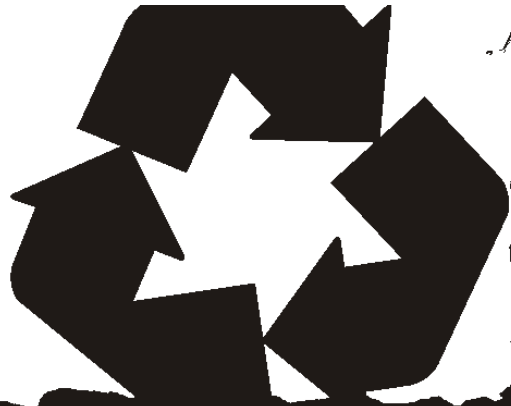


Talking Trash



Classroom Guide

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With this issue, we celebrate another Earth Day. The first Earth Day in 1970 was planned as a nationwide demonstration for the planet and led to a series of reforms that improved the quality of our water and air.

During these challenging economic times, many people have discovered that waste reduction saves money. Our spring newsletter focuses on ways that we can help our bank accounts and improve our world by reducing, reusing, recycling, and using our resources wisely.

In this Classroom Guide, we give you ideas so that you can incorporate the newsletter into your classroom instruction, helping meet your educational goals and teach your standards and helping us share this important information about our community.

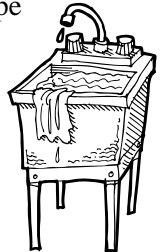
If you have suggestions or comments for improving the newsletter or this Classroom Guide, please call or write us.

Clean & Green

Reread “10 Tips for Greener Cleaning” and check out the online resources listed under “Read More About It” (both on page 2 of the newsletter).

Discussion

- Are you responsible for any of the cleaning at your house (dusting, vacuuming, washing dishes, laundry, cleaning bathrooms, etc.)? If so, what type of cleaning products do you use? Have you ever tried non-toxic, homemade cleaners? If so, how did they work? If not, why not?
- Before the first Earth Day, it wasn't uncommon to hear this statement: “The solution to pollution is dilution.” What do you think that means? As our chemicals have become more toxic and more persistent (stay in the environment longer), why might “dilution” no longer work? How do you think that increased urbanization and population affect the ability to “dilute” pollutants?
- What is the source for our community's drinking water? Where and how is our drinking water treated? Where and how is our wastewater treated?



Extension Activity

Individually or in small groups, create a cartoon or a comic strip to promote greener cleaning. Be sure to provide appropriate characters, a meaningful setting, and a clever caption(s). Share your cartoons/comic strips with the group. Post them where others can see the “green cleaning” message.

Teachers: For a complete lesson plan on comic strips and cartoon squares, go to:

http://www.readwritethink.org/lessons/lesson_view.asp?id=195

Reader Redux

Incorporate this newsletter into your classroom as you might use a newspaper. Whether you're teaching art, language arts, sociology, or science, you can use articles in our newsletter to teach the skills and proficiencies that you're focusing on each day. Here are some "reuse" activities to give to your students:

- According to Jodi Helmer (author of *The Green Year: 365 Small Things You Can Do to Make a Big Difference*), removing 100 pounds of unneeded cargo from your family's car or van can increase your gas mileage by 2 percent, reducing emissions and saving your family money. If your family car normally gets 24 miles per gallon, what would your mileage be with the improved fuel efficiency. If your family drives 12,000 miles each year, how much fuel would you save? At today's price, how much money would you save?



When you go home today, take a look in the trunk of your family car or the back of the van. What do you find? How many of the items need to be in the car or van all the time? How many could come out and be stored in the garage or elsewhere in your house? You might even get out a bathroom scale and check the weight of the unneeded items!

- Prom and other parties like it can be expensive for students and their families. On the left hand side of a sheet of paper, list what items you would "need" for these events (clothing, accessories, food, etc.). On the right, next to each item, note which items might be available "used," "rented," or "borrowed" instead of brand-new. Also, note if some items are not really needed. (As an extension of this activity, research and compare costs. How much could be saved by selecting as many used/rented/borrowed items as possible?)



- Refilling water and sports drink bottles, as well as coffee cups, is a way to save money and reduce bottle and cup waste. A 1-gallon jug of a sports drink like Gatorade or Powerade costs about \$3.99, while individual 20-ounce bottles cost about \$1 each at the store or \$2 each at a concession stand. How much money would you save by buying the gallon jugs and refilling your own bottle? A half-liter water

bottle costs about \$0.16 (if you buy a case at a time) or \$1.25 if you buy it individually. A half-liter of tap water costs about \$0.00005. How many water bottles could you refill with tap water for \$0.16? For \$1.25?

Take an inventory at home. How many reusable bottles and travel mugs does your family have? Wash these, if needed, and put them in a convenient location (next to the kitchen sink, by the back door, etc.). Or better yet, fill your own water or sports drink bottles from the tap or a large jug and put them in the fridge. You'll be ready to grab one when you are on the go.



- Wendell Berry is a Kentucky farmer, but he is best known as a writer of poetry, fiction, and essays. Listen carefully while the beginning of his poem "Manifesto: The Mad Farmer Liberation Front" (taken from *The Selected Poems of Wendell Berry*, 1999) is read aloud.



Love the quick profit, the annual raise,
vacation with pay. Want more
of everything ready-made. Be afraid
to know your neighbors and to die.
And you will have a window in your head.
Not even your future will be a mystery
any more. Your mind will be punched in a card
and shut away in a little drawer.
When they want you to buy something
they will call you. When they want you
to die for profit they will let you know.
So, friends, every day do something
that won't compute. . . .

Now, answer these questions:

1. What is the title of the poem? Who wrote it?
2. What do the first lines encourage the listener to love and want?
3. Is this suggestion serious or ironic? How do you know?
4. This is just the beginning section of the poem. What do you think the theme of the poem might be?
5. What might be some actions that would "not compute" in the context of the opening lines?
6. Read a copy of the entire poem. How accurately did you predict the author's intentions?
7. How does the poet's use of short imperative sentences affect you as a reader?