

"ONE PERSON'S TRASH"

Classroom Guide

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Spring 2008

With this issue, we celebrate the 38th anniversary of Earth Day. The first Earth Day in 1970 was planned as a nationwide demonstration for the planet.

Our spring newsletter focuses on ways that we can improve our world by reducing, reusing, recycling, and using our resources wisely. It also features ways that others are doing so.

In this Classroom Guide, we give you ideas so that you can incorporate the newsletter into your classroom instruction, helping meet your educational goals and teach your standards and helping us share this important information about our community.

If you have suggestions or comments for improving the newsletter or this Classroom Guide, please call or write us.

Let's talk

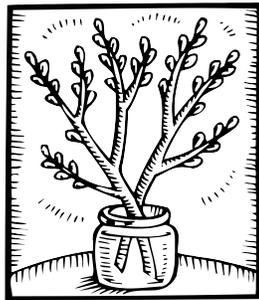
In the U.S., more than 85 percent of all households have at least one cell phone. Among teens, the "market saturation" is about 75 percent, meaning that at least

three of every four high school students carry a cell phone. About 46 percent of "tweens," ages 9 to 12, have cell phones.

Discussion

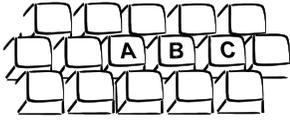
Cell phones are ubiquitous. Even when the ringers are turned off, their screens are lit up in movie theaters, allowing users to surf the web or text friends and family members while they enjoy the show. From family meals to classrooms, teens and tweens talk and text with abandon. Some of your students may not understand how new this trend is or how much it has changed when and how we communicate. Use these questions as discussion starters:

- What are three reasons that adults have cell phones?
- Name three reasons that teens and tweens have cell phones. How are these reasons different or the same as adults?
- If you have a cell phone now, at what age did you get it? How often do you change cell phone models? What do you do on your cell phone (talk, text, play games, listen to music, surf the Net, etc.)?
- Do you pay for part or all of the cost of your phone? If so, was that your idea or your parents' idea?
- Now that you know you can reduce the negative



environmental impacts (mining, resource use, energy, etc.) of your cell phone by using it longer, are you willing to keep your phone longer? Why or why not?

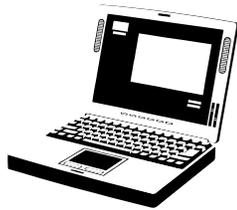
- ❑ If one or both of your parents have cell phones, ask them some questions: When did they first get a phone (was it “mobile” or a “car phone”)? Why did they get a phone at that time? How is their use of the phone different now than it was then?



Extension Activity

Teach your students more about cell phone use, technology, and recycling by sending them on a Web Scavenger Hunt.

Cell Phone Scavenger Hunt



Use these websites:

- ◆ www.rbrc.org/call2recycle/
- ◆ www.wirelessfoundation.org
- ◆ <http://secret-life.org/>
- ◆ www.epa.gov/epaoswer/education/pdfs/life-cell.pdf

Answer these questions:

1. Name four minerals, including one precious metal, that can be found in cell phones.
2. How many nationwide “Call 2 Recycle” sites are there?
3. Name the nine basic parts of a cell phone.
4. In 1985, how many people in the U.S. had cell phones?
5. What does the “Call to Protect” program do?
6. Who won the 2007 “Get Wise About Wireless” Essay Contest?
7. What is the purpose of the “Text 2 Help” program?
8. List five national stores that accept used cell phones in a “Take Back” program.
9. List two websites where you can sell a used cell phone.
10. List two websites where you can donate used cell phones.
11. What is a product “life cycle”?

Reader Redux

Incorporate this newsletter into your classroom as you might use a newspaper. Whether you’re teaching art, language arts, sociology, or science, you can use articles in our newsletter to teach the skills and proficiencies that you’re focusing on each day. Here are some “reuse” activities to give to your students:

- Do a “screen count” in your home. How many computer screens, TV screens, and other video displays (yes, count cell phones with Internet access) do you find? Ask your parents how many screens were in their homes when they were your age? Bring your findings to class and we’ll discuss what information comes into our homes through video displays and how this has changed in the past generation.
- Keep a video diary for one week. Write down each time you are viewing or using TV, DVD, Internet, or gaming system. At the end of the week, calculate how many hours per day (on average) you spend viewing and using these media.
- The 1996 climbing season on Mount Everest was particularly deadly. Several books were written in its aftermath: *Into Thin Air* by Jon Krakauer; *The Climb: Tragic Ambitions on Everest* by Anatoli Boukreev and G. Weston DeWalt; *Left for Dead: My Journey Home from Everest* by Beck Weathers; *Climbing High: A Woman's Account of Surviving the Everest Tragedy* by Lene Gammelgard; and *The Other Side of Everest: Climbing the North Face Through the Killer Storm* by Matt Dickinson. Read one of these books, an article about climbing Everest, or see the film *Everest*. After learning more about summit attempts on Everest, what surprises you most—that so much debris has been left on the mountain or that Japanese mountaineer Ken Noguchi has managed to bring down 9.9 tons of waste so far? What are the challenges to getting debris down off the mountain during and after climbs?

