

# In The Bin

## LESSON OBJECTIVES

Student knowledge and understanding of:

- the City of Onkaparinga's kerbside three bin service and materials that can be placed in each bin
- why it is important to put the correct things in each bin.

TIME: 50–60 minutes (plus extra time for play)

## MATERIALS REQUIRED

- In the bin by Kellie Bollard
- Household recycling and disposal guide – City of Onkaparinga  
OR  
City of Onkaparinga Waste and Recycling  
[www.onkaparingacity.com/onka/living\\_here/waste\\_recycling.jsp](http://www.onkaparingacity.com/onka/living_here/waste_recycling.jsp)
- What goes in your bin handout
- What goes in this bin waste and recycling posters
- colour pencils
- felt tip pens
- coloured paints and brushes
- scissors
- sticky and/or masking tape
- blank paper and/or butchers paper
- three large cardboard boxes
- assorted clean waste, recyclable and green organic items and materials  
(to be used and placed in each bin)

## EXTENSION ACTIVITY

- City of Onkaparinga three bins black/white masters
  - Waste to landfill – red lidded
  - Recycling – yellow lidded
  - Green organics – green lidded

NOTE: Craft materials for reuse can be sourced from the City of Onkaparinga's Waste Nott recycling store [www.onkaparingacity.com/onka/living\\_here/waste\\_recycling/other\\_services/waste\\_nott\\_recycling\\_store.jsp](http://www.onkaparingacity.com/onka/living_here/waste_recycling/other_services/waste_nott_recycling_store.jsp)

## GUIDING AND INFORMING

### **Three bin service**

Introduce students to the City of Onkaparinga's kerbside three bin service:

- Waste to landfill bin – red lidded – collected weekly
- Recycling bin – yellow lidded – collected every two weeks
- Green organics bin – green lidded – collected every four weeks

Discuss with students:

- how to identify each bin – red, yellow, green
- what belongs in each bin

Show the students:

- What goes in this bin, City of Onkaparinga – red and yellow posters

Teacher may wish to refer to:

- What goes in your bin handout
- Household recycling and disposal guide – City of Onkaparinga  
OR  
City of Onkaparinga Waste and Recycling  
[www.onkaparingacity.com/onka/living\\_here/waste\\_recycling.jsp](http://www.onkaparingacity.com/onka/living_here/waste_recycling.jsp)

## LEARNING ACTIVITY

Read *In the bin* by Kellie Bollard aloud to the class. It is an informative text about waste and recycling.

Discuss the book with the students.

Possible questions include:

- What goes in the red waste to landfill bin?
  - drinking glasses, crockery and ovenware
  - nappies, clothing, material and shoes
  - soft plastics
  - foam
  - medicine packets
  - tissues
  - food scraps.

but

- What can you put in a compost bin?
  - some food scraps like fruit and vegetable peelings

and

- What can you feed worms?
  - some fruit and vegetable scraps too.
- What goes in the yellow recycling bin?
  - paper and cardboard
  - glass bottles and jars
  - metal cans and lids, pots and pans
  - hard plastic (plastic with a 3D shape).
- What goes in the green organics bin?
  - weeds
  - lawn cuttings
  - small twigs and sticks
  - paper towel and shredded paper.
- Can you remember what happened to the things in the yellow recycling bin i.e. paper and cardboard, glass, metal and plastics?
  - paper and cardboard – pulped and made into paper
  - glass – melted and made into new bottles
  - metal from tin cans – melted and made into new cans
  - hard plastics – processed into new things like bins, cloths pegs and seats.

## Classroom waste and recycling stations

Students make an interactive waste and recycling station and explore what goes in the correct bin through play.

1. Divide students into three groups – red, yellow and green

Students are to work cooperatively to help make an interactive waste and recycling station.

2. Label the three large cardboard boxes

- waste to landfill bin – red
- recycling bin – yellow
- green organics bin – green.

3. Decorate and/or paint the boxes/bins

Students can either paint the box/bin red, yellow or green and/or

They may draw or decorate the bin with images of the items and materials that go in that bin.

4. Finish the bins and allow to dry

5. Share the bins

Groups share what they understand about the bin they have worked on with the class. Students may explain why they have chosen to make it the way they have.

6. Set-up interactive waste and recycling station

Arrange the bins in the classroom.

Show the students the waste and recyclable materials and how the aim of the activity is to place the correct item in the right bin. Select a few students to demonstrate how the activity is to run. (The teacher may wish to go through all the items with the class before they have the opportunity to play independently).

7. Interactive waste and recycling play free play time

Allow the students the opportunity to play with the items and materials in the interactive three bin waste and recycling station.

Teacher will need to supervise the activity to make sure the students are putting the correct items in the bins. They may need to stop the activity and discuss how it is proceeding and/or remind students what goes in which bin.

NOTE: If students have done the Where Does Household Waste Go? lesson they may wish to use the waste trucks they made in a play activity with the interactive waste and recycling station.

## Poster option

Make a What goes in this bin? poster: Using a large piece of butchers paper students draw the items that belong in the waste to landfill bin, recycling bin and green organics bin. The pictures may be coloured or painted. Students can place the poster near the relevant bin in the classroom as a visual reminder.

## SHARING AND REFLECTING

Discussion:

- What have they learnt about the City of Onkaparinga's three bin collection service?
- How do they feel about all the waste that ends up in the landfill?
- Do you have any suggestions about how we could reduce the amount of waste going to landfill?
  - Make sure we put the right thing in the right bin
  - Recycle More, Recycle Right!

## ASSESSING STUDENT LEARNING

Students will be assessed on:

- listening and communication skills
- participation in class discussion
- participation in the learning/making activity.

## EXTENSION

Black and white masters of the three bin service:

Illustrate a collection truck with contents suitable for the bin collected by each vehicle:

- waste to landfill – red
- recycling – yellow
- green organics – green

or

Read: Making a difference: reducing rubbish by Sue Barraclough

or

Online games: Drag and Drop and Organics Cross Off – City of West Torrens

[www.westtorrens.sa.gov.au/Environment\\_waste/Waste\\_recycling/Waste\\_recycling\\_games](http://www.westtorrens.sa.gov.au/Environment_waste/Waste_recycling/Waste_recycling_games)

Wasted – Science Museum

[www.sciencemuseum.org.uk/onlinestuff/games/wasted.aspx](http://www.sciencemuseum.org.uk/onlinestuff/games/wasted.aspx)

## RESOURCES

City of Onkaparinga: A–Z recycling & disposal guide

[www.onkaparingacity.com/onka/living\\_here/waste\\_recycling/recycling\\_disposal\\_guide.jsp](http://www.onkaparingacity.com/onka/living_here/waste_recycling/recycling_disposal_guide.jsp)

City of Onkaparinga: Waste and Recycling

[www.onkaparingacity.com/onka/living\\_here/waste\\_recycling.jsp](http://www.onkaparingacity.com/onka/living_here/waste_recycling.jsp)

In the bin by Kellie Bollard

Making a difference: reducing rubbish by Sue Barraclough

Recycling [kit]: education resource pack: early years – middle primary (13 books)

City Of Onkaparinga libraries

Waste Nott recycling store

City of Onkaparinga – Beach Road, Hackham West

## WHAT GOES IN YOUR BIN – QUICK REFERENCE LIST

### **Waste Bin – Red Lid**

### **WASTE TO LANDFILL**

- ✓ aluminium foil
- ✓ ceramics
- ✓ cigarette butts and ash
- ✓ clothing, material and shoes
- ✓ foam – styrofoam, polystyrene i.e. food trays, containers and packaging
- ✓ food waste (fruit and vegetable scraps in green organics bin)
- ✓ household glassware – mirrors, plates, drinking glasses and pyrex
- ✓ nappies
- ✓ pet waste and litter
- ✓ smoke alarms
- ✓ soft plastics – plastic bags, cling wrap and bubble wrap
- ✓ tablet blister packs
- ✓ some landscaping and building material – treated timber, PVC pipes, garden tools and hose
- ✗ No batteries
- ✗ No building waste
- ✗ No e-waste
- ✗ No fluorescent light globes
- ✗ No oil

## Recycling Bin – Yellow Lid

RECYCLE MORE, RECYCLE RIGHT

- ✓ paper and cardboard
- ✓ aluminium, steel and aerosol cans
- ✓ aluminium foil trays (no aluminium foil)
- ✓ metal pots, pans and cutlery
- ✓ glass bottles and jars
- ✓ milk and juice cartons
- ✓ plastic kitchenware
- ✓ hard plastics/ packaging – containers, bottles and lids
- ✓ household plastics – toys, buckets, plant pots and storage containers
- ✗ No foam
- ✗ No soft plastics – Plastic bags are accepted for recycling at various supermarkets

## Green Organics Bin – Green Lid

IF IT GROWS, IT CAN GO IN THE GREEN BIN

- ✓ garden prunings and lawn clippings
- ✓ small twigs and branches – no larger than 15cm diameter
- ✓ cut flowers and leaves
- ✓ fruit and vegetable peelings
- ✓ hair and pet fur, dog poo – no bag
- ✓ paper – shredded paper, serviettes, tissues and paper towel

## AUSTRALIAN CURRICULUM LINKS

# In The Bin

ENGLISH

Literature

**Responding to literature**

- Share feelings and thoughts about the events and characters in texts (ACELT1783) Foundation.
- Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582) Year 1.
- Compare opinions about characters, events and settings in and between texts (ACELT1589) Year 2.

Literacy

**Interacting with others**

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646) Foundation.
- Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784) Foundation.
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656) Year 1.
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788) Year 1.
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666) Year 2.
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789) Year 2.

## **Interpreting, analysing, evaluating**

- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650) Foundation.
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660) Year 1.
- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670) Year 2.

## TECHNOLOGIES

### Design and technologies

#### **Processes and production skills**

- Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007) Foundation to Year 2.
- Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008) Foundation to Year 2.
- Sequence steps for making designed solutions and working collaboratively (ACTDEP009) Foundation to Year 2.

## HUMANITIES AND SOCIAL SCIENCES: HASS

### Inquiry and skills

#### **Questioning**

- Pose questions about past and present objects, people, places and events (ACHASSI001) Foundation, (ACHASSI018) Year 1, (ACHASSI034) Year 3.

#### **Analysing**

- Explore a point of view (ACHASSI005) Foundation, (ACHASSI022) Year 1, (ACHASSI038) Year 2.
- Interpret data and information displayed in pictures and texts and on maps (ACHASSI007) Foundation, (ACHASSI024) Year 1, (ACHASSI040) Year 2.

#### **Evaluating and reflecting**

- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008) Foundation, (ACHASSI025) Year 1, (ACHASSI041) Year 2.
- Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009) Foundation, (ACHASSI026) Year 1, (ACHASSI042) Year 2.