

# Where Does Household Waste Go?

## LESSON OBJECTIVES

Students will explore and gain knowledge of:

- What happens to household waste after it is collected from your house?
- How is it transported from your home and where does it go?

TIME: 50 – 60 mins

## MATERIALS REQUIRED

- Garbage trucks by Marv Alinas
- What goes in this bin red/waste to landfill bin poster
- blank paper
- lead and coloured pencils
- felt tip pens
- coloured paints and brushes
- scissors
- glue and/or hot glue guns (if appropriate/ adult supervision)
- sticky and/or masking tape
- assorted recycled items and materials for reuse – including different sized cardboard boxes, plastic bottles, plastic lids, coloured paper etc.

## EXTENSION ACTIVITY

- City of Onkaparinga kerbside collection truck black/white master

Note: Craft materials for reuse can be sourced from The City of Onkaparinga's Waste Nott 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

### Household waste bin collection

Household waste goes in the red lidded bin which is collected every week by the City of Onkaparinga's waste collection service trucks. It is taken to Southern Region Waste Resource Authority (SRWRA) landfill site [www.srwra.com.au](http://www.srwra.com.au). A landfill is a large hole in the ground in which we put things we no longer want.

### **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

See City of Onkaparinga Household recycling & disposal guide 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

Follow the path of the household waste truck. Read *Garbage trucks* by Marv Alinas to the class. This book tells how household waste is transported and where it goes.

Discussion:

Explain that it is an informative text written by an author about the issue of household waste disposal.

Possible questions include:

- What is a household waste (garbage/rubbish) truck?
  - special big, strong vehicles that collect the waste from your home.
- What are the parts of the rubbish truck?
  - the cab where the driver sits (front).
  - the box where the waste goes (back).
  - a large and powerful engine that makes power to move the wheels and helps it carry heavy loads.
- What are the different types of waste trucks?
  - Rear Loaders with people to help pick up the bins and empty them in the back of the truck.
  - Front Loaders with big metal arms to lift large waste bins, like the ones at the back of supermarkets.
  - Side Loaders have a metal arm on the side of the truck to pick bins up high over the truck and empty them into the box.

These are the trucks the City of Onkaparinga use. Have you ever seen one collect your waste bin?

- What does it do?
  - the household waste truck picks up the red lidded bin and empties it into the truck.
- Where does the household waste truck take the waste?
  - To the landfill.
- How often does it come?
  - in the City of Onkaparinga the waste truck comes to collect the rubbish once a week.
- What is the colour of the bin lid that is collected?
  - the bin has a red lid.
- Do you know what things belong in the red bin?
  - general household waste – soft plastics, foam, alfoil, nappies and food scraps.
- What would be difficult about being a waste truck driver?
  - the trucks are big and need to stop a lot
  - waste truck drivers need to get up very early to collect your waste
  - there are lot of bins to collect and it takes a long time.

- What would we do without a waste collection service? What would happen to our waste?
  - it would not be collected from your house. It would build up and be smelly and unhealthy for us. We would need to take it to the landfill site ourselves.

## DESIGN AND CREATE YOUR OWN WASTE TRUCK

Working individually students design and create your own waste truck by reusing recyclable items and materials.

### **1.Design the waste truck**

Students draw a picture of the waste truck they plan to build on a piece of blank paper using a lead pencil, and coloured pencils. It must have a cab for the driver to sit, a box (hopper) for the waste to be stored and a large powerful engine to make it go. Label the drawing (cab, box and engine).

### **2.Teacher approval**

The waste truck design plan/drawing is to be shown to the teacher and explained by the students. It must be approved before the students begin making the waste truck.

### **3.Make the waste truck**

Once the design plan is approved the students make the waste truck using a selection of recycled materials. For example plastic lids for wheels, different size cardboard boxes for the cab and box.

### **4.Finish the waste truck**

Complete the waste truck by using paint or felt tip pens.

### **5.Share/show the waste truck with the class**

When the waste truck is finished students share their creation with the class. They are to explain how their waste truck works and why they planned and made it that way. Class members are to use good listening skills and give feedback on the trucks.

### **6.Waste truck play time**

Allow students the opportunity to play with their waste trucks.

## SHARING/REFLECTING

Discussion:

- What have they learnt about waste trucks?
- How do they feel about the waste truck they have made? Was it hard or easy to design and build? Did it take a long time? Is there anything they would like to change or do differently?

## ASSESSING STUDENT LEARNING

Students will be assessed on:

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

## EXTENSION

### **Design a waste truck postage stamp**

- Students look at cartoon waste truck drawings using Google images, and then design their own City of Onkaparinga household waste truck postage stamp.
  - Google Image Search: Cartoon waste trucks

Or

### **City of Onkaparinga Waste Truck Black/White Master**

- Students create a design and colour in the B/W master.

## RESOURCES

City of Onkaparinga: Waste and recycling 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)

*Garbage trucks* by Marv Alinas

KESAB

[www.kesab.asn.au](http://www.kesab.asn.au)

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

City of Onkaparinga: Waste and Recycling Education

Planet Ark

[www.planetark.org](http://www.planetark.org)

Waste Nott Recycling Store

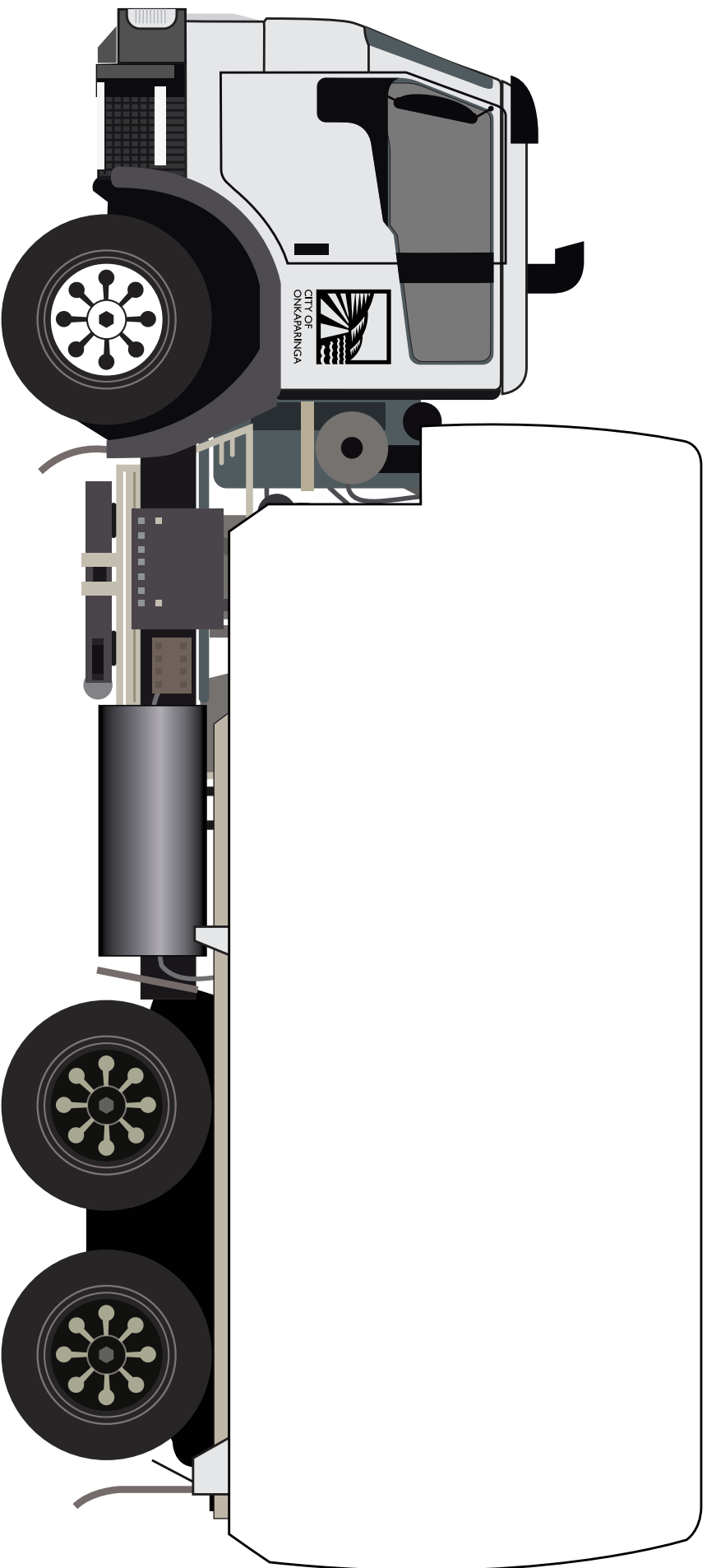
City of Onkaparinga – Beach Road, Hackham West

Wipe Out Waste

[www.wow.sa.gov.au](http://www.wow.sa.gov.au)

# DESIGN A KERBSIDE COLLECTION TRUCK

DESIGN NEW BRANDING FOR THE CITY OF ONKAPARINGA KERBSIDE COLLECTION TRUCKS  
– CHOOSE EITHER A WASTE TRUCK, A RECYCLING TRUCK OR A GREEN ORGANICS TRUCK



YOUR NAME: \_\_\_\_\_



## AUSTRALIAN CURRICULUM LINKS

# Where Does Household Waste Go?

## ENGLISH

**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.

**Examining literature**

- Identify some features of texts including events and characters and retell events from a text (ACELT1578) Foundation.
- Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) Year 1.
- Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591) 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

#### **Knowledge and understanding**

- Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001) Foundation to Year 2.

#### **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.