn away or broken so that the metal wires are exposed? Use some electrical tape to carefully cover up the wire - no need to buy a new one.

A zipper that opens behind the zipper slider is an easy fix. Use locking pliers to squeeze the top and bottom plates of the zipper slider closer together - just a little at a time. Repeat slowly until the zipper starts closing behind the zipper pull.

Another "R": Repair!

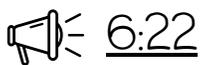
Student Worksheet

Materials



All you will need is a pencil and creativity. You can either print the table from this worksheet, or write your answers on a separate sheet of paper and type it in later. Try using scratch paper if you have some available.

Instructions



STEP 1

Walk through all the rooms in your home. In each room, look for items that are broken in any way. This could be items like appliances, electronics, clothing, etc. Ask an adult to help you if you can't reach something or if you aren't sure what something is.

STEP 2

When you find an item that could be repaired, document the details. Carefully fill out the table on the next page of this worksheet, or write down the answers to these questions if you're using a separate sheet of paper:

- What is today's date?
- What is the item that is broken? Write the name or draw the item
- Where was it found? Example: kitchen cabinet
- What material is this item made of? Example: glass and plastic
- What is it (intended to be) used for?
- How often would we use it if it were working? Every day? Once a year?

STEP 3

Repeat Steps 1 and 2 until you think you've found all of the broken items in your home. You can also check your back or front yard, with adult permission.

Another "R": Repair!

Repair Journal

 8:18

Date	What item is broken? Write or draw	Where was it found?	What material is this item made of? How often do we use it? Write a sentence.
Example: 9/1/20	Example: Clothes iron 	Example: Laundry room shelf	Example: The iron is made of plastic and metal. We use it 3 times a week.

Another "R": Repair!

Repair Journal



A Public Agency

Date	What item is broken? Write or draw	Where was it found?	What material is this item made of? How often do we use it? Write a sentence.

Another "R": Repair!

Student Worksheet



Reflection Questions

 9:05

1. Find the sum of all of the broken items. Then, multiply the sum by the number of classmates you have. How many total broken items might belong to you and all of your classmates combined?

2. Graph the number of items by material type. What material breaks the easiest? What material does not seem to break as easily? If an item is made of more than 1 material, pick the material that makes up the majority of the item.



3. Choose one item and guess how it might need to be fixed. Write your idea below: Then, with the help of an adult, look up a video on how to fix the item. Was your idea similar? What were the similarities? What were the differences?

Another "R": Repair!

Student Worksheet



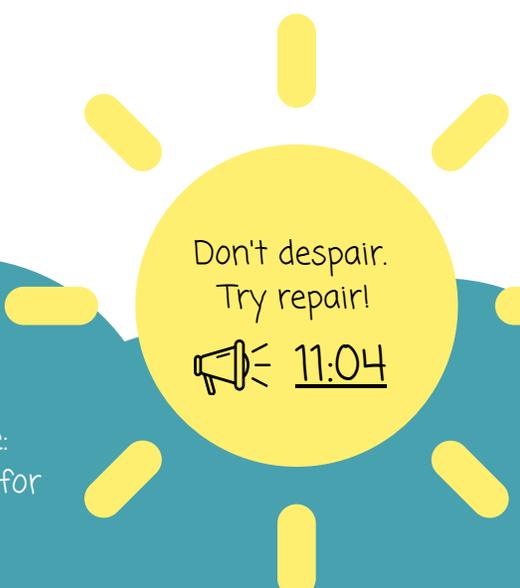
Reflection Questions (continued)

4 How do you think this item could have been made differently to prevent it from breaking in the first place?

5. What do you think about when considering whether or not to fix a broken item vs. replace it? Cost? Convenience? Time?

With the permission of an adult, report your broken items here:
<http://bit.ly/brokenitemreport>. If you can, hold on to these items for the next Fixit Clinic in your neighborhood!

If your teacher is collecting data from your class, input your findings into to the shared spreadsheet.



Don't despair.
Try repair!
 11:04

Ryan's Week Wrap-Up

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K - 5th grade

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Ryan's Week Wrap-Up

Teacher Lesson Plan

 Listen to instructions for this lesson here

Grades K - 5
Time: 45 - 90 minutes



Overview 0:00

In 2018 alone, the RethinkWaste service area sent 181,189 tons of waste to the landfill (RethinkWaste, 2019). Over the course of the week, students have come to understand why it is important to decrease that amount. By working together and making small but significant changes, we can reduce it!

Students will have an opportunity to reflect on what they learned, what they will do differently, and why it matters.

As the final day of Ryan's Week, this lesson concludes in an introspective walk, where students will use their senses to appreciate nature.

Purpose & Learning Objectives

This activity allows students to reflect on what they learned this week and how they can change their habits. Students will internalize the lessons and enjoy nature by taking a mindful walk.

Driving Question

How does our waste impact the environment? What can we do to decrease our impact?

Tell Us What You Think

We'd love to hear from you! After completing this lesson with your student(s), please fill out this short survey to provide feedback that will help us improve our future lessons: [surveymonkey.com/r/WasteLessonSurvey](https://www.surveymonkey.com/r/WasteLessonSurvey). Thank you!

Ryan's Week Wrap-Up

Student Worksheet



Listen to instructions
for this lesson here

Part I: Reflection



1:15

We've made it to the final day of Ryan's Week! This week, we followed Ryan as she investigated what waste is generated in her home and the ways she can reduce what goes into the landfill. She learned about how to sort properly, what happens to the waste she puts into the 3 bins, and why it is so important (and fun!) to try repairing and reusing things before throwing them away.

Reflect on the activities you completed for Ryan's Week and answer the following discussion questions:

1. What is something you learned this week that surprised you?

2. Describe how you felt about waste at the beginning of the week and compare it to how you feel now. Are you more confident about what goes into the different bins?

3. Why do you think it is important that we learn about waste?

Ryan's Week Wrap-Up

Student Worksheet

4. Where does waste come from, and why do we have so much of it?

5. Ryan's challenge to you: Think back to the waste audit you completed. What is one change you or your family is going to make next week to reduce the amount of waste being thrown out?

Part II: Nature Walk 3:11

It is important to connect to our environment, so we can better understand why we need to protect it. Let's stretch our muscles and enjoy the great outdoors! With your guardian's permission, go for a walk around your neighborhood (or another natural setting) with a family member or friend.

Pay close attention to your five senses while out and about: sight, smell, hearing, touch, and taste. Sometimes we forget to appreciate the small, everyday things because we are so used to having them around - like the sound of birds chirping or the nice cool feeling of the breeze on your skin!



1. What is one interesting thing that you saw during your walk? How did you feel when you saw it?



Ryan's Week Wrap-Up

Student Worksheet



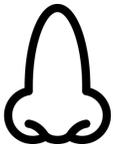
2. What is one quiet thing you heard during your walk? Where was the sound coming from?



3. Gently touch a safe item during your walk, like grass, a flower petal, or tree bark. Circle the descriptors: Was the item hard / soft / furry / prickly / rough / smooth? Did it make you feel happy / sad / excited / nervous / scared? Write your other feelings below!



4. Describe a smell that you encountered during your walk. What was your reaction to the smell?



5. Our final sense: taste! What was the first thing you ate when you got home from your walk? What did you enjoy about eating this item?



Ryan's Week Wrap-Up

Student Worksheet

 5:47



Use the blank space below to draw one thing that made you happy during your walk. Thank you for working hard to keep Earth beautiful!