

TRASH MASTERS! SUPER RECYCLERS
P.S. 771K @ I.S. 98
DISTRICT 75



Superintendent: Susan Erber
Principal: Sharon Meyers Izzo
Assistant Principal: Judith Yevin

Super Recycler
P.S. 771k @ I.S. 98

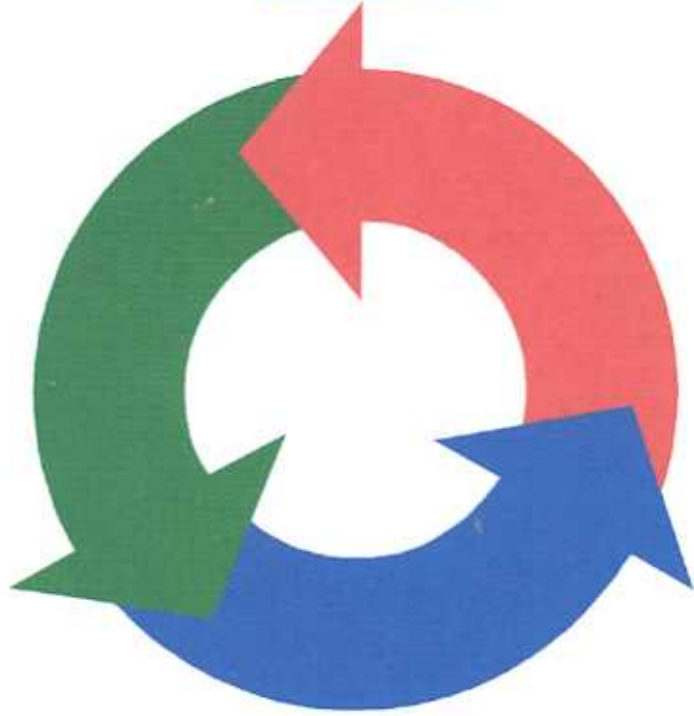


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Contest Name: Trash Masters! Super Recyclers

School Number: P.S. 771K@I.S. 98

District: 75/21 Borough: Brooklyn

Grade Division: Middle

**School Address: 1401 Emmons Avenue
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Principal: Sharon Meyers Izzo

Assistant Principal: Judith Yevin

Contest Coordinator: Margaret McCaffrey

School Custodian: John Shedd

Names of participating students, classes, and staff:

Margaret McCaffrey, Christine Blasi, Nichola Walker, Tracey Bennett, Michael Harrison, Mary Henry, Elaine Levitt, Sofiya Sorkin, Delia Veliz, Evelyn Strasser, Debbie DeCarlo, Anna Scire' Banchitta, Irene Panarella, Dawn Monahan, Barbara Hilfman, Denise Squitieri, Janine D'Agostino

Students: Michael Arena, Nancy Bernard, Kristopher Cassimere, Christian Cutler, John Ficano, Nathan Halpern, Kevin Jaffler, Amer Jaber, Hosea Kiser, Matthew Kramer, Christine Landi, Aaron Li, Giovanni Muniz, Omari Reid, Lebert Sauveur, Ricardo Soto, Isaac Sansaric, Andrew Tenen, Vincent Timberman

Our school P.771K@I.S.98 is made up of twenty-two SIE III Intermediate school age students, teachers, related service providers, paraprofessionals and school aides. As a team we have started a recycling program and have conducted weekly lessons on recycling, biodegradable items and gardening. The objectives included to help the children understand why we recycle and how to separate garbage into appropriate trash bins.

In the lunchroom, classrooms, and the main office, we separate our recyclables into three different containers. We continue to recycle at school events, such as, our Halloween party, Thanksgiving Feast, Christmas and Valentines Day party. In our cafeteria our recyclables containers are clearly marked with sanitation stickers, words and picture symbols. They are properly set out at appropriate times during our meals and parties. Our special educational programs include weekly lessons on recycling, biodegradable materials and gardening.

STANDARDS



STANDARDS

Ela 1 - Language For Information And Understanding.

Listening and Reading

API

Attend to the speaker visually and or auditorally or task.

API

Organize and categorize information materials.

API

Use functional reading sight vocabulary.

Ela 1 - Communicating and Writing

Using an augmentative communication device.

Students use verbal communications, including alternative communication system, to convey information, needs, and wants.

Standard 1 - Personal Health and Fitness

API

Engage in physical activity each day.

Standard 3 - Family and Consumer Sciences

Resource Management

AP 1

Communicate knowledge about the kinds of resources available in the community.

API

Learning about different jobs in the community.

This is evident when students participate in a school/community service project. Example - Recycling program (Golden Apple).

Math, Science, and Technology 5

Computer Technology

AP 1 -

Use the computer as a tool.

Use the computer to communicate their ideas/thoughts.

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Computer Technology

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Use the computer to communicate their ideas/thoughts.

"The Future of our Earth is in Our Hands"



2003





2003 4 8



NYC RECYCLES

PEBIAL NEWS

2003 4 8

Super Recycler

P.S. 771K @ I.S. 98





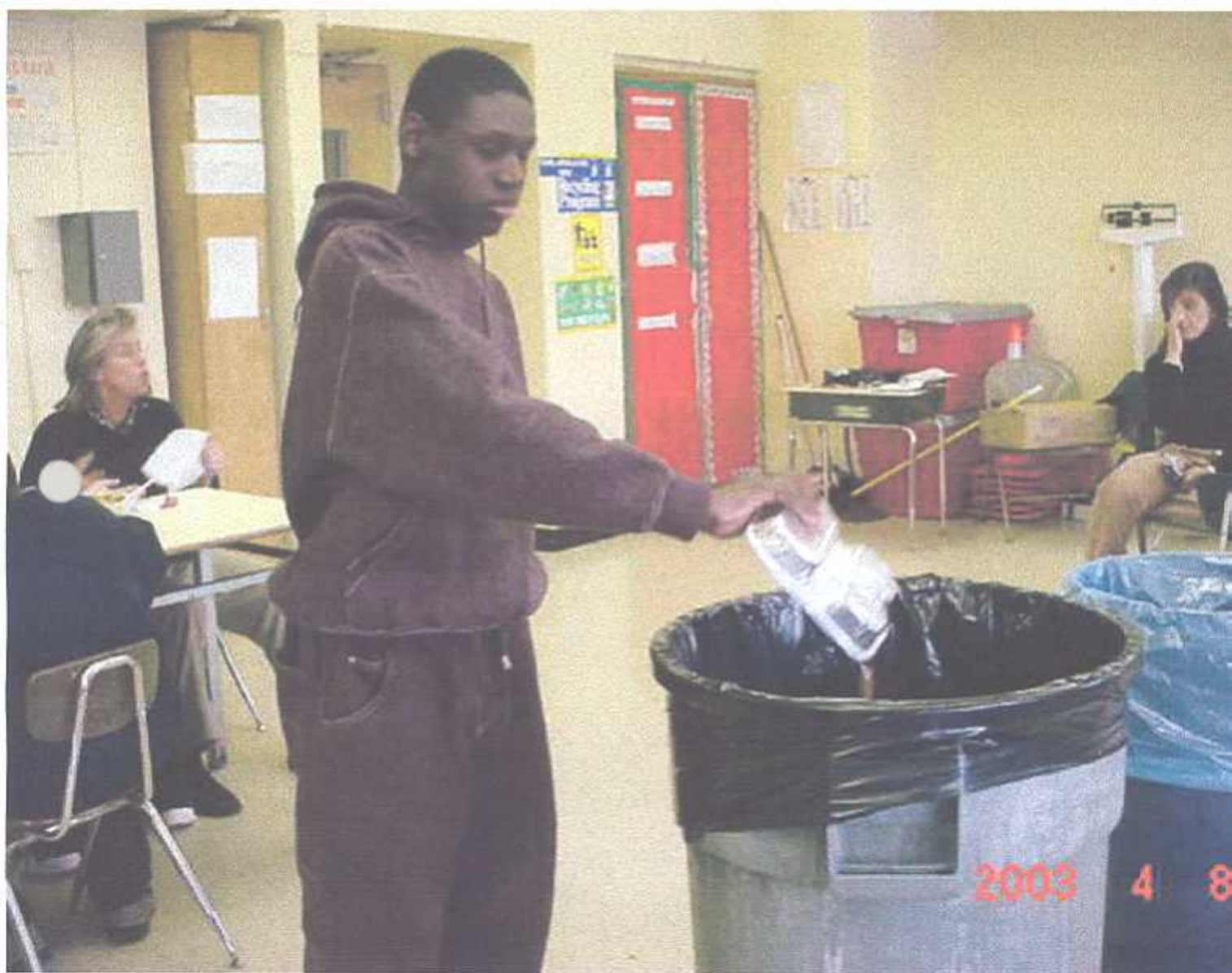
CANS, METAL & FOIL

NYC Department of Sanitation

ONLY

Recycling Program

2003 4 8



The Scientific Method

I - Question

II- Background Information

III-Hypothesis

IV-Experiment

V- Observation

VI- Conclusion



Question: What is Biodegradability?

Background Information: A

"biodegradable product has the ability to break down, safely and relatively quickly, into the raw materials of nature and disappear into the environment

Hypothesis (educated guess):

Lebert: The apple will disintegrate.

Nancy: The foil will disintegrate.

Isaac: The bread will disintegrate.

Giovanny: The plastic will disintegrate.

Experiment:

The students will bring in four substances (bread, apple, plastic, and foil).

The students will place the soil in a metal tray.

The students will divide the pan into 4 areas, and bury a small piece of material in each area.

The students will place an ice cream stick in each area, telling what material is buried there.

Observation:

After a month, the students dug up the four substances. The apple and bread began to disintegrate. The plastic and foil did not disintegrate.

Conclusion:

The apple and bread will disintegrate.
The plastic and foil will not disintegrate.



RESEARCH ON
THE INTERNET



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Biodegradable

A "biodegradable" product has the ability to break down, safely and relatively quickly, by biological means, into the raw materials of nature and disappear into the environment. These products can be solids biodegrading into the soil (which we also refer to as compostable), or liquids biodegrading into water. Biodegradable plastic is intended to break up when exposed to microorganisms (a natural ingredient such as cornstarch or vegetable oil is added to achieve this result).

Sustainable disposal of any product requires that its wastes return to the earth and are able to biodegrade. Nature biodegrades everything it makes back into basic building blocks, so that new living things can be made from the old. Every resource made by nature returns to nature—plants and animals biodegrade, even raw crude oil will degrade when exposed to water, air, and the necessary salts. Nature has perfected this system—we just need to learn how to participate in it.

By the time many resources are turned into products, however, they have been altered by industry in such a way that they are unrecognizable to the microorganisms and enzymes that return natural materials to their basic building blocks. Crude oil, for example, will biodegrade in its natural state, but once it is turned into plastic, it becomes an unsustainable pollution problem. Instead of returning to the cycle of life, these products simply pollute and litter our land, air, and water.

Of all the environmental buzzwords, "biodegradable" has perhaps been the most misused and is perhaps the most difficult to understand. Because in the past there have been no guidelines or regulations, many products have called themselves biodegradable without any real justification. Unfortunately, the word biodegradable has frequently been applied to products that generally aren't (such as detergents or plastics) and almost never used for products that really are (such as soap or paper).

A leaf is a perfect example of a biodegradable product: it is made in the spring, used by the plant for photosynthesis in the summer, drops to the ground in autumn, and assimilated into the soil to nourish the plant for the next season. The basic concept seems straightforward enough, however, there are several factors to consider in determining the biodegradability of a product or material.

The first is the question of the inherent biodegradability of the material. Any material that comes from nature will return to nature, as long as it is still in a relatively natural form. Therefore any plant-based, animal-based, or natural mineral-based product has the capability to biodegrade, but products made from man-made petrochemical compounds generally do not. When a manmade compound is formulated in a laboratory, combinations of elements are made that do not exist in nature, and there are no corresponding microorganisms to break them down.

The next issue is how long it takes for the material to actually break down. In nature, different materials biodegrade at different rates. A leaf takes approximately a year to become part of the forest floor. An iron shovel, on the other hand can take years to rust away to nothing, and a large tree can take decades to completely break down. Common sense

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centuries.

So what is the proper rate for a material to be biodegradable? It really depends on the material itself. The leaf example suggests that the proper rate is that which is appropriate to the ecosystem. A liquid going into a waterway should biodegrade fairly quickly, whereas there's no harm done if it takes a while for a newspaper to break down. Plastics, on the other hand, will not biodegrade in anyone's lifetime, and certainly will never break back down into the petroleum from which it was made.

And then there is the question of what exactly does the product or material break down into, and are there any toxic substances formed along the way or as the end result. In his book *The Closing Circle*, ecologist Barry Commoner gives the example of the benzene unit in synthetic detergents being converted as it biodegrades into phenol (carbolic acid), a substance toxic to fish. To be truly biodegradable, a substance or material should break down into carbon dioxide (a nutrient for plants), water, and naturally occurring minerals that do not cause harm to the ecosystem (salt or baking soda, for example, are already in their natural mineral state and do not need to biodegrade).

The characteristics of the environment that the substance or material is in can also affect its ability to biodegrade. Detergents, for example, might break down in a natural freshwater "aerobic" (having oxygen) environment, but not in an "anaerobic" (lacking oxygen) environment such as sewage treatment plant digestors, or natural ecosystems such as swamps, flooded soils, or surface water sediments.

Many products that are inherently biodegradable in soil—such as tree trimmings, food wastes, and paper—will not biodegrade when we place them in landfills because the artificial landfill environment lacks the light, water, and bacterial activity required for the decay process to begin. The Garbage Project, an anthropological study of our waste conducted by a group at the University of Arizona, has unearthed hot dogs, corn cobs, and grapes that were twenty-five years old and still recognizable, as well as newspapers dating back to 1952 that were still easily readable. When the conditions needed for biodegradable materials to naturally biodegrade are not provided, major garbage problems are the result.

Once it is determined that a substance or material will actually biodegrade under particular conditions, then there is the problem of actually using the product in those conditions and in an amount that can be sustained by the ecosystem that is receiving it. The sustainable rate of biodegradation is that amount which a given ecosystem can absorb as a nutrient, and if necessary, render harmless.

Soap, for example, is a natural, organic product that is inherently biodegradable. The soapy greywater from a single household may biodegrade easily in a backyard, however, if that same soap went down a sewage line that fed into a waterway along with the soap used by a million or more residents that live along that waterway, there may be waves of soapsuds on the beaches, simply because more soap would be going into the waterway than it has microorganisms to biodegrade.

Oil spills are devastating not because oil doesn't biodegrade, but rather because the amount of oil is much greater than the number of microorganisms available to degrade it. It has been estimated that it will take 50 years for the oil spilled in 1989 by the Exxon Valdez to degrade. Lakes and streams have become polluted because the amount of sewage dumped into them has been overwhelming. As much as we need to consider the biodegradability of the product, we need to consider the capacity of the system the biodegradable substance or material is being placed into.

Those who have attempted to define biodegradable for product labels run into the same dilemma encountered when defining recyclable: should a product be called biodegradable if it inherently has the ability to biodegrade, or should it only be called biodegradable if it also is commonly disposed of in a way in which it really will biodegrade? For example, should a paper grocery bag be labeled biodegradable? It will biodegrade if placed in nature, however it won't biodegrade in a landfill because the conditions aren't right.

<http://stone.yahoo.com/worldwise/biodegradable.html>

Here's how long it takes for some of our commonly used products to biodegrade, when they are scattered about as litter:

Cotton rags	1-5 months
Paper	2-5 months
Rope	3-14 months
Orange peels	6 months
Wool socks	1 to 5 years
Cigarette butts	1 to 12 years
Plastic coated paper milk cartons	5 years
Plastic bags	10 to 20 years
Leather shoes	25 to 40 years
Nylon fabric	30 to 40 years
Tin cans	50 to 100 years
Aluminum cans	80 to 100 years
Plastic 6-pack holder rings	450 years
Glass bottles	1 million years
Plastic bottles	Forever

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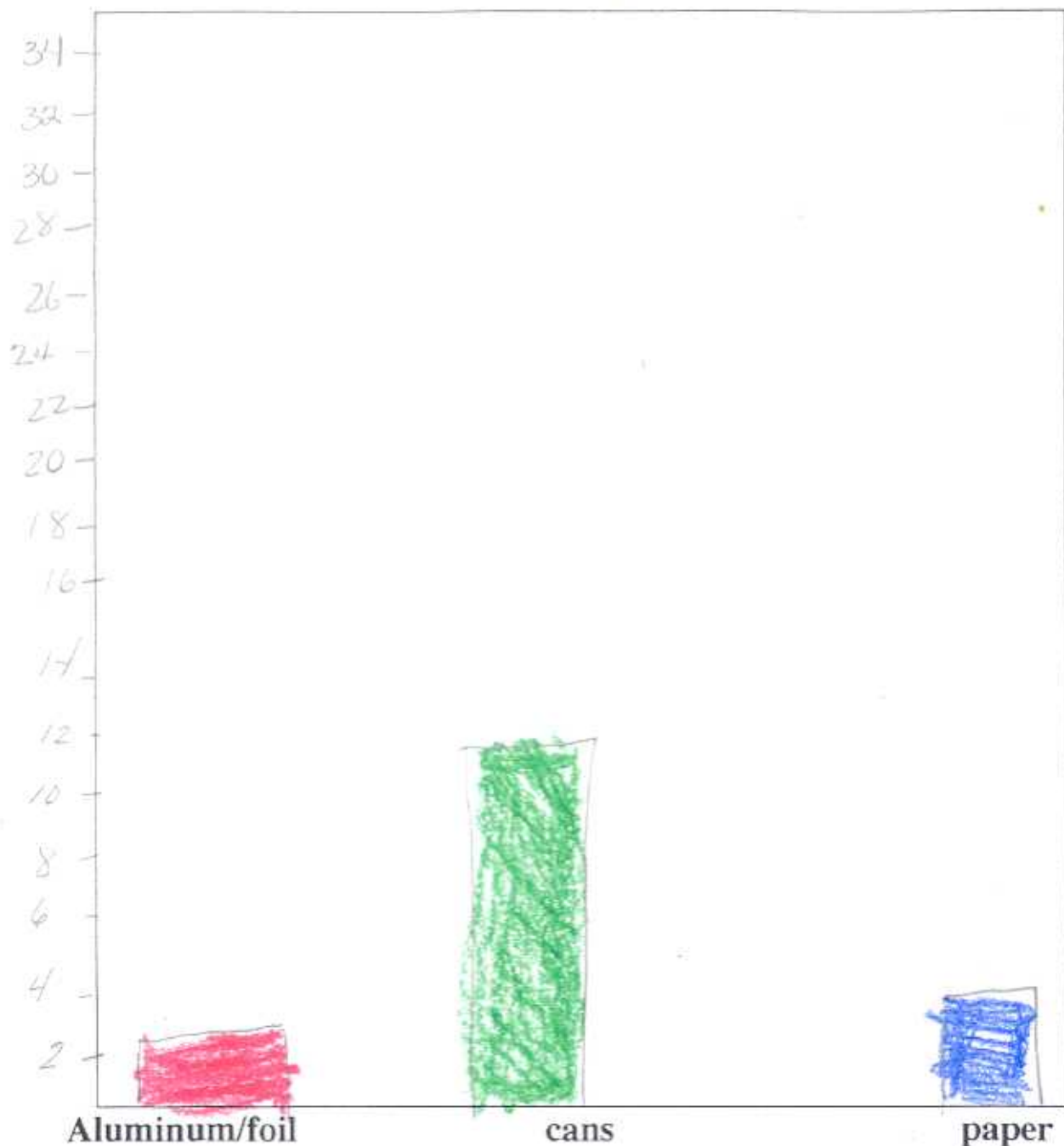
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How do we graph information?

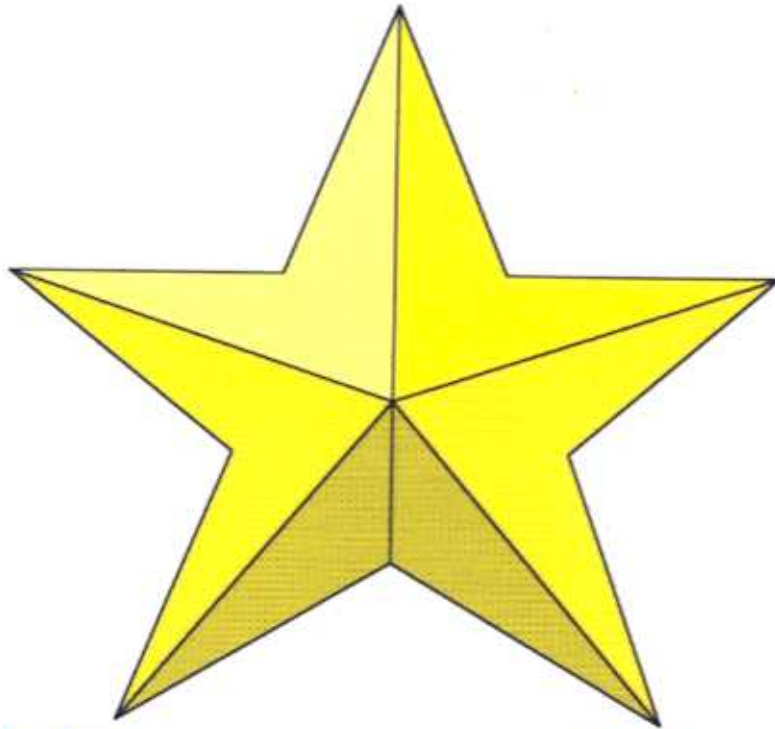


How many items did we recycle today?

Date: 3-13-03



Functional Sight Words



1- clean

5. cans

2- plant

6. paper

3- seed

7. plastic

4- garbage

8. recycle



ARTS AND CRAFTS OUT OF RECYCLED MATERIALS



REDUCE & REUSE



2003 4 8



Earth and I by Frank Asch

Another Earth by Nancy Luenn

Recycle! by Gail Gibbons

Where Does the Garbage Go? by Paul Showers

The Lorax by Dr. Seuss

Poetry

Working on Trash by Meisn Goldish (sung to I've been working on the Railroad)

We've been working on recycling

All the trash we can.

We've been working on recycling,

It's a very simple plan.

Separate your glass ^{and} paper,

Separate ^{your} ~~you~~ plastic and tin.

Take the trash you've recycled

To ^{our} Recycling bin!

We've been working on reducing,

All the trash we can.

We've been working on reducing,

It's a very simple plan.

Don't go wasting any products,

Use just exactly what you need.

Don't buy things in extra wrapping,

Reduce and you'll succeed.

We've been working on reusing

All the trash we can.

We've been working on reusing,

It's a very simple plan.

If it's a paper bag your using,

Don't use it once, use it twice!

Give old clothes and toys to some one,

To reuse them would be nice!

A can in the bin

And another went in.

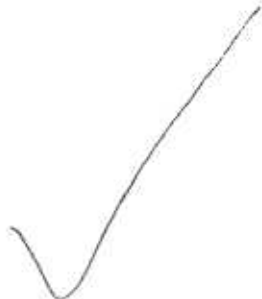
Recycle! Recycle!

We all recycled and added a can.

There were two in the bin and another went in.

Recycle! Recycle!

Continue to you get to five...



Activities

1. Recycle paper bags by making paper bag vests, to make a math lesson have the children decorate their vests by painting a pattern on it!
2. Have children bring in recycled things from their home for 1 week and graph the "trash" Give the children a challenge. To bring in their stuff again and see if they can reduce.
3. For a bulletin board make a large earth have each student trace their hands and write one thing they can do on it to save the Earth. Put the hands around the Earth and write "The Future of our Earth is in Our Hands"
4. If possible plant a tree or small outdoor garden with your class.

Recycling Awards

Presented to:

Class Y45

Class Y46

Class Y47

Class Y48



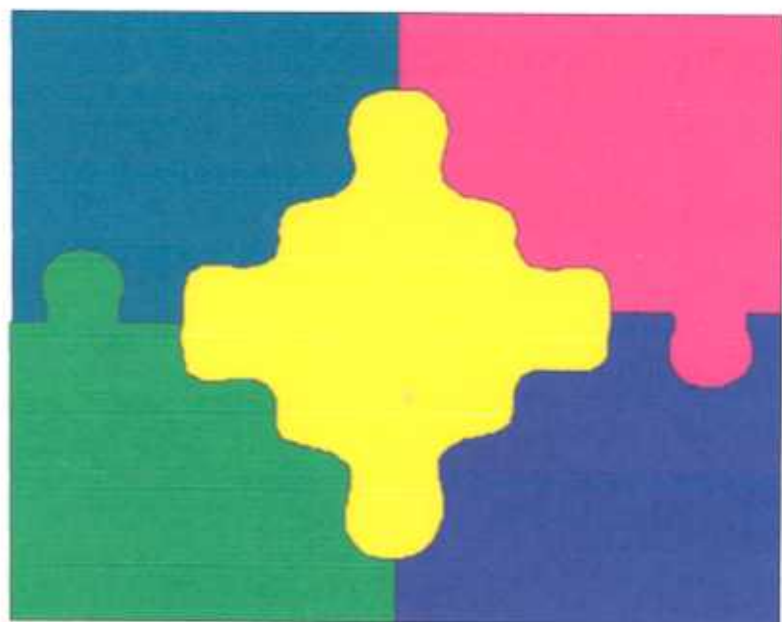
Best Recycling Award

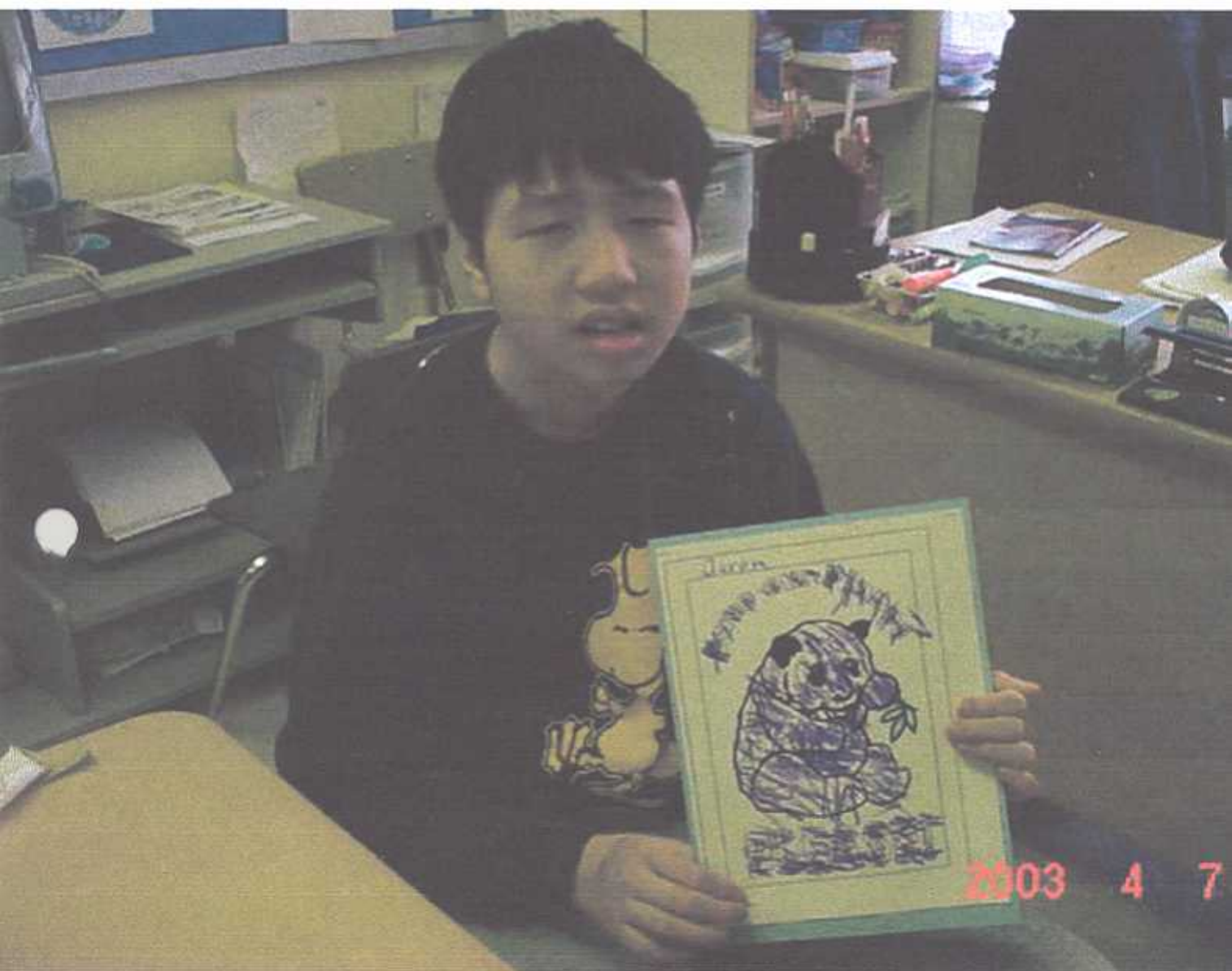
Presented to

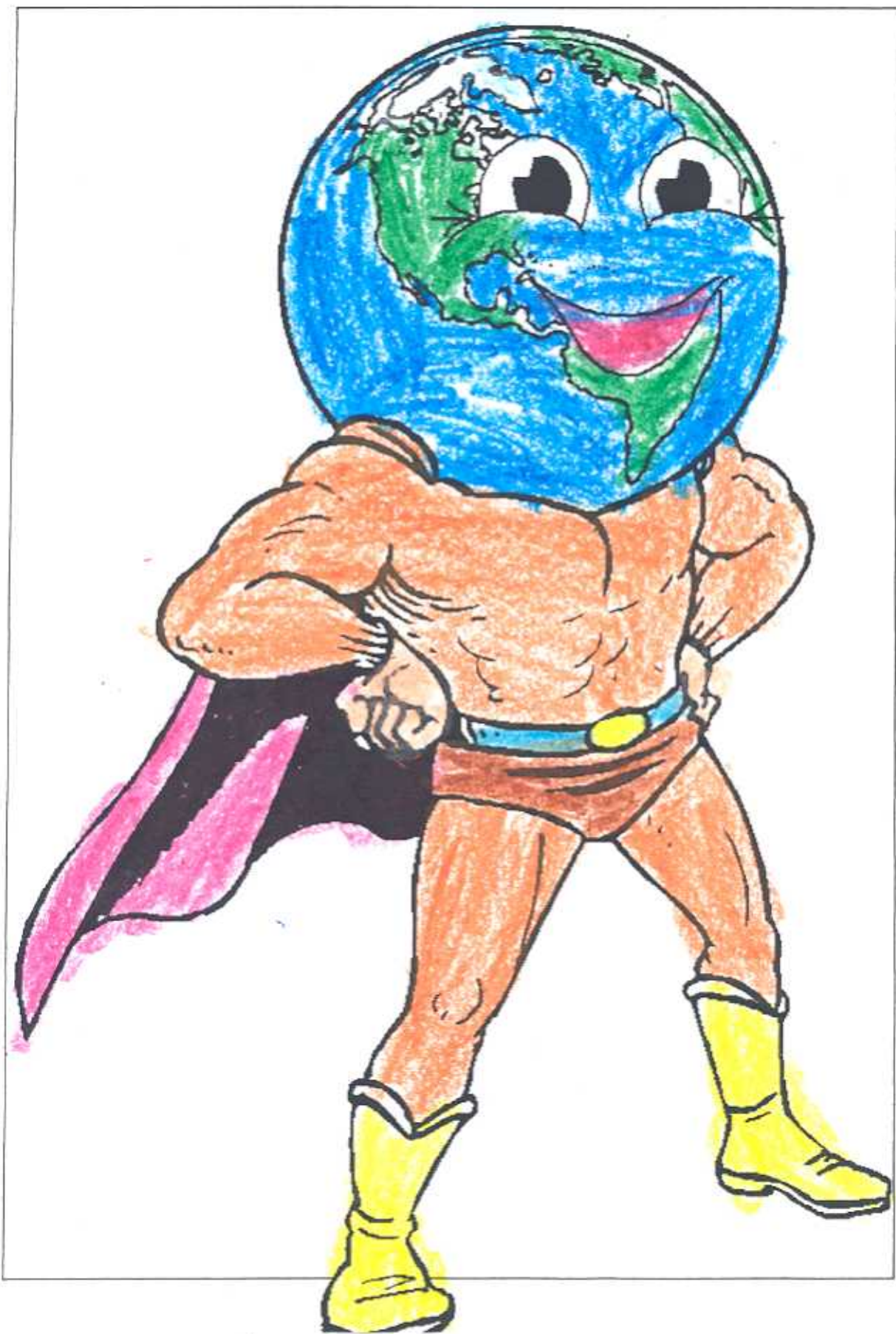
Class Y45

Nichola Walker

ARTWORK







Lebert sauveur.