

# Centre County Recycling & Refuse Authority

## WPSU Virtual Field Trip Teacher Guide



**For Grades:** 1<sup>st</sup> – 6<sup>th</sup>

**Duration:** 3 class sessions

**Objectives:**

- Describe the process of how materials are recycled.
- Identify what types of materials can be recycled.

**Contents:**

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KWL Chart

Explore the Centre County Recycling & Refuse Authority to learn about how our recycling gets sorted and processed. Through videos and photos of inside the plant you and your students will get front row seats to the recycling process without having to make the trip!

# Plan Your Trip!

**KWL Chart [Assessment]:** Use the included KWL chart to help students assess what they “Already Know” and “What they Wonder” about recycling. Use their answers to help guide a discussion prior to the Field Trip and identify areas that, as a class, you’ll have to research to find out.

Guiding Questions:

- Do they recycle at home?
- Discuss and define the terms *upcycle* and *reuse*.

**Recycled Journals [Activity]:**

Once you’re ready for your “trip” get your students excited for their visit by having them create their own journals from recycled materials. Ask them to bring in junk mail from home or have your class gather recycled paper from other classrooms in your school.

As a class, read the [Nature Journals instructions](#) and then have students make their journals using the materials listed to the right.

Materials needed:

- A large piece of thin cardboard (like a cereal box) for each student
- An assortment of recycled paper
- Scissors or a hole punch
- Long pieces of string, yarn, or ribbon
- Decorations for the journal cover (optional)

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It’s Field Trip day! Start your trip by watching the video. Have your students take notes and draw observations in their *Recycled Journals*. Encourage discussion by starting and stopping the video and asking questions included below.

**Discussion:**

- Discuss some of the recycled materials that were used to create the Interpretative Center and how they think those were repurposed.
- Review with your students the materials that can be recycled at the Recycling Center.
- Ask your students what the steps are in the process at the plant.

**Reflection:** Journal Prompts

- What surprised you?
- What questions do you still have?

Following the video, click on the numbered icons to learn more about the Recycling Center. Go over with your students what the different locations are and have them predict what they will see.

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# Plan Your Trip!

## A F T E R

**Activity [KWL Chart]:** Complete the KWL chart you began before the trip by having students fill-in the “What I Learned” column.

- Discuss as a class what new things they learned about recycling.
- Discuss if there was anything that they thought they knew before the field trip that was not quite correct and how the field trip helped to clear up the misconceptions.
- Discuss any questions that students may still have.

## Classroom Extensions

**Exploration:** Identify your local recycling center. See if they offer any engagement activities for students. Find out if they have a different process or recycle different materials.

**Expert:** Contact Centre County Recycling & Refuse Authority to schedule a live virtual Q&A session with their Education Coordinator.

Amy Schirf, Education Coordinator

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814-238-7005

**Experience:** Register with WPSU to request your [FREE Paper Making Classroom Activity Kit](#) to extend the Field Trip experience.

**Activity [Recycling System]** Create a classroom recycling system. Involve your custodial staff in developing a system to encourage students to sort their recycling.

- Label recycled boxes or unused bins with images of different materials. Have your students identify what materials should go in each bin.
- Are there extra lockers in your school? Put labels on the outside and bins on the inside for all students in your school to sort their recycling.

**Activity [Vocabulary Practice]** Create signs for the corners of your room from scrap paper or print the signs provided. *Reduce, Reuse, Recycle, Landfill*

- Give students different situations and ask them to stand near the sign they think applies to that sign. Examples include:
  1. Reuse: Using your own water bottle
  2. Recycle: Putting your cans in a special bin
  3. Reduce: Using bar soap instead of liquid
  4. Landfill: Greasy pizza box

## Classroom Extensions

**Distance learning alternative:** Have students create their own situations on cards and play the game, “I have \_\_\_\_\_. Who has \_\_\_\_\_?”

1. Have students count off 1 – 4. Assign each number to Reuse, Recycle, Reduce, and Landfill.
2. Students should write an “I have” situation that relates to their assigned number and choose different category for their “Who has”. For example, a student assigned number 1 would say, “I have a water bottle I refill every day, who has Recycle?” And that student would choose someone who raises their hand to share their card.

## At-Home Extensions

**Activity [Watch & Create]** Join Laura from WPSU to learn how to create upcycled art.

- Reuse items (like keys, bottle tops, and buttons!) to create [jewelry](#).
- Create [creature friends](#), like a dragonfly from a milk jug and a salamander from a toilet paper roll.
- Turn water bottles into [bubble blowers](#) (Watch section 0:00 – 8:52).

**Activity [Sorting Recyclables]** Learn how to sort Your Recycling with Kate from WPSU.

- Once you have a full recycling bin at home, [see what you to do with it next](#) (Watch section 9:07 – 13:04).

## Additional Resources

### Grades K-5

- [Cyberchase “Reduce, Reuse, Recycle”](#) [Video]: Learn how we can reduce a significant amount of trash and our impact on landfills by practicing “reduce, reuse, and recycle.”
- [Recycling!](#) [Interactive Lesson]: Play recycling games, read secret ‘snail trail’ messages, and learn why we must reduce our landfills.
- [The Cat in the Hat Knows a Lot About That “Super Cleaner Upper”](#) [Game]
- [Melted Plastic Cup Ornaments](#) [Art Activity]: Upcycle hard to recycle plastics.

### Grades 6-8

- [Compost Worms](#) [Media Gallery]: Learn about composting techniques.
- [Chihuly-Inspired Cups Project](#) [Art Activity]: Upcycle hard to recycle plastics.

### Grades 9-12

- [Getting to Zero Waste](#) [Audio]: After twenty years of curbside recycling and, more recently, composting programs, Californians produce more waste than ever. Learn why recycling can only take us so far.

# Standards Alignment

## PA STEELS Standards

- 3.3 *Earth & Space Systems* - Human Impact on Earth Systems
- 3.4 *Environmental Literacy & Sustainability* - Environment and Society
- 3.4 *Environmental Literacy & Sustainability* - Investigating Environmental Issues
- 3.4 *Environmental Literacy & Sustainability* - Environmental Stewardship
- 3.5 *Technology & Engineering* - Applying, Maintaining, & Assessing Technological Products and Systems
  - 3.5.3-5.F - Classify resources used to create technologies as either renewable or nonrenewable.
- 3.5 *Technology & Engineering* - Influence of Society on Technological Development
  - 3.5.3-5.L - Demonstrate how tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.

## Career Education and Work:

- 13.1. *Career Awareness and Preparation* (A, B, E, & H)
  - Ex: 13.1.3.E - Describe the work done by school personnel and other individuals in the community.

## Feedback

We would greatly appreciate your feedback as we continue to develop and improve upon this program. Please consider taking this short survey.

Thank you!

<https://wpsumm.wufoo.com/forms/qakrwaf11gjht7/>



# Career Readiness Portfolio Artifact

Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_ School \_\_\_\_\_

Virtual Field Trip Taken: \_\_\_\_\_

**Which Career Education and Work Standard did the Field Trip or related activity align with?**

*(Check all that apply)*

- Career Awareness and Preparation (learning about a new skill or type of work or career)
- Career Acquisition (learning skills to attain a career)
- Career Retention and Advancement (learning how to run a business, market, and/or create a new idea to solve a problem)
- Entrepreneurship (learning how to run a business, advertise, and have a new idea)

**What did you learn or find interesting on this field trip?**

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**Something I want to learn more about:**

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**This field trip was:**    Awesome!       Somewhat interesting       Not the best

Name

Date

What I KnowWhat I WonderWhat I Learned

What I <u>Know</u>	What I <u>Wonder</u>	What I <u>Learned</u>