



Lesson: Second Time Around

Grade: 4-5

Subject: Art, English, Science

Objectives:

Students will:

- participate in two skits about reusing materials and write additional parts to the skits, if desired
- recognize the benefits of reuse
- develop ways to reuse a variety of products

Teaching Time: 50-60 minutes

Materials: copies of skits “The Funnels” and “Jobs for Bags” (see Resource section); two funnels (available at an auto supply store or simply made from the tops on plastic bottles); 3 paper brown paper bags

Background:

Some products can be easily reused to extend their use, therefore reducing the amount of solid waste to be placed in landfills. Reuse conserves natural resources more than recycling because when an item is reused, it does not need to be collected by a recycling company, and energy will not be needed to make a new product. It is important to remember that even though recycling saves resources and energy, the transportation and production still creates pollution. Thus, moving one step up the “Oregon Waste Hierarchy” (see the transparency in Lesson: “There is No Away”) to reuse is a more sustainable behavior.

Procedures:

- **Have you ever known of something to be rescued from the trash and used again?** Students might recall that instead of throwing clothes in the trash they were given to someone else, and a toy or tool might have once been fixed, cleaned up, and then used again.
- Today we are going to read and act out two plays that will tell us something about reuse.
- Have students read and act out one or both plays: “The Funnels” and “Jobs for Bags.”

Reflection/Response:

- **What is the meaning or the message being conveyed from each of these plays? What do we gain by reusing materials? (Less trash ends up in the landfill, and energy and natural resources are conserved, even more than when recycling.)**
- **What types of things do people throw away that can be reused?** Examples are: plastic containers, clothes, books, furniture, toys, games.
- Assign students to work in teams or groups. Have each group develop a suggestion list for ways to reuse items around their classroom, at school, or at home. For each item that is being reused, identify the natural resource that is being conserved with each reuse. (See Lesson: “Our Natural Resources”).

Extensions:

- Ask students to write additional scenes to one of the skits, or they can write their own skit.
- Present the skits to another class or at a school assembly.
- Create a school donation box, if you don’t already have one, for items that could be used in art/drama classes. Ask students to bring in items from home to donate and host a school-wide swap meet or clothing drive.



- Using a donated item that would have been thrown away, make something out of the item so that the item will be reused. Write a description of the item and bring the item to class to share. For example, make a toy or costume out of reused materials or artwork from discarded materials. (See Extension: Let's Make an Animal Mask in the Resouce section).

Oregon Common Curriculum Goal:

Arts: Create, Present, and Perform

- Express ideas, moods and feelings through various art forms.

English: Reading

- Demonstrate evaluative comprehension of a variety of printed materials.
- Connect reading selections to other texts, experiences, issues and events.

Science: Science in Personal and Social Perspectives

- Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems, and natural resource supplies.

Grade 5 Benchmark:

- Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes
- Analyze and evaluate information and form conclusions.
- Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.



Artwork by Ashlee Commeree, 7th Grade, Archbishop Howard Catholic School. Submitted to Metro Regional Services Earth Day Bill Board Contest, 2001. (Honorable Mention).