

The Uses and Reuses of Garbage

Grade 7 RETHINK GARBAGE



Introduction

This is a comprehensive package that explores the issues surrounding our garbage and what we do with it. The activities in this package can be used in conjunction with the City of Ottawa's *Talkin' Trash* video. Grade 7 students will explore different uses (and reuses) for various items and will get a better sense of just how much garbage is disposed of improperly. This package covers several different curriculum expectations and can be used in its entirety or assigned individually, based on classroom needs and time. There is also a take-it-home component that can be assigned at any time. Each activity, with the exception of the take-it-home component, includes teacher notes and worksheet for the students. Timelines are suggested for each activity.

Activities included in the Grade 7 Curriculum Package

- A. Beyond the Blue Box: In this group assignment, students research how a particular material is recycled and prepare a poster explaining the process to others.
- B. Scrap Yard Sculpture: The goal of this project is to get the students looking at garbage in a different way and using it to be creative. Students will create a three-dimensional art piece using items that would otherwise be discarded in the trash. The theme of their sculpture will be "*The Beauty of Nature*".
- C. E-waste – What's it all about?: In this exercise, students will define and research the rapidly growing problem of e-waste — discarded electronic goods. Students explore what is happening to it now, the harmful effects, who is responsible for the solution to e-waste, and how it might be better managed. They will be challenged to look at products at the front end of their life cycle and determine what will happen to them when they are no longer wanted or needed.
- D. The Myth of Disposables: This exercise will focus on the burgeoning numbers of disposable products Canadians have come to rely on. Students will be asked to explore their own use of disposables as well as some of the reasons behind this growth.
- E. Taking it one step further: This activity provides three suggestions for taking the RETHINK GARBAGE message into your classroom or your home.
- F. Composting Awareness Campaign: The students will be introduced to the City of Ottawa's new Green Bin program. In this activity, students will create their own composting awareness campaigns, targeted at various audiences, and develop communication materials to spread their messages. This is a group activity.

Many extensions have been included with the activities. Please adapt the activities as necessary. Rethinking garbage is a task for all of us. These activities are only a beginning. Encouraging students to 'rethink' the way they accumulate and dispose of items now will have an impact on their future waste disposal choices. A list of journal entry topics has been included in the RETHINK GARBAGE curriculum package for students to expand and internalize their approach to the 4 Rs.

Curriculum Expectations

The following curriculum expectations are addressed in the activities in this Grade 7 package:

Languages

- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- generate, gather, and organize ideas and information to write for an intended purpose and audience
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- explain how various media texts address their intended purpose and audience
- identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve
- demonstrate understanding that different media texts reflect different points of view

Suggested Activity: The Myth of Disposables

Mathematics

- solve problems that require conversion between metric units of measure
- collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs
- make and evaluate convincing arguments, based on the analysis of data

Science

- investigate the bio-economical costs and benefits of the recycling and waste-disposal industries
- communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, charts, graphs, and drawings
- describe how raw materials are collected and processed to produce different materials

Suggested Activity: Beyond the Blue Box

Visual Arts

- produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for specific purposes and to specific audiences, using appropriate art forms

Suggested Activity: Scrap Yard Sculpture

The Uses and Reuses of Garbage

Grade 7 RETHINK GARBAGE



A. BEYOND the BLUE BOX

Teacher Notes:

This is a group assignment. Students will research how a particular material is recycled. They will prepare a poster explaining the process to the other students in their class. By delving deeper into recycling, students will better understand its importance in reducing the production and use of new materials, thereby reducing waste. They should also begin to understand the importance of reducing waste at source, i.e., when we first purchase goods.

This activity can be used to enhance the Science and Technology curriculum. It can be integrated as a component of the Life Systems module: costs and benefits of selected strategies for protecting the environment.

Suggested Time Line: 2 class periods for introduction and research; 1 class period for rough draft poster; 1 class period for final poster

Materials:

- Samples of materials that can be recycled (e.g., newspaper, plastic pop bottle, aluminium can, batteries, tires, etc.)
- Student worksheets (template provided)
- Internet access (see Additional Resources for sample sites)

Activity:

1. Introduce the topic of recycling as one of the 3 Rs. Ask the students to help you make a list of items the City of Ottawa collects for recycling. Do students recycle all these items at home? Does the school recycle these same items?
2. Assign a material type to each group of students, providing an example of each from your own recycling bin where possible.
3. Distribute and review the student work sheet. Have them inscribe the deadlines and evaluation criteria as you discuss them in class. You may want to give specific requirements for the poster. (For example, encourage them to reuse old poster board or the inside of a cardboard box.) It would be beneficial to have the students suggest materials that could be used in order to prevent waste.
4. Provide them with classroom time to begin their research. There are a number of websites and books that discuss this particular topic. A scheduled visit to the computer laboratory and/or the school library may well be in order. You may want to review with them the proper way to reference their findings as well as what constitutes plagiarism.

5. Students may present their rough draft at any point prior to the rough draft deadline. Remind them that their target audience is other Grade 7 students. The description of the recycling process should be complete but simple enough for everyone in their class to comprehend.
6. Once all finished posters have been handed in, post them in the classroom for perusal by the students. After the posters are hung, ask the student to describe, in their own words, a recycling process other than the one they researched. Their explanation need not be longer than one written paragraph, and can be assigned as an in-class or a take-home assignment. This will ensure that each student comprehends at least two recycling processes.
7. Select the posters that best describe the process of recycling for each material type. Display these posters in the school.

Follow-up Discussion:

1. The 3 Rs (Reduce, Reuse, Recycle) are listed in order for a reason. Recycling is good. But our priority now is to reduce waste *before* it starts — before we even need to recycle. By reducing what we bring into our homes, the less we will need to recycle. How would you influence people to think about what happens at the end of a product's life before they purchase the product?
2. What happens to cars when they are discarded? Visit www.canadiansteel.ca and research where steel fits in the recycling picture. You'll be surprised.
3. What other steel products can be recycled that would contribute to the reduction of waste in North America?

Additional Resources:

1. General
recycling: www.rdck.bc.ca/environmental/waste/recycling/recycling_basics.html
2. http://eartheasy.com/live_recycling.html
3. Books:
 - a. *Recycle! a handbook for kids*, by Gail Gibbons, J 628.4458 GIB
 - b. *Recycling*, by Angela Royston, JUV 363.7282 Roy

Beyond the Blue Box Student Work Sheet

You already know that recycling is an efficient way to reduce the amount of materials that go to the landfills. Have you ever wondered what happens to those items you place in your blue box? What is involved in this magical process called recycling? Now is your chance to find out and share your knowledge with the rest of your class!

Your teacher will assign your group a specific material type for you to research (e.g., cardboard, glass, plastic, organic waste, etc.). Using the Internet and through research at the library, you will be responsible for making a poster describing the recycling process for this particular material to the rest of your class. The following are features that **must** be included on your poster.

1. Labelled diagram detailing the steps of the recycling process for your material type.
2. Paragraph explaining the efficiency of your particular recycling process. How much energy is saved? How much time does the entire process take? What are the difficulties or challenges that exist in recycling this type of material?
3. List of items that can be made using your material, once it has been recycled.

The material type you will be researching is _____.

You will present a rough draft of your poster to your teacher by _____.

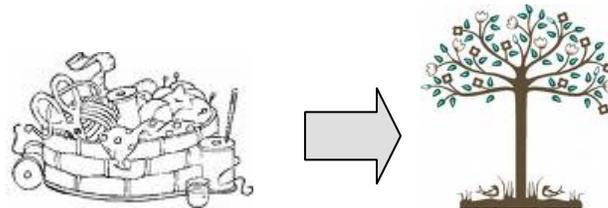
The completed poster will be handed in on _____.

Evaluation criteria:

The Uses and Reuses of Garbage

Grade 7 RETHINK GARBAGE

B. SCRAP YARD SCULPTURE



Teacher Notes:

The goal of this project is to get the students looking at garbage in a different way and using it to be creative. Students will create a three-dimensional art piece using items that would otherwise be discarded in the trash. The theme of their sculpture will be *The Beauty of Nature*, contrasting the natural world and the garbage that, all too often, has a negative effect on it. Included is a template of the timeline for this project. You may specify the evaluation criteria and have the students inscribe them in the space provided. By reviewing the due dates and the evaluation criteria in class together, all students will know what will be expected of them.

This activity can be used to enhance the Arts curriculum. It can be integrated into the Visual Arts module: creating and responding to works of art.

Suggested Time Line: 1 classroom period for selecting image and planning sculpture; 2 classroom periods for assembly of sculpture

Materials:

- Images of nature (e.g., books, magazines, calendars, etc.)
- Materials that would otherwise be discarded (provided by students, but you may want to provide examples)
- Craft supplies such as glue, paste, scissors, etc.
- Copies of the evaluation criteria and project timelines

Activity:

1. Have the students bring to the classroom materials that would otherwise be discarded (e.g., old clothing, plastic bubble wrap, leftover yarn, etc.). Encourage them to see beyond what the item was by focusing on its particular features. A beneficial activity would be to have the students categorize the material based on its characteristics (e.g., colour, texture, rigidity, etc.).
2. Once the materials have been collected, have students begin the creative process by designing a sculpture made from these materials. Their sculpture will be of something found in nature (e.g., a tree, a flower, a bird in flight, etc.). Students can be inspired by looking at pictures and selecting an object to recreate in a three-dimensional art piece.

3. Prior to the assembling of the sculpture itself, ask students to draw a diagram of their sculpture, detailing which and how each material will be used. Particular attention will need to be placed on how the materials will be held in place and in the shape desired. For example, how will the student make something rigid from a piece of yarn? You will need to approve their plan before they begin assembly.
4. Give students time to assemble their sculpture in class. Clearly state how much time students will have to work on their sculpture in class so that they do not begin work on a project they will not be able to finish on time. Provide them with the Scrap Yard Sculpture evaluation criteria (use the template provided).
5. Once all sculptures are finished, they can be put on display for other students to appreciate. The original photo that inspired them may be placed nearby for comparison.

Additional Resources:

1. http://www.earthcarecanada.com/Library/Get_In_The_Loop_Teacher_Gui.pdf

Scrap Yard Sculpture Project Timelines

You will have _____ classroom period(s) to work on this project. The rest of the work will be done on your own time.

You will present a rough drawing of your sculpture to your teacher, with labels detailing how and what materials will be used, by _____.

The completed sculpture will be handed in on _____.

Evaluation criteria:

Scrap Yard Sculpture Project Timelines

You will have _____ classroom period(s) to work on this project. The rest of the work will be done on your own time.

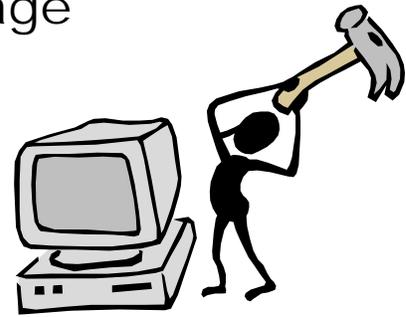
You will present a rough drawing of your sculpture to your teacher, with labels detailing how and what materials will be used, by _____.

The completed sculpture will be handed in on _____.

Evaluation criteria:

The Uses and Reuses of Garbage

Grade 7 RETHINK GARBAGE



C. E-Waste – What's it all about?

Teacher Notes:

E-waste is a popular, informal name for electronic products nearing the end of their "useful life." Computers, televisions, VCRs, stereos, copiers, and fax machines are common electronic products. Many of these products can be reused, refurbished, or recycled. Unfortunately, electronic discards are one of the fastest growing segments of our nation's waste stream. E-waste can also include small home appliances or personal devices that are too often sent to the landfill when no longer wanted or needed.

In this exercise, students will research e-waste. First, a definition of e-waste needs to be written that will be accepted and used for the remainder of the exercise. Different portions of this exercise can then be assigned to different groups of students

Students will be asked to research what constitutes e-waste, what harm can be done to the environment when e-waste is improperly discarded, what protocols or regulations are in place in different areas to manage e-waste, and to determine a solution or preferred protocol of their own for managing e-waste.

Suggested Time Line: ~3 to 5 classroom periods (research various areas and presenting, developing a protocol, preparing a final report)

Materials:

- Student worksheet (provided)

Activity:

In 2003, Environment Canada stated that more than 140,000 tonnes of computer equipment, phones, televisions, stereos, and small home appliances accumulate in Canadian landfills each year. That's equivalent to the weight of about 28,000 adult African elephants, or enough uncrushed electronic waste to fill the Toronto Skydome every 15 years. Obviously, we have a growing problem.

1. Defining e-waste:
 - a. As a class, with the support of your teacher, list as many pieces of electronic equipment (large and small) that you think could contribute to e-waste.
 - b. Research on the Internet how some others are defining e-waste.
 - c. Decide on a definition of e-waste that you will use for the remainder of the exercise. What components will be included? What components will not be included in the definition? Why not?

2. Your group will be assigned one of the following topics to research and bring a response to the class. Your response should be in the form of a written report and you must be prepared to make a presentation to the class on your assigned topic.
 - a. Responsibility for e-waste: Who is responsible for managing e-waste? Who has jurisdiction over the issue – the country, the provinces, the municipalities? Do you think this current jurisdiction is reasonable and suitable for managing the problems that e-waste can cause for the environment? Does the producer of the product have any responsibility with respect to the disposal of e-waste created? How would you like to see the producers involved in the solution?
 - b. How e-waste causes to the environment: What harm does e-waste do to the environment? Is e-waste harmful to our health? What components cause harm? How significant is the damage that e-waste is creating in the environment? Are there components of e-waste that should be recovered? What are they? What can they be used for?
 - c. Current disposal of e-waste: Where does e-waste currently go? Is this a reasonable solution to the problem of e-waste? Graph the volume of e-waste that has been created over the last 10 years. How fast is the volume of e-waste increasing? What do you project for 2010 if no changes are made in our current practices for disposing of and managing e-waste?
 - d. Managing e-waste across the world: What are different countries/provinces doing about managing e-waste? What is Canada's position on e-waste? Are there any policies or protocols in place currently in Canada to manage e-waste? What are the goals of these protocols? Do they seem reasonable and likely to provide a good solution to the problem? How does Canada stack up against other countries with respect to managing e-waste? How soon do you think e-waste will be managed effectively so that it is not creating an ever-increasing volume of garbage?
 - e. Managing e-waste in Ontario and Ottawa: Does Ontario have any protocols or regulations in place to manage e-waste? What is the City of Ottawa doing to manage e-waste? Where does our e-waste go now? Are there special procedures in place to manage e-waste? Are there places in Ottawa that will recycle and/or properly dispose of e-waste? If so, what are they and how effective are their services? Does the City of Ottawa have any plans to change their practices with respect to disposal of e-waste?
3. Your teacher will tell you the specifications for your report and the length of time you have for your presentation. Return your draft written report to your teacher and a plan for your presentation prior to the time of your presentation. You may want to have posters, display graphs, or create skits to make your presentation come alive for your classmates.

4. When all of the topics have been presented, the class could then create a preferred protocol of their own for managing e-waste. The protocol should include:
 - a. A definition of e-waste;
 - b. Who is responsible for the e-waste created and at what point in the life span of the product;
 - c. Regulations that should be in place to manage e-waste and who is responsible for each regulation.

Classroom Extensions:

1. Create posters with facts you uncovered in your research that will inform the students and staff in your school about the e-waste issues. Post these throughout the school.
2. Write a letter to the city or provincial officials to tell them the decisions you made about e-waste management and what you think should be in a protocol.

Student Worksheet for E-waste Exercise

Group Members:

Your topic for the e-waste report is: _____

You will have _____ classroom period(s) to work on this project. The rest of the work will be completed on your own time.

You will present a rough draft of your report and your presentation plan to your teacher by: _____.

The completed written report will be handed in on _____.

Your oral presentations will be on _____.

Evaluation criteria:



The Uses and Reuses of Garbage

Grade 7 RETHINK GARBAGE



D. The MYTH of DISPOSABLES – Do they really save us time?

Teacher Notes:

Canada is one of many Western countries known as a ‘disposable’ or ‘throw-away’ society because of its wasteful activities. This segment will focus on the burgeoning numbers of disposable products Canadians have come to rely on. Students will be asked to explore their own use of disposables as well as some of the reasons behind this growth. By taking a closer look at the different marketing approaches used to sell such products, students will separate truth from reality to determine whether using disposables can be validated.

This activity can be used to enhance the Language curriculum. It can be integrated as a component of the Media Literacy module: purpose and audience; points of view; production perspectives.

Suggested Time Line: 3 to 4 classroom periods

Materials:

- Editorial - *Living in a Disposable Society* (attached below)
- Polling worksheets #1 and #2
- Magazines
- Newspapers

Activity:

1. Working at times as a class, and at times individually, this exercise aims to characterize disposables.
 - a. Begin the assignment as a class by defining the term ‘disposable’. Are disposables merchandise that must be thrown out after one use, or just a few uses? Or are they products that could be replaced by a something permanent, and used indefinitely?
 - b. Based on the agreed-upon definition students should now be given about 10 minutes to individually list as many disposable items as possible.
 - c. A master list can then be compiled at the front of the class.
 - d. Using the worksheet provided ‘Poll #1 – Use of Disposable Products’, one student should add to the polling sheet any additional disposable items from the class master list. Then, by a show of hands, an informal poll can indicate what disposables students currently use or would use if they had the spending power. Once completed, the worksheet should be set aside for later comparison.
 - e. Collectively, the class should then review the master list, and suggest alternatives that could be used for each ‘disposable’ product.

2. After reading the attached editorial titled *Living in a Disposable Society* discuss as a class the following ideas:
 - a. Despite the warnings of landfill shortage and environmental damage, most people seem reluctant to change their day-to-day consumer habits. Can you think of any way to turn this around?
 - b. Are disposables only a problem in developed countries? Or just developed countries in the Western World? Why is that?
 - c. Who is to blame? Industry? Excessive marketing? Or are disposables a result of consumer demand?

3. Take-it-home marketing assignment:

To market disposable products, TV and print advertising use several approaches: the product may be touted as the newest latest technology; or advertised as a timesaver; or simply as much easier to use than a permanent product. Sometimes the marketing appeals more to one gender than the other, and sometimes to very specific members of the household. Students should select one print advertisement from a magazine or newspaper that markets a disposable product and come to class prepared to discuss the following questions:

 - a. Who in the family is this ad targeting? Why?
 - b. Why does this ad suggest the reader uses this disposable product?
 - c. Is the ad effective?
 - d. Is the ad accurate and/or legitimate?

4. Following the marketing discussion, a second round of polling should be undertaken using the worksheet 'Poll #2 – Use of Disposables Products'.
 - a. In each poll was one gender more likely to use a particular disposable product than the other gender? Why do you think this is so?
 - b. Did the results of Poll #2 differ from the first poll? If so, why?

Classroom Extension:

1. Define, discuss, and give examples of the following terms:
 - a. Consumerism
 - b. Ethical consumerism
 - c. Planned obsolescence
 - d. Over-consumption

POLL #2 Use of Disposable Products (after marketing research)

	Male	Female
DISPOSABLE ITEM	Would you use or buy these disposable products? Yes or No	Would you use or buy these disposable products? Yes or No
<i>(Sample answer)</i>	<i>16 Yes, 6 No</i>	<i>12 Yes, 7 No</i>
Plastic eating utensils		
Styrofoam cups		
Razors		
Dusting cloths (e.g., Jay cloths)		
Floor mops		
Paper towels		
Electric toothbrushes		
Cameras		
Diapers		
Plastic bags		
Pens		
Plastic food wrap		
Beverage bottles		
Hand wipes		
Baby bottom wipes		
Lighters		
Flashlights		
Batteries		
DVDs		
Paper/plastic plates		
Liquid soap dispensers		
Luncheables		
TOTALS	Males: YES = NO =	Females: YES = NO =

Living in a Disposable Society

The convenience of technology

By Jenn Black

In today's rapidly evolving technological society, by the time you get your hands on the latest edition of the trendiest new thing, the next permutation of it is already on the market and upgrading is inevitable. The old model is obsolete and so it becomes garbage. The quest to have the newest, most advanced version is addictive and that fuels the charge to develop more and more new products at lightning speed.

This addiction isn't limited to the "e-products" such as MP3 players, computers, and cell phones. The household cleaning industry has jumped on the bandwagon as well. In the case of household cleaning products, not only are the preceding models disposable but the newest products themselves are disposable. The idea of single-use clothes, brushes, sponges, or pads may seem appealing, the message they send is not.

The tagline of a certain sweeping system is, "Start cleaning your floors without all the hassles of the mop, bucket, broom, and dustpan." The evils of these implements have long been extolled in many a disgruntled housecleaner's handbook but is this alternative any better? The marketing team touts the ease of a cleaning pad you just toss when you're done sweeping. To distract the consumer from the obvious environmental detriments of the single-use mentality, advertisers make using the product seem fun, edgy, and trendy. In reality, it's still housework and we would all like to spend our time doing other things.

To ensure that all your cleaning needs are covered, there is also a model with a mini vacuum, one for dusting, a super-sized one, one with its very own cleaning solution, one with a telescopic pole, and even one for the carpet. All with their own cleaning pad that you just pop in the trash when you're done.

Economically, the first purchase of these items is relatively inexpensive. The companies that produce these products make their money on the re-fills. Cleaning is something that the general consumer needs

to do on a regular basis and each time requires a new single-use pad. Seeing as these products are sold by multiple different companies, to ensure that the consumer cannot buy a less expensive refill kit, all the products are compatible only with the corresponding company's refills. The fierce competition between companies intensifies the push to get more of these products on the market.

The barrage of disposable cleaning products doesn't stop with your floor. Bathroom cleaning needs its own special set of tools. There are products that clean your toilet and all the hassle of cleaning can be flushed away with the cleaning sponge – even safe for septic tanks! Then there are products to clean all your bathroom surfaces which each, apparently, need their own special cloth. Whereas a simple sponge was once good enough to do the entire bathroom now each fixture and surface needs a product specifically tailored to its dirt removing needs.

Reduce, reuse, recycle. That's the mantra that was promoted in the early 90s when it seems concern for the environment took precedence over the ever more important development of cleaning products. The message that these types of disposable products send is more like remodel, refuse, replace. Ultimately, it seems the oldest model is the best — the time-tested mop and bucket. Remember, life isn't so simple that you can get rid of all your problems by throwing them away.

This editorial appeared June 7, 2006, in The Iron Warrior, student newspaper of the University of Waterloo Engineering Society.

The Uses and Reuses of Garbage

Grade 7 RETHINK GARBAGE



E. TAKING IT ONE STEP FURTHER (an in-class &/or take-it-home exercise)

Teacher Notes:

This activity provides some examples of simple things you can suggest your students do at home to help everyone others reduce, reuse, and recycle. We are all in this together. If we all do our part, there is no limit to the difference we can make!

Suggestion 1: REDUCE – Think about your purchases and acquisitions!

Think of your three most recent purchases. Before you purchase an item, do you ask yourself the following questions?

1. Do I really need this item?
2. Is this item over-packaged? Can I get a more environmentally-friendly version of this item?
3. How long will this item last? Is it disposable? Can I reuse it?
4. What will happen to this item when it is no longer useful or I no longer want it?
5. Does it make sense (environmentally and economically) to purchase this item?
6. Could you make wiser choices if you were to make your last three purchases now?

How would you get the message out to others that we need to RETHINK what we are doing to contribute to added waste in our environment?

Suggestion 2: REUSE - Litterless Lunch Day

Pick a day of the week when everyone in your family or class will make a litter-free lunch. Instead of wrapping your sandwich in a plastic bag, use a plastic container. If you have a juice box, make the effort to bring it back home to be recycled. Even yoghurt and snacks such as trail mix can be packed in reusable containers. Remember, the point is to not throw anything in the trash. That doesn't mean you can't compost, reuse, or recycle! We should all reduce the amount of potential garbage we create in order to create a better environment.

Once you are in the habit of making a litterless lunch once a week, why not increase this to twice, even three times a week? It is not necessary for everyone to participate as often as you do. You might be surprised what can happen when we lead by example!

Suggestion 3: RECYCLE - What goes where?

Visit the City of Ottawa website (ottawa.ca). Make a list of which items are recyclable or compostable in the blue, black and green bins. Be specific, particularly in regards to plastics. Once your list is complete, make signs that you can post above your bins and garbage (or perhaps even on the refrigerator at home). If there are very young people in your household, draw pictures on the signs so they will know what can be recycled. These signs will ensure that your class and your family know how to properly dispose of their waste.

SPREAD THE WORD

Grade 7 RETHINK GARBAGE



F. COMPOSTING AWARENESS CAMPAIGN

Teacher Notes:

The students will be introduced to the City of Ottawa's new Green Bin program. In this activity, students will create their own composting awareness campaigns, targeted at various audiences, and develop communication materials to spread their messages. This is a group activity.

This activity can be used to enhance the Language curriculum. It can be integrated as a component of the Media Literacy module: explain how various media texts address their intended purposes and audiences.

Suggested Time Line:

- 1-2 periods for brainstorming, researching, and developing the concept (including scripts)
- 3 periods for creating the campaign materials (1 radio ad and/or 1 TV ad and/or 1 print ad)
- 1-2 periods for presentation of materials and debriefing on success of the campaign

Materials:

- Examples of other ad campaigns
- Audio-visual equipment, computers, art materials to create campaign materials

Discussion:

1. Explore concepts of advertising, including target audience, message, modes of delivery, etc. Highlight the different types of campaigns: advertising vs. awareness. Discuss the use of humour to get a message across.
2. What does it take to change someone's ideas and behaviours on a certain issue? Does that change depend on a person's age, job, or culture? What about for you? Explain.
3. Ottawa has a new Green Bin program, which composts things like your food scraps. What is composting? How does it help the environment?
4. What happens to our garbage after we put it at the curb to be picked up? (By talking about landfills and promoting good waste disposal habits we can start to reduce our impact on the local environment.)

Activity:

The City of Ottawa has created an awareness campaign to help spread the message about Green Bins throughout Ottawa. Now it's your turn to spread the word about Green Bins and composting to other students here at school!

1. The class will be broken up into groups. Each group will be assigned a different “audience” within the school. For example, different grade levels (Kindergarten, Grade 1, Grade 5).
2. Students need to know their audiences and the subject matter. They should be given the opportunity to research other types of campaigns aimed at their target audiences. If possible, they should have the opportunity to interact with people who might be in the audience and ask prepared questions designed to help them better understand their targets. They will also need to research the basics of composting and the Ottawa Green Bin program.
3. Students should consider ad campaigns that they believe worked on the various audiences and determine why they worked. What ads on TV, radio, or print, catch their attention, their parents’ attention, their older or younger siblings’ attention?
4. After researching, students should brainstorm ideas on what their messages will be and how best to communicate them. Planning sheets can be used to organize their ideas. They should state the Who, What, Where, Why, When and How of their campaigns. The campaigns should make use of the principles of advertising highlighted in discussion item 1.
5. Each group will be asked to create one print, and/or one TV and/or one radio advertisement for their campaign (resource permitting). Scripts for TV and radio should be approved before production begins. Students could be encouraged to use the computer to create or edit the ads. However, creative strategies and methods should not be discouraged, particularly as computer generated documents are easily prepared by others.
6. Students will disseminate their campaign materials to their audiences. Ideally, this would include presenting their ads to the audiences and recording their reactions. A school assembly would be an ideal place to ‘test’ their campaigns.
7. All students should have the opportunity to reflect on the effectiveness of their messages after they deliver their campaigns. Students could also write reports or journal entries on how their campaigns succeeded or failed and why, as well as explore possible strategies for improvement.

Follow-up Discussions:

1. Did the audience understand your message? Why or why not?
2. If you could start over knowing what you know now, how would you change your campaign strategy?

Classroom Extensions:

1. Have students talk to their parents and relatives about their campaigns to promote the Green Bin program. Stress the importance of leading by example. Note the importance of modeling (if people see that you are using your green bin, they are more likely to use it as well.)
2. Have students implement vermi-composting in the classroom.

Additional Resources:

1. www.ottawa.ca/greenbin
2. www.ottawa.ca/recycling