



**GREEN  
LIVING  
SCIENCE**

# **ACTIVITIES**

FOR EDUCATORS



**PREPARED BY:  
GREEN LIVING SCIENCE EDUCATORS**

# **HIGH SCHOOL GREEN TEAM TRAINING**

Objectives: Students participating in their schools' Green Team will learn the necessary information to train others in their school about the new recycling program.

Time Needed: 45 Minutes

Participant Information: 9th–12th grade, 20 kids

Appropriate Settings for Activity: Recycling Team Training

Supplies/Materials Needed:

- Material Match Up
- Expo Markers
- Large paper for presentations
- Markers or pencils
- Examples of recyclable materials at the school

Procedures:

## Introduction

- As you know your school will be collecting and weighing paper from each classroom. It is your job to make sure that your classmates know what types of paper can be recycled.
- The goal of this recycling program is to reduce Western's carbon footprint. Anyone know what a carbon footprint is? (reducing the amount of carbon put into the atmosphere, by recycling paper Western is decreasing how the amount of trash burned in the incinerator therefore reducing the carbon dioxide put into the atmosphere)

## Material Match Up

- In your own words define resource. (things that are of the earth and need to be processed in order to be useful)
- With a partner or two draw a line between the resource and the material it makes.
- Some resources will have more than one line coming from them.
- What do you think it means to have a renewable resource? How about a nonrenewable resource. Break down renewable and nonrenewable resources.

## Basics of Recycling

- We are only collecting paper that is non-glossy and construction paper. We are not collecting newspaper, tissues, or other types of paper that might be used in your school.
- The paper put into bins needs to be flattened. Can you think of why paper should be flattened when placed in bins? (utilize the most space in the bins)

## Math Problem Breakdown

- Your school will be given two 96 gallon bins to filled with recyclable paper. These bins can hold at most 400 pounds of paper. If you fill five of these bins with recyclable paper you will have recycled how much paper? (2000 pounds in a ton)
- So if you recycled two of the 96 gallon bins every week for the rest of the semester what is the total amount of paper you would recycle? (12 more weeks til the end of the year,  $400 \times 2 = 800$  then  $800 \times 12 = 9600$  pounds  $9600 / 2000 = 4$  tons)
- One ton of paper is the same amount of paper that 3 people use in a one year. By recycling one ton of paper we save:
  - 700 gallons of water from being used
  - 380 gallons of oil
  - 17 trees from being cut down
  - 4000 kilowatts of energy

## Tips for Training Others

- **Concise:** When presenting it is important to be concise in what you are presenting. A great way to be sure of this is to review information presenting. Be sure to project your voice when you are talking so the audience is to take away from presentation.
- **Slow Down:** Be aware of time constraints but also be sure to use time wisely. Nervousness can cause you to talk quickly so be conscious of how fast you are talking.
- **Practice:** It is important to practice instead of reading off a paper. This makes you seem more prepared and like an expert on the topic you are presenting.
- **Teachable Moments:** When you see classmates throwing out paper that can be recycled take that time to inform them that they can recycled.

## Reduce, Reuse, Recycle

- What are the definitions for each of these?
  - **reduce:** decreasing the amount of resources/materials used
  - **reuse:** using a material/resource more than once
  - **recycle:** using energy to change the make up of a material into reusable materials
- To practice what you have learned about recycling and presenting, you will present information about one of the R's to the rest of the group.
  - **Group A:** Reduce energy and water
  - **Group B:** Reuse materials
  - **Group C:** Why is recycling important?

## Career Paths/Jobs

- Go around the room and discuss what each student wants to become when they graduate high school. Make a list of these jobs. Then ask students if they can think of how any of those jobs can incorporate an environmentally responsible actions.
- After students have had the opportunity to connect environmental responsibility to jobs then connect more jobs to the environment. Express to students that no matter what they do in the future they are effecting the environment around them; they can chose to ignore that fact or embrace that and help to better the environment not only for themselves but for future generations.





# ABOUT US

## NONPROFIT ORGANIZATION

Green Living Science is a 501(c)3 nonprofit organization founded in 2011 as a result of the City of Detroit recognizing the need to improve the environmental sustainability efforts of the city.

Funded through grants, corporate sponsorship, and individual donors our programs engage the youth, neighborhoods, and businesses in and around Detroit.

## OUR MISSION

To transform Detroit by teaching about waste and recycling.

Green Living Science is dedicated to working alongside Detroiters to increase recycling participation and awareness of environmental issues and personal responsibility through education.

## OUR VISION

Universal environmental literacy, advocacy, stewardship, and justice.

Green Living Science envisions a Detroit with a robust circular economy and citizens who are mindful about our environment and natural resources.



**TO LEARN MORE ABOUT GREEN LIVING  
SCIENCE FIND US ONLINE AT:  
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