

## **The Landfill Link**

### **Post Visit Lesson #1**

## **TALKING TRASH: A USERS MANUAL**

### **GOALS**

- a) To process the experience of the visit.
- b) To share the information garnered through on-site exercises.
- c) To encourage students to educate their peers and family about waste, recycling and its effect on our ecology.

### **MATERIALS**

1. 8 1/2 x 11 copy paper
2. Access to a copy machine
3. Pencils, pens and markers
4. Glue sticks
5. Scissors
6. Collage materials (recycled, of course!)
7. 2 #16 rubber bands per child (available at office supply stores)
8. File folder, one for each student, cut to size
9. Book binding template provided
10. Photos from the trip, if any
11. Notes from the "reporters notebooks"

### **PROCEDURE**

1. Review trip of Fresh Kills Landfill.
2. Discuss outstanding features of landfill.
3. Ask pointed questions about the sensory experience of the visit.
4. Overview of project. Display sample.
5. Organize materials and students
  - a) Ask students to review their reporter's notebooks and photos independently.
  - b) What facts and images strike them? Put this information aside.
  - c) Are there students with similar points of view? Pair them together to work as a team.
  - d) Break students up into small groups to work together.
6. These subgroups will produce work to follow specific topics:
  - a) park design
  - b) wildlife/habitat
  - c) recycling strategies
  - d) waste management.
7. Each team should produce a "layout" (back and front) about their topic.
8. Provide guidelines for students to consider before they write their articles and design their layouts. See suggestions attached.
9. Have "layouts" copied. Be mindful of double-sided copy specifications.
10. While "layouts" are being copied, work on the covers.
11. Provide art and collage materials to students. Encourage them to really have fun with the images!
12. When copies are ready, give to students to fold in half.
13. Place folded materials into manual.
14. Review binding technique.
15. Pass rubber bands to students.
16. Demonstrate binding then guide students through binding process.
17. Regard and remark on their excellent handiwork!

**EVALUATION**

1. How much scientific information about Fresh Kills did the students retain?
2. To what extent was note taking (during the trip) helpful?
3. Were the students able to process what they learned into a suitable format for Talking Trash?

**NY STANDARDS:**

M/S/T: 1, 3, 4, 6, 7

ELA: 1, 3, 4

ARTS: 1, 2, 4

CAREER: 2, 3a