

The Three R's: Reduce, Reuse and Recycle

The following curriculum will introduce the three R's- Reduce, Reuse, & Recycle. The three R's help us cut down on the amount of waste we throw away, they conserve natural resources, landfill space, energy, and save land and money. More importantly, students will learn about two other R's: *Respect and Responsibility*. As our natural resources become scarce and energy costs escalate, taking responsibility for disposal habits and learning how to respect our local environment is becoming increasingly important.



Reduce

Think about how you can use less every day. Consider packing a waste-free lunch using reusable containers for your food, bring your own mug when you stop at the local coffee shop, or remember to grab your canvas bag before you hit the grocery store.

- Prevent waste; buy only what you really need.
- Purchase products you use regularly in large packages.
- Purchase products in less packaging.
- Borrow, loan, rent, lease, or share when possible (books, tools, etc.).
- Use both sides of paper.
- Take action to get your name deleted from mailing lists.
- Repair instead of replace something broken or worn.
- Buy good quality, durable products fabricated so that they can be repaired.

Reuse

There is more we can do with solid waste than throwing it in the trash. Many things we toss out can be reused for the original, or another purpose.

- Choose reusable rather than disposable goods (cups, bags, plates, utensils, razors etc.).
- Purchase used goods (furniture, books, music, toys, clothes, etc.).
- Sell or give away goods you no longer want or need.
- Use the back of old paper as scratch paper.
- Use glass jars, plastic tubs, water bottles, lunch bags, etc. again and again.
- Use leftover materials to make something different.

Recycle

One of the easiest ways to recover resources from solid waste is recycling—reprocessing material into new items we can use again.

When we recycle wastes, we not only slow down the depletion of natural resources, but we also conserve energy. It takes 95% less energy to make aluminum cans from recycled aluminum than it does to make them from bauxite ore; it takes 60% less energy to make new paper from old paper than to make it from trees; and it takes 30% less energy to make glass from recycled glass pieces than it does to use virgin materials.

- Recycle as much as possible through community collection programs, either curbside or at drop-off locations.
- Adjust your purchasing habits to buy items in packages that are recyclable in your area.
- Keep an eye out for other special recycling programs, such as opportunities to recycle copier or computer printer cartridges through an office supply, Christmas tree collection programs, and so on.
- Remember to buy recycled! Look for products and packaging with recycled content.
- Help “nature’s recycling” by composting kitchen and yard waste.

What can be recycled at the Olmsted County Recycling Center Plus?

The following recyclable materials are accepted free of charge at the Olmsted County Recycling Center Plus, and must be pre-sorted into the following categories:

- Aluminum cans (buy-back)
- Clear glass bottles and jars (no window glass, dishware or ceramics)
- Colored glass: Green, brown and other colors of glass bottles and jars (no window glass, dishware or ceramics)
- Corrugated cardboard (clean only)
- White office paper
- Newspaper and colored paper
- Plastic bottles #1 and #2 (with a neck), and clean plastic #5 dairy containers
- Tin food cans, EMPTY aerosol and metal paint cans
- Clean scrap iron, aluminum, copper, brass and stainless steel

If you chose to hire a garbage hauler, they offer curbside collection of recyclable materials. Please check with them to see what materials are collected and if sorting is required.



Lesson 1: Types of Waste

Grade: K-2

Time: 30 min

Objective: To determine the categories of solid waste. Students will sort waste into categories, using their sense of touch.

Subject Areas: Math, Science, oral language development.

Materials Needed:

- Garbage brought from home. Items such as milk cartons and plastic bottles should be washed. A paper bag.
- Several boxes. Label boxes: metal, plastic, glass, paper, crayons, wax, cloth, etc. Boxes should have both a word and a picture.

Procedure/Activity:

1. Bring in clean (washed) examples of different types of waste or ask the students to bring waste from home. Add these items to waste materials already found in the classroom and school.
2. Introduce the labeled boxes. Give an example of each type of waste.
3. Have the children sort the waste into the boxes. The children should manipulate the objects as much as possible, feeling the different textures and shapes.
4. Talk about the items in each box according to how they feel. Are they smooth, rough, hard, soft, cold, warm, slippery, sticky, heavy, light, noisy, etc.

Follow-up:

1. Play a game where objects are placed in a paper bag and the children use only their sense of touch to determine if the object is glass, metal, paper, etc.
2. Have the children trace the outlines of the objects and then color the pictures. What are their shapes?
3. Mix up the waste materials. See if the children can reclassify them (paper, tin, glass, etc.)
4. Use lesson #2 as an extension.

Adapted from:

Sanfrancisco School District: *"4th R Recycling Curriculum" K-5th Grade*. Developed by San Francisco School Teachers.

Lesson 2: Responsibility and the 3R's: Reduce, Reuse, Recycle

Grade: K-2

Time: 30 minutes

Objective: Students will understand that keeping our environment clean and free of litter and pollution is a team effort and everyone is responsible to participate in cleaning up our environment.

Subject Areas: Language arts, performing arts

Materials Needed: *The Little Red Hen* or another book from the suggested reading list below.

Procedure/Activity:

This lesson will emphasize the importance of reducing, reusing and recycling with a particular focus on the significance of respecting the environment and being good stewards of the Earth. Using literature and hands-on activities, the concepts of reduce, reuse and recycle will be explored.

What is the importance of taking care of the environment? What does it mean to Reduce, Reuse, and And Recycle? For the story chosen below: Ask the students how many people are needed to recycle. Is it easier to recycle when people help one another?

1. Adapt the story of *The Little Red Hen* by changing the words. The story follows the original until the section where the hen finds the grains of wheat. Adapt the story to read:

One day when she was hoeing, she found some soda cans. "Who will help me put these soda cans in the recycling bin?" "Not I," said the cat. "Not I," said the dog. "Not I," said the duck. "Then I will," said the hen, and she did.

Each morning when she was cleaning around the house, she saved up all the glass bottles, metal cans, newspapers, and cardboard and put them aside. She stacked the paper and cardboard together and put the glass and cans in a large bin.

When the paper stacks became too high to reach, the Little Red Hen asked, "Who will help me put the newspapers and cardboard in bundles?" "Not I," said the cat. "Not I," said the dog. "Not I," said the duck. "Then I will," said the hen, and she did.

When the glass and metal bin was full and there were several bundles of paper and cardboard the Little Red Hen said, "Who will help me take the bin and bundles to the recycling center?"

"Not I," said the cat. "Not I," said the dog. "Not I," said the duck. "Then I will," said the hen, and she did.

So the Little Red Hen piled everything in her car and drove to the recycling center where she put everything in its place. With the money she got for the bottles, she bought a fresh loaf of bread.

The rest of the story can continue until the end, when all the animals help her collect, bundle, and deliver the recyclables to the center.

2. Have the children act out the story as a play.
3. Have students write in their journal about how they can reduce trash. Tell them that it should be something that they that they can do right away. Ask them to draw a picture of it in their journals.
4. Additional Books For Use With Elementary Students:
 - Berenstein, Jan and Stan. [The Berenstein Bears Don't Pollute \(Anymore\)](#)
 - Brown, Ruth. [The World that Jack Built \(1991\)](#)
 - Dr. Seuss. [The Lorax \(1971\)](#)
 - Greene, Carol. [Caring for Our Air \(1991\)](#)
 - Goodman, Billy. [How To Save The Planet](#)
 - Hallinan, P.K. [For The Love Of Our Earth](#)
 - Jeffers, Susan. [Brother Eagle, Sister Sky: A Message from Chief Seattle \(1991\)](#)
 - Jones, Ann. [Aardvarks, Disembark!](#)
 - Peet, Bill. [Farewell To Shady Glade](#)
 - Silverstein, Shel. [The Giving Tree](#)
 - VanAllrsburg, Chris. [Just A Dream](#)
5. Ideas for using [The Lorax](#) in the classroom
 - Read [The Lorax](#) to the class
 - Discuss how our actions impact air and water. What happens when we litter outside? What is affected? How can we help decrease pollution in our environment?
 - Decorate a pledge card that promises to make a better world and be a more responsible citizen.

Lesson 3: Will the Real Garbage Please Stand Up?

Grade: K-5

Time: 30-45 minutes

Objective:

- To identify the contents of a trash can and determine the general categories of solid waste.
- Identify the amounts of solid waste produced by individuals and groups.

Subject areas: Science, Math, Social Studies.

Materials Needed:

- Chalkboard or white board
- Large plastic or paper tarp
- Trash from the room, collected from home or found around school.

Background:

If students are going to help solve the garbage (waste) problem, they first need to understand the size of the problem. Throwing away a single gum wrapper or banana peel doesn't seem very important, until we see the cumulative impact of everyone's combined trash over a period of time. By performing a classroom waste audit, students will gain the necessary perspective to realize that everyone's individual waste contributes to solid waste management problems. In this exercise, students will examine the garbage their classroom has accumulated in an entire day.

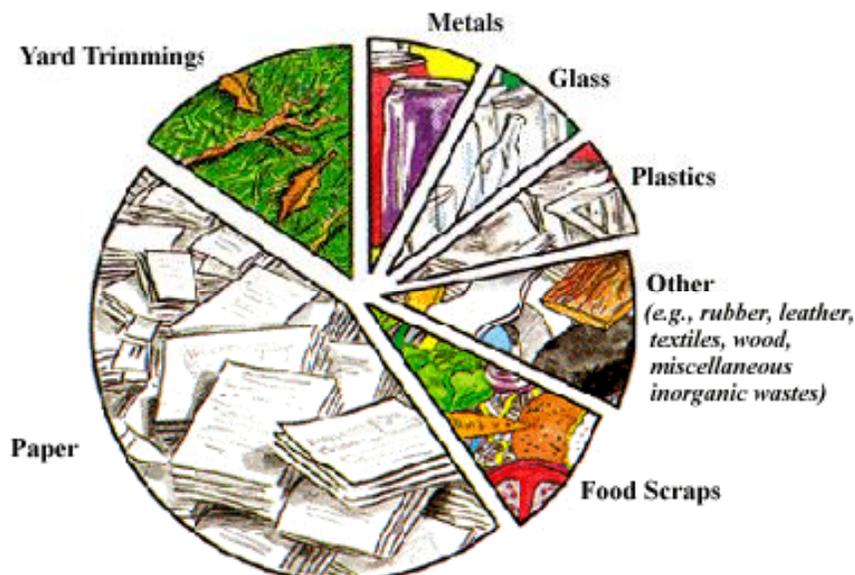


Fig. 1 General Overview of What's in America's Trash, from the Environmental Protection Agency website

Discussion:

- **What is garbage? What is waste?** (Waste, garbage or trash are terms to describe material thrown away because it is worn out, used up, or no longer needed)
- Talk about the connection between our shrinking supply of resources (trees, minerals, petroleum) and our growing pile of garbage.
- How many times a day do you throw something away?
- Where do you throw it? Where does it go?
- What can you do with these materials besides throwing them away?

Procedure/Activity:

1. Today we will be looking at the amount of garbage we collect in a day. You can analyze the classroom trash, trash from home, or trash from the lunchroom/around school.
2. Place the trash on a large table, and go through it with the children. List the trash by categories on a chalkboard under one of the following headings: paper, metal, food, glass, plastic.
3. Which category do we have most of? Least of?
4. Draw a trash can on the board (see "What's in our garbage" attached). With red chalk/marker, draw a line for each piece of paper. Draw a green line for each piece of metal. Use different colors for glass, plastic, and food.
5. **What type of garbage do we have most of in the trash can? Why?** (Show amounts of each type of garbage.)
6. **What do you notice from doing the garbage audit?** Students should notice how much garbage is thrown away at school and what types of things are thrown away.
7. **How large will the pile be if we do this all week? All year?** (Get students thinking in terms of volume)
8. **How much do you think your trash weighs?** Weigh the individual bags or dump the trash on a tarp and weight the pile. **How much would a week's supply of garbage weigh? A year?** Do the calculations to find the answers!
9. Discuss the benefits of using resources and materials to the fullest before sending them "away" for "disposal."
10. How can we help our environment in this way?

Follow-up:

1. You can sort the items of the class garbage can periodically to compare the contents.
2. Have multiple classrooms enter a contest to see who has properly disposed of the most materials.

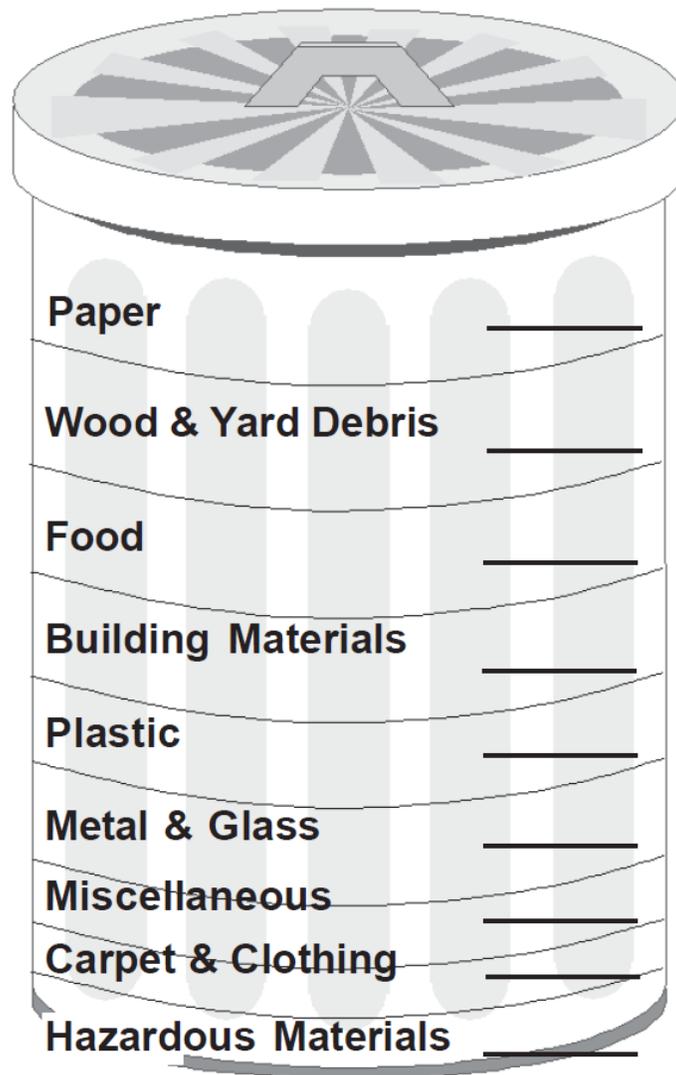
3. If possible, encourage the cafeteria staff to host a “zero-waste” lunch as an educational lesson for the school.
4. Complete a school wide waste audit involving all classes!

Adapted from:

Oregon Department of Environmental Quality: Rethinking Recycling: An Oregon Waste Reduction Curriculum (2001)

San Francisco School District: “4th R Recycling Curriculum” K-5th Grade. Developed by San Francisco School Teachers.

What’s in Our Garbage?



Lesson 4: A Litter Walk

Grade: K-5

Objectives:

- To define what litter is.
- To increase student awareness of how litter is created and how to solve the problem.
- To describe some effects of litter on the environment

Subject areas: Social Science, Science, Art

Teaching Time: 30-45min

Materials needed:

- Large garbage bags
- Tongs or plastic gloves

Background:

Litter is waste, trash or garbage that is out of place. In other words, it has not been discarded properly. There are several sources or causes of litter: careless people walking and riding in cars, uncovered trucks, not enough trash cans, animals which scavenge in poorly covered trash cans of homes and businesses. Litter is ugly and dangerous for both people and animals. It costs time and money to clean up. Litter also wastes natural resources because in many cases, items could be recycled or reused. Some litter is accidental and some is deliberate.

Litter can be found everywhere. Tons of it are scattered on our highways, city streets, parks, neighborhoods, and school grounds. Everyone agrees that litter is a problem. Besides being unsightly, litter is expensive and a health hazard. We pay the costs of litter cleanup, and litter that is not cleaned up causes thousands of serious injuries to people and wildlife every year. It also can get into our water systems and affect the quality of water we drink, play in, and get food from (fish etc.)

Procedure/Activity:

1. **What is litter? What is wrong with litter? Why is there so much of it? Is there any one person or group who is responsible for litter?**
2. Take a litter walk around the school yard. Collect the litter in garbage bags. Look for signs of decomposition on each different type of litter found. Discover the different ways

decomposition is taking place (tin cans rust, bacterial action on paper, mold and fungus on food, insects and animals). **If a piece of litter is not decomposing, why not?**

3. Instruct students NOT to pick up broken glass, sharp items etc. Make sure you take a trip to the bathroom for all students to wash their hands afterward.
4. List on the blackboard or whiteboard the littered items found on the walk. The item found most often should be at the top of the list and the item found least often at the bottom. **Which material is found most often as litter? Why? What is each litter item made of? How do you think this became litter? How does litter affect our school?**

Reflection/Response:

1. Discuss with students why people should not litter. Identify how litter changes the natural environment and may change the way animals interact with their environment.
2. Tell the students to look around wherever they go during the week and notice the places where there is a lot of litter. Have them make a list of these places, and list one or more reasons for the litter problem at each location.
3. Make up anti-litter slogans or write poems and short stories about litter. Draw pictures, poster, greeting cards or cartoons to give graphic representation to the slogans, poems or short stories. Post them around the school, in the classroom, or send them to local city, county and state officials.
4. Make a decorated pledge card that they sign committing not to litter and to pick up pieces of litter around school and in their community to keep it beautiful and a nice place to live.

Adapted from:

Oregon Department of Environmental Quality: Rethinking Recycling: An Oregon Waste Reduction Curriculum (2001)

San Francisco School District: *"4th R Recycling Curriculum" K-5th Grade. Developed by San Francisco School Teachers.*

Lesson 5: Making a Mini Landfill

Grade: 3-5

Teaching Time: ~45 min

Objective:

- To see how a sanitary landfill is made.
- Understand that waste does not “go away” or decompose when it is placed in a landfill in comparison to a natural cycle.

Subject Areas: Science and vocabulary.

Materials Needed:

- A prepared one-gallon milk jug (more if you would like students to work in small groups to construct their own)
- 6 cups of garden soil (NOT potting soil)
- Grass, leaves, sticks, small plastic animals, tab off of a pop can etc.
- Small pieces of everyday garbage (chip bags, food particles etc.)
- A few Ziploc bags for plastic lining and some plastic wrap.
- Blue construction paper
- “Build a Mini-Landfill” Worksheet

Background:

Landfills have changed a lot over time. In the 1700's people threw their garbage in the street and pigs and other animals ate it. We make much more garbage today than they did then. If we threw our garbage in the streets today, we would be buried in it!

Today most of our garbage goes to a landfill; some is burned and some recycled. Americans produce more and more garbage each year. More than 30 percent of this solid waste stream consists of the paper and paper products we discard. Yard wastes make up another 16 percent of the total. Approximately 15 percent of our trash is food waste. Glass (10 percent), metal (10 percent), plastic (6 percent), and other (13 percent) items like rubber, wood, leather, and textiles make up the rest. Sending most of our garbage to a landfill is becoming a problem because we are running out of spaces.

We have to start looking at our garbage in a different way. In our garbage, there are many resources that should not end up in a landfill. We need to:

- 1) Reduce the amount of waste we produce,
- 2) Recycle all that we can,

- 3) Compost all organic material,
- 4) Incinerate what is left if that option is feasible and/or available, and
- 5) Landfill the leftover material.

Procedure/Activity:

- Making a small-scale replica of a sanitary landfill will give you a better understanding of what a sanitary landfill is and how it's made. You will experience some of the problems faced by landfill operators.
 - What is a landfill? Have you ever seen one? Why do we have landfills?
 - You may need to define the following vocabulary words. Older students can research more about the following terms and what they mean.
 - Landfill
 - Sanitary
 - Leachate
1. See instruction sheet for making a landfill in a jug. **What does the blue paper on the bottom represent?** Water under the ground. People pump this water through wells and use it to drink. Farmers use it to water their crops. Garbage should not touch or leak onto the blue paper.
 2. Dig a hole for a landfill in the soil of the gallon jug. **What could be done with the soil that is dug up?** It will be used later to cover up the disposed trash.
 3. Show the class the diagram of the landfill. Point out the lining of the landfill. **Thick plastic liners are used on the bottom of landfills in order to prevent garbage from leaking in the ground water.** (Use a piece from a Ziploc bag, plastic film or grocery bag).
 4. After placing the plastic liner in the landfill, add about six or seven pieces of garbage and/or allow students to find something in the classroom that they could put in their landfills. Examples: a piece of crayon, part of a snack/lunch, a leaf, a piece of paper, or a tissue. (about one-half to one inch in size)
 5. Pack down the garbage, as compactors do at a real landfill. Cover the garbage layer with soil. This simulates how the garbage at a landfill is covered daily with soil to eliminate odor and to keep animals out of the landfill. The material should be put in at a ratio of 4 parts waste to 1 part dirt. A good rule to follow would be 1 inch of waste covered by $\frac{1}{4}$ inch dirt. Remember to always cover the waste with dirt and pack it down lightly. Sprinkle the top layer of soil with water; cover the landfill with plastic wrap and let sit in the sun for 10 days.
 6. Have students record what went into the landfill on the attached worksheet. They can also draw a picture of the classroom model. Do some reflection and response on what will happen to the garbage in their model landfill. Discuss the ways in which the classroom model is similar to and different from a real landfill.

7. After 10 days, empty the contents of the jar onto a newspaper and examine the bits of garbage. Record and date any changes that you see on the attached worksheet. You can repeat several times to record changes.
8. Based on your observations, which materials do you think would naturally decompose? Should they be sent to a landfill, or should they be composted?

Additional Reflection/Responses:

1. What can be done with our garbage now that our landfill is full?
2. Will digging a new landfill cause any problems? (It will impact the land and the plant and animal life in the area. And remember, landfills could possibly leak into groundwater.)
3. What could we do to keep the landfill from filling up so quickly? (Reduction, reusing, recycling)
4. Are there any objects in the landfill that could be recycled or reused?
5. Make of list of pros and cons for using a landfill.
6. Talk to the students about how long it takes items in the landfill to decompose. Note: the number of years refers to garbage decomposition when exposed to open air and sunlight, not when buried in a landfill!

Adapted from:

California Integrated Waste Management Board: Closing the Loop: Exploring Integrated Waste Management and Resource Conservation K-6 (2000)

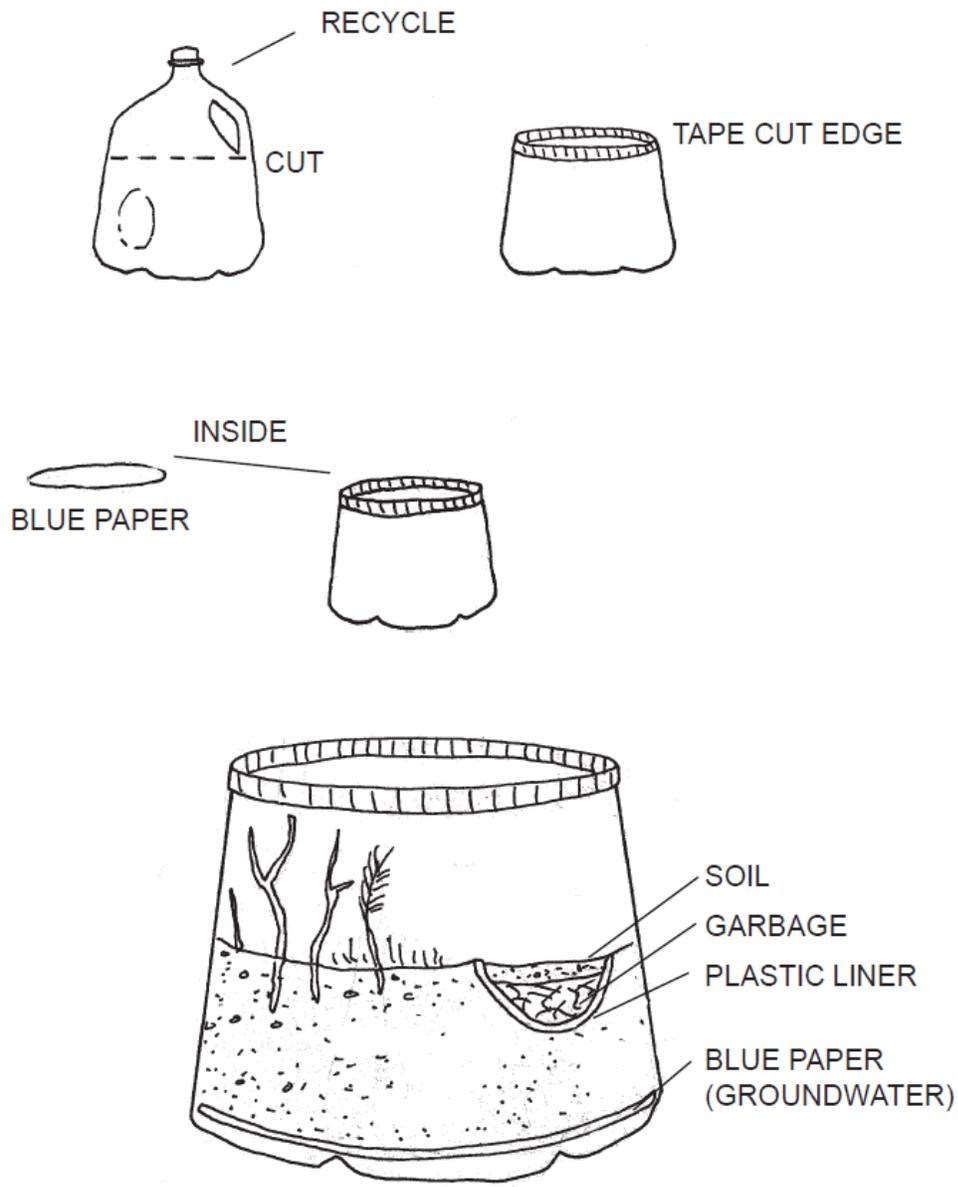
Division of Nutritional Sciences, Cornell University: Nutrition Comes Alive, Level 6, A Case of Waste

Minnesota Office of Environmental Assistance: Whata Waste K-6 Waste Management Education Curriculum

Oregon Department of Environmental Quality: Rethinking Recycling: An Oregon Waste Reduction Curriculum (2001)

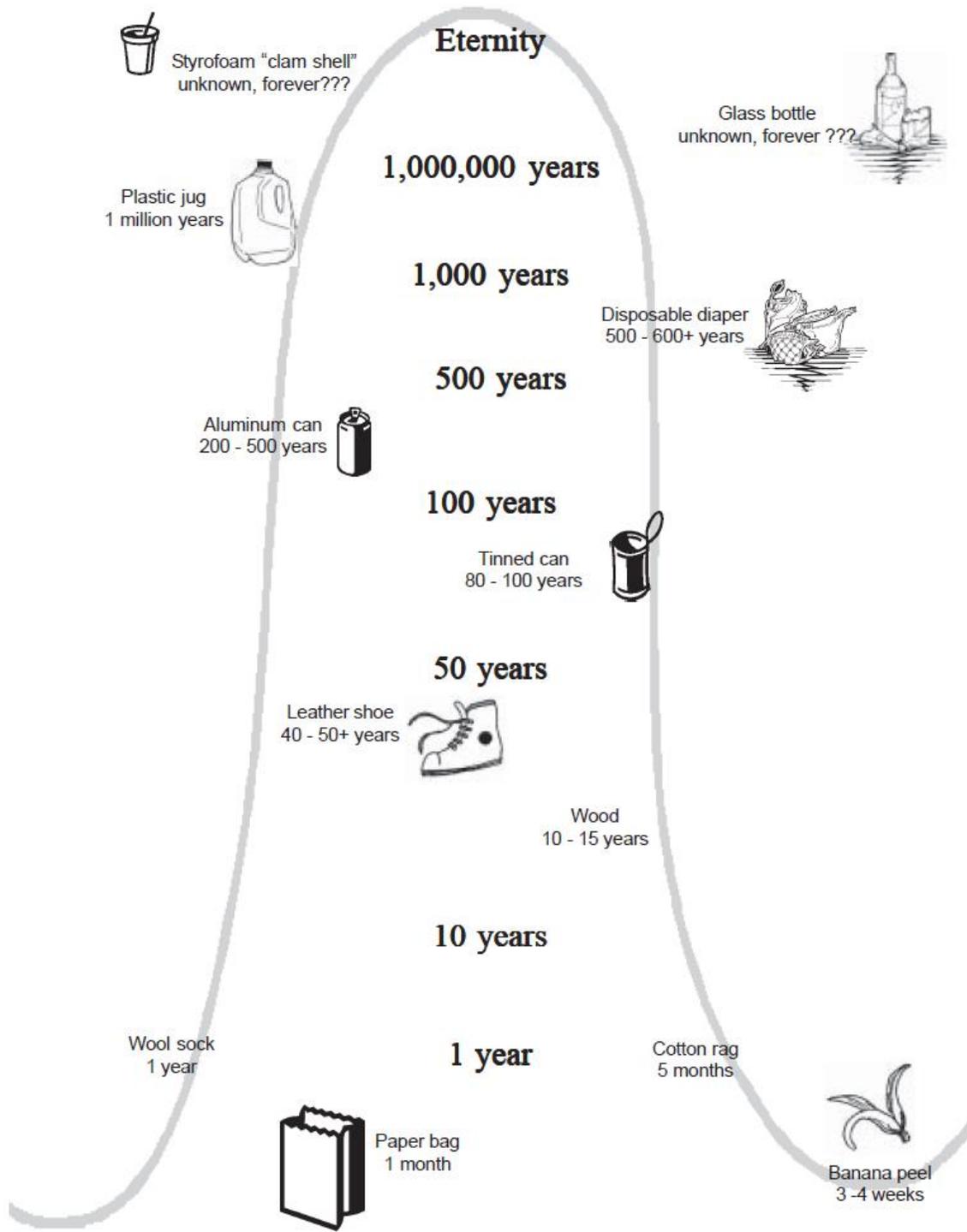
San Francisco School District: "4th R Recycling Curriculum" K-5th Grade. Developed by San Francisco School Teachers (2000).

Landfill in a Jug Diagram



Source: California Integrated Waste Management Board: *Closing the Loop: Exploring Integrated Waste Management and Resource Conservation K-6* (2000)

When Will These Things Decompose?



BUILD A MINI-LANDFILL

Worksheet

1. List the items placed in the landfill and the date you buried them:

2. The items that decomposed the most are:

Week 1:

Week 2:

3. The following items decomposed a little:

Week 1:

Week 2:

4. These items did not change at all:

Week 1:

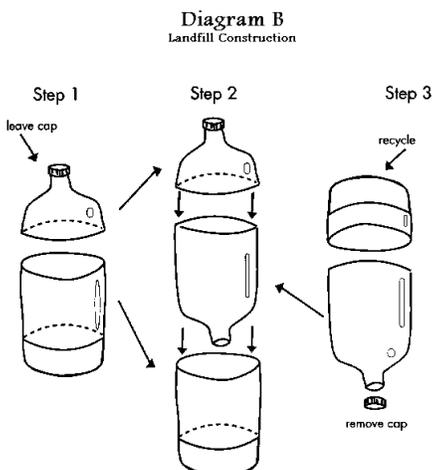
Alternate way to create your mini-landfills in class:

Now comes the fun part. It is time to create your own landfills. Use the directions given below and the materials provided to complete your mini-landfills. Enjoy yourself but please be careful.

Procedure:

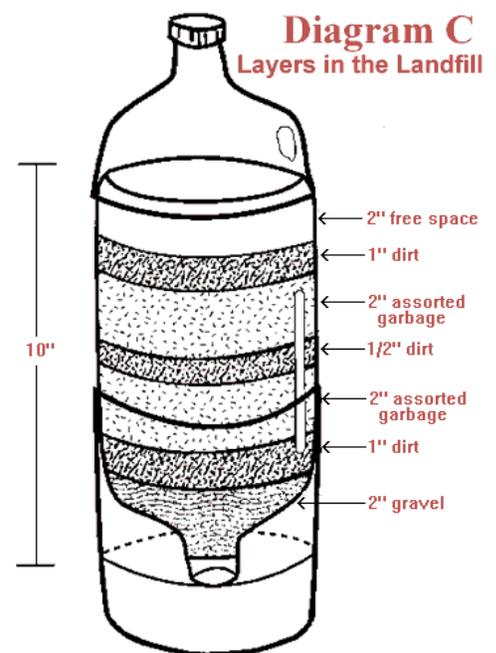
- Cut two 2-liter bottles in half as shown in the diagram. Cut Bottle A about 3 inches from the top and Bottle B 9 inches from the cap; for safety, let your teacher make an incision with a utility knife and then you can cut around the bottles with scissors; if any of the edges are jagged, trim them with scissors; the base of Bottle A will be the base of the landfill.
- Cover the top and neck of Bottle B with a piece of cheesecloth or nylon stocking and secure it with a rubber band.
- Turn the top portion of Bottle B upside down and place it on top of the base.
- Recycle the bottom portion of Bottle B.
- Place the first layer of gravel and soil as diagrammed. Fill the bottom of the bottle with a 2 inch layer of gravel followed by a 1 inch layer of soil.
- After the first two layers, place pieces of garbage (about 2 inches high) on the gravel/soil layer and cover with a 1/2 inch layer of soil (see Diagram C at the end of the activity).
- Add a second 2 inch garbage layer and cover with this final layer with a full inch of soil. The layers of your landfill are now complete.
- Now that the body of each landfill has been prepared, gradually pour two cups of water on top to simulate rainfall; cap each landfill with the top half of the original bottles. The landfill you've constructed leaks slowly from the bottom. If you want to observe how a sealed landfill responds, just tip your landfill upside down and place the tightened cap at the bottom.
- If you can, observe how the landfill changes over time. When storing your model landfills, keep them in a dark room or at least away from direct sunlight to simulate landfill conditions.

Note: You may choose to vary the amount of water you add to the landfill to model the rainfall in your area and different parts of the state.



Lesson 6: Making New Paper

Grade: 3-5



Objective: To make new paper from used paper. Students will learn that making paper is another way of conserving resources.

Subject areas: Language art, art, science.

Materials Needed:

- Old newspaper, old scraps of paper, or used brown paper bags
- 3-5 buckets or pans
- An egg beater or blender
- A rolling pin
- A screen (from the hardware store)

Procedure/Activity:

First Day

1. Spread out some newspaper to work on.
2. Shred old newspapers, old scraps of paper or paper bags (use only one kind of used paper).
3. Fill the buckets or pans with 1 part paper to 2 parts water. If a whole class is working on this project, you will need three to five 2-gallon buckets.
4. Let the mixture sit overnight. The fibers will be soft and ready to pulp the next morning.
5. Identify the natural resource base of the materials.

Second Day

1. Use a hand beater or old blender to pulp the fibers. Pulp the soup until it looks like mush. Pulping breaks the fibers down into a form that can be bonded together again to form recycled paper.
2. If you use newspaper, you can “de-ink” pulp through a rinsing process. Simply exchange the pulping water with clean water three or four times until the pulping water stays reasonably clear. This is the same basic process paper mills use, except they use chemicals to bleach fibers white.
3. Look at the pulp with a magnifying glass. Can you see the loose wood fibers? Press the pulp between your fingers. Do the wood fibers bond together again?
4. Working over a sink or outside, place a handful of pulp on the screen. Press flat between dry newspaper to squeeze out excess water and roll the pulp flat with a rolling pin. Remove the paper from the screen. Lay the paper flat to dry.

Follow-up:

1. Use the paper you made for a language arts assignment or draw pictures on it for an art project.
2. Talk about reusing paper and making sure to recycle it when you are finished with it so it can be made into new paper like in the activity.
3. Weigh the amount of paper collected in your classroom daily, weekly, yearly.
Compare the amount of paper collected in your classroom to the amount collected in the entire school, in the entire school district etc.

Adapted from:

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Other Waste and Recycling Resources for Teachers and Students

- ❖ America Recycles Day
[Tool Kit](#)
- ❖ Connecticut Department of Environmental Protection

[School Recycling Fact Sheets](#)

- ❖ **Environmental Protection Agency (EPA)**
 - [Recycling and Waste Education Resources for Teachers](#)
 - [Student Center](#)
 - [Smog City Game](#)

- ❖ **Hennepin County**
 - [School Recycling Improvement Materials](#)

- ❖ **Keep America Beautiful**
 - [Tools for Teachers](#)
 - ["Waste in Place" Classroom Curriculum](#)

- ❖ **Massachusetts Department of Environmental Protection**
 - [Manual for Implementing School Recycling Programs](#)
 - [Recycling Program Resources](#)

- ❖ **Minnesota Pollution Control Agency (MPCA)**
 - [Healthy Sustainable Schools Guide for Change Manual](#)
 - [Learning Resource Center](#)

- ❖ **PBS Kids**
 - [Loop Scoops Videos. Videos to teach children about proper waste and recycling procedures](#)
 - ["The Greens"](#)

- ❖ **Recycle More Minnesota**
 - [Implementing a School Recycling Program](#)
 - [Media Tools Page](#)

- ❖ **Rethink Recycling**
 - [11 Steps to Developing & Maintaining a Recycling Program](#)
 - [Step One: Gain Management Support](#)
 - [Step Two: Choose a Coordinator](#)
 - [Step Three: Perform a Waste Assessment](#)
 - [Step Four: How-To Trim Your Trash](#)
 - [Step Five: Design Your Recycling Program](#)
 - [Step Six: Purchase Environmentally Preferred Products](#)
 - [Step Seven: Kick Off Your Program](#)
 - [Step Eight: Track Program Successes](#)
 - [Step Nine: Keep Employees Informed and Involved](#)
 - [Step Ten: Get Recognition](#)
 - [Step Eleven: Share With Your County How You Are Doing](#)

- ❖ San Francisco School Teachers
[4th R Recycling Curriculum](#)

- ❖ Wisconsin Department of Natural Resources
[Recycling and Beyond Curriculum](#)