

THE TRANSFER STATION

Grade Levels:

1 – 2

Time Allotment:

Lesson and Activity: 45 – 60 minutes

Integrated Curricular Areas and Corresponding Core Curriculum Content Standards:

Science:	5.10: (G2) A1, B1
Social Studies:	6.5: (G2) A1-2, B1
Language Arts:	3.1: (G1) A1
	3.3: (G1) A1-2, B1-2, C1-2 (G2) A1-3, B1-3, C1
	3.4: (G1) A1, B1

Vocabulary:

Transfer Station

Content Objectives: Students will be able to –

1. Describe how garbage can be disposed of; and
2. Describe what happens at a transfer station and how it fits into local waste disposal processes; and
3. Identify ways in which garbage can be reduced.

Process Objectives: Students will –

1. Demonstrate what happens to garbage at a transfer station as well as how it arrives there.

Materials:**For teacher's presentation:**

- Items of trash (clean, not sharp) to represent trash from a home
The teacher should assemble a collection of clean trash items to show the students. These items could include paper, cans, bottles, cartons, food wrappers, packages, etc. Or, the teacher can cut out photographs or illustrations of trash materials and glue them on to index cards
- One printout of each of the illustrations for this activity (5 printouts total) – a landfill, transfer station, recycling center, scrap reprocessing facility and resource recovery facility – these should be taped to classroom walls in locations visible to the students
- Five boxes or bins – one to be placed under each of the illustrations
- Roll of tape
- Copies of “The Transfer Station” worksheet – one copy per student

For each student or group of students:

- Worksheet
- Crayons or pencils

Anticipatory Set:

- The teacher shows students the collected sample of trash and explains that it represents trash from someone's home
- Ask students to describe what they think happens to trash that is thrown away at home and if they know where the garbage trucks take their own collected trash. List their ideas on the board

Teacher's Presentation or Modeling:

- Divide students into equal groups representing the roles below. Once assignments are made have them join their appropriate group in the four corners of the classroom:
 - A. Consumers and trash producers
 - B. Trash collectors
 - C. Transfer station workers
 - D. Trash haulers from the transfer station
- Students may need extra guidance (through demonstration) regarding what is expected of each of the roles detailed below:
- First, ask the **consumers and trash producers** to sit on the floor and set out their trash in front of them. These "trash" items can be pictures of various trash items on index cards or real pieces of trash, such as stacks of newspapers, cans, bottles, packaging, etc. These students can remain seated in this corner
- Next, ask the **trash collectors** to walk over to the **consumers and trash producers** and gather up the items. They are to deliver them to the transfer station (point to the picture of the transfer station and ask them to put the trash on the floor below the sign). Once this step is completed they can return to their corner and sit down
- Ask the **transfer station workers** to go to the transfer station (under the sign) to sort the trash. The trash should be sorted into items that can be recycled, sold off as possible scrap, incinerated or sent to the landfill. Discuss briefly the options for each item with the entire class and have the **transfer station workers** separate the items into different piles, all located beneath the transfer station sign
- Finally, have the **garbage haulers** deliver the piles of trash items to their final destinations (they should move appropriate trash piles from the transfer station to areas beneath signs for the recycling center, landfill, scrap reprocessing facility and resource recovery facility)

Guided and Independent Practice:

- Give students a copy of "The Transfer Station" worksheet and have them complete it. First, have them use a crayon or pencil to draw lines with arrows between the home and transfer station, and then between the station and various waste facilities, to depict how waste can be disposed of. On the reverse blank side of the paper ask them to draw three items of trash that are typically discarded from their own homes

Closure:

- Review with students what happens in the waste disposal process and make sure they understand what happens at a transfer station

- Ask students: *How are we decreasing the amounts of trash that go to the landfill or resource recovery facility?* Have them explain the method for reducing trash disposal that was explained in this lesson (separating items at home and at the transfer station for transport to recyclers) as well as how it can be reduced more (such as by composting, reusing items at home, buying less packaging, etc.)
- If time, have some of them share their responses and drawings on the worksheet

Assessment:

- Responses to questions from the teacher;
- Performance of roles within small groups; and
- Completion of the worksheet.

Extensions:

- Schedule a visit from the county solid waste or recycling coordinator or take students on a field trip to one of the facilities used in this lesson
- Have students write or illustrate a short story about the waste disposal process from the perspective of a piece of trash

Safety/Clean Up:

- If real trash items are used for the lesson make sure that each item is clean and free of sharp edges