

Get informed

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Get sharing

THROW AWAY

Need or want

Time:

15 minutes

Who it's for:

5 to 10 year olds

You'll need:

- 'Need or want' flashcards
- Blu tack
- A3 paper

What to do:

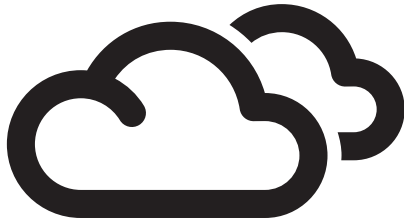
1. Write 'Need' on one piece of A3 paper and 'Want' on another and stick them to wall.
2. Discuss the difference between needing and wanting something. As a group can you come up with a definition of each?
3. Once you have agreed on definitions assign one wall of the meeting space as 'Need' and one wall as 'Want'.
4. Hold up the 'Need or want' flashcards and read out what each one shows. Ask members to run to the relevant wall to show whether they think this is something which they need or want. Based on where the majority of members have run, stick the card under the 'Need' or 'Want' signs.
5. Explain that as humans there are a few things which we absolutely need and many which we just want. Do members think it's good to always get what they want?
6. What happens to those things we don't want anymore? What can the environmental impact of this be and what changes could they make?
7. Discuss whether the group think they have placed any of the cards under the wrong heading.

NB This activity could be tied into the UN's Rights for Every Child
www.unicef.org/crc



THROW AWAY

Need or want flashcards



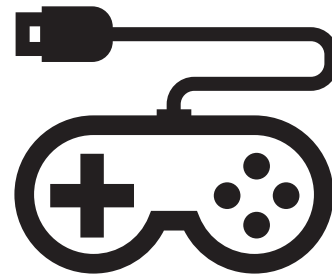
Air



Food



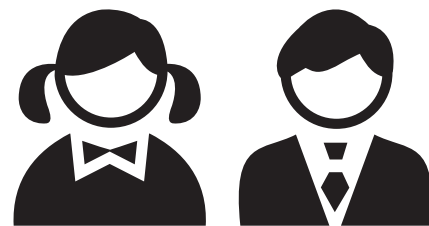
Water



Computer games



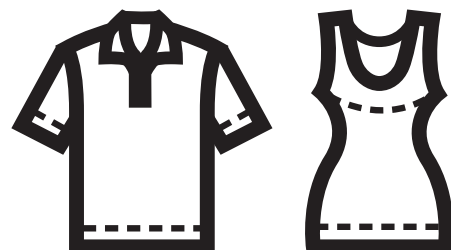
A pet dog



School

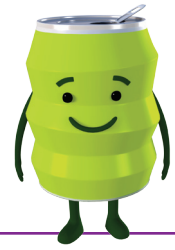


A mobile phone



Clothes





THROW AWAY

Need or want flashcards



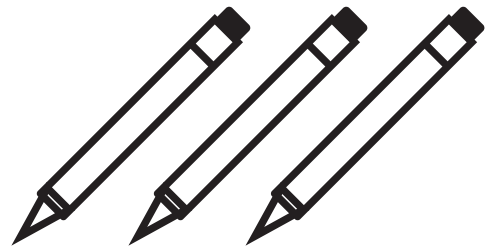
Fizzy drinks



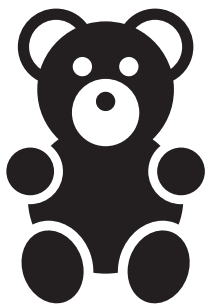
A football



Toothbrush



Felt tip pens



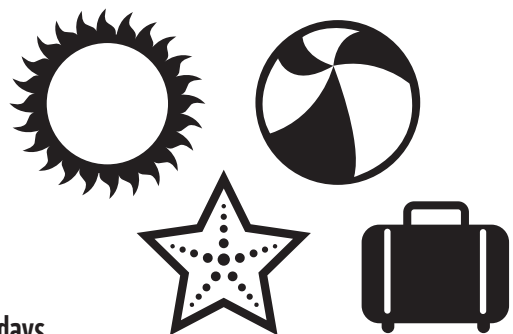
Toys



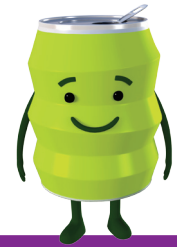
Books



A home



Holidays



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Recycled penguin

Time:

30 minutes

Who it's for:

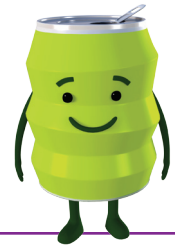
5 to 10 year olds

You'll need:

- Kitchen roll
- Paints
- Card
- 'Recycled penguin' activity sheet

What to do:

1. Hold up a kitchen roll made from non-recycled paper. Ask if anyone in the group can suggest what impact creating this product (eg cutting down trees for paper, energy for manufacturing etc) might have on the environment.
2. Explain that the products we consume often have an adverse effect on the planet because of the energy they need to be grown or manufactured, and can therefore contribute to climate change. Climate change is having a big effect on animals all around the world – what effect might animals be facing in Antarctica where they rely on ice to survive? (Climate change can cause temperatures to rise, melting ice and causing sea levels to rise.)
3. Ask members to do an impression of an animal which lives in Antarctica (they could choose a seal, penguin or an albatross amongst others).
4. Explain that we can help to save some energy and reduce our impact on climate change by recycling materials.
5. Hand out the materials and the 'Recycled penguin' activity sheet to each member and create a cool penguin using a recycled kitchen roll tube.
6. Can members suggest any other animals they could make from recycled materials?



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Recycled penguin activity sheet



You will need:

- 1 x kitchen roll tube
- 1 x print out of the templates below
- Glue
- Scissors
- Black paint
- Yellow paint or felt tip pen

Instructions:



1. Start by asking an adult helper to cut your kitchen roll in half horizontally.
2. Now paint your half of your kitchen roll tube black.
3. Cut out the head and body template, colour it in and stick it onto your tube.



4. Now cut two flipper shapes out from the template above, paint them black and glue them to the sides of your kitchen roll tube.

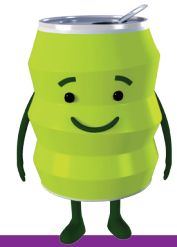


5. Cut out two feet from the template above and stick these to the base of your tube.
6. Cut out the beak template, colour it yellow and glue it to the face of your penguin.

7. Your penguin is finished!

8. You can now make another penguin using the other half of the kitchen roll.

9. Try making other animals the same way, and create a whole habitat of different species!



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The 3 Rs

Time:

30 minutes

Who it's for:

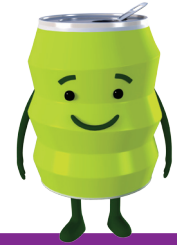
5 to 10 year olds

You'll need:

Some recyclable materials

What to do:

1. Ask the group if they know what the 3 Rs are and if not introduce them (Reduce, Reuse & Recycle).
2. Explain that the choices shown by the 3 Rs help to save different amounts of energy and that they should always be considered in a certain order – starting with the option that saves the most energy and ending with the option that saves the least.
3. Write each of the three R words onto a separate piece of paper and ask for three volunteers to hold each one.
4. Ask the group to think about which R saves the most energy and which the least. Place the group members in order according to which R they are holding. The order should be Reduce, Reuse, then Recycle. Reveal if the group's decision is right.
5. Split the group into teams of four and give each team one of the recyclable materials you have brought in (this could be simple stuff like plastic bottles to more unusual objects like an old bike tyre or piece of guttering).
6. Ask the group to think about how they could apply the 3 Rs to their piece. How could they reduce the amount they use? Can they think of any ways to reuse it? Can this item be recycled?
7. Get each team to share their ideas with the group. Can the group add to their ideas?



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Repurpose challenge

Time:

1 hour

Who it's for:

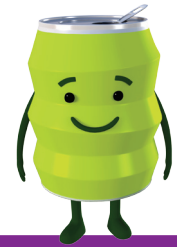
10+

You'll need:

- Recyclable materials
- Craft materials such as glue and scissors

What to do:

1. Recap on the 3Rs – reduce, reuse, recycle – which can help to reduce the amount of waste sent to landfill.
2. Split the group into smaller teams and give each team an identical piece of waste (for example a plastic bottle, a plastic bag, a sheet of cardboard).
3. Run a competition where members are asked to come up with a great new purpose for this piece of waste. They should spend a bit of time coming up with their concept and drawing a design before making their idea. Give each team access to other craft materials like glue, Blue Tac and colouring pens.
4. Have each team present their design and decide on the best one as a group. You could award a small prize to the winning team.



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What makes us happy?

Time:

30 minutes

Who it's for:

10+

You'll need:

- Flipchart
- Sheets of A3
- Pens
- A collection of magazines
- Scissors
- Glue
- Coloured pens

What to do:

1. Ask the group to suggest things that they think make people happy and note them down on the flipchart or A3 sheets. Try to draw out a range of different things like friendship, music, pets etc.
2. Ask the group to put the things they have suggested into categories (e.g. people's behaviour, activities, nature, possessions etc.)
3. Identify all the things on the list:
 - that people can buy for themselves
 - that can't be bought with money
 - that communities may have to pay for collectively (parks etc.)
4. Hand out magazines to members and, in small groups, ask them to create a collage showing the things that make them happy. You could use the collages to create a display at your meeting place.
5. Run a quick debate on the question 'do you need to spend money to make yourself happy'?

Additional:

The creators of Buy Nothing Day came up with 101 ways to make yourself happy without spending money. What ideas can the group come up with?



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Where does it come from?

Time:

15 minutes

Who it's for:

10+

You'll need:

- World map
- Copies of your map for each group
- Coloured stickers
- 'Materials' cards – enough for each member to have one card
- 'Products' cards
- Plastic wallets

What to do:

1. Stick the world map on the wall and give each member some small coloured stickers (they could write their initials on them to identify their stickers if they like).
2. Ask members to look at the labels on their possessions and find out where they were made. For example a jumper might be made in Bangladesh, a mobile phone in China, chewing gum in Britain etc.
3. Once everyone has attached their stickers look at the spread across the map. What do the members notice about where their items come from?
4. Explain that now you are going to look at where the raw materials come from for some of the things we own. Give out a 'Materials' card to each member of the group and get them to hold them above their head.
5. Ask for six volunteers and ask each to take a 'Products' card and then to run around and collect all the people holding cards which they need for their product.
6. Discuss the distances travelled by the materials which are used for each product. What impact could this have on the environment? Does this make members think twice about buying non-essential items or throwing things away?

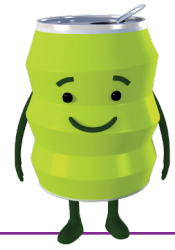
Extra idea:

If you have a large area, make this into a wide game by giving the group a chance to really feel the distances that need to be travelled to make products.

1. To set up the game, make up a simple map of your wide game area, and mark on the map a 'home' area and a place for each of the countries the materials come from, namely: Turkey, Indonesia, Germany, Chile, USA, China, Philippines, India, Taiwan, Brazil, Finland, South Africa. Try to make the countries that are closer to your country in reality, closer to the 'home' area if you can.
2. Place 'Materials' cards in the correct locations around the wide game area in plastic wallets, enough for the number of teams you have to collect what they need to make all their products.
3. Divide into small groups of around 6. Give out a copy of the map you've made of the area to each group, and the sheet of items. The aim of the game is for the groups to collect enough materials to make each of the items, and be the first to reach 'home' with everything they need. The groups should travel around the wide game area together. If the area isn't very big, you could make it more challenging by asking teams to bring each item back to 'home' before going out to collect another.

For older members, this could be done on a very wide scale, using OS maps and compasses!

NEW
GAME
CONTENT



THROW AWAY

Materials cards

Tin

Indonesia



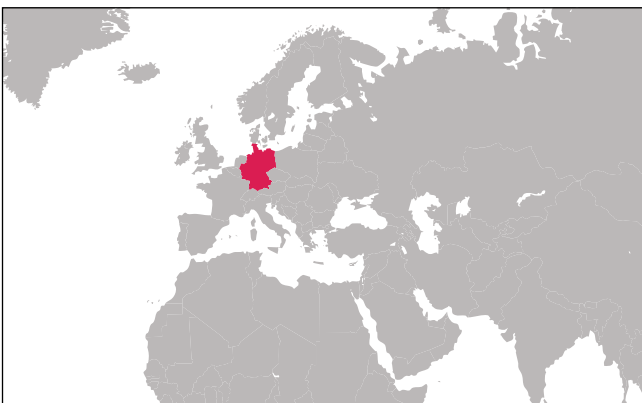
Steel

Turkey



Glass

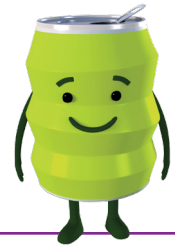
Germany



Copper

Chile



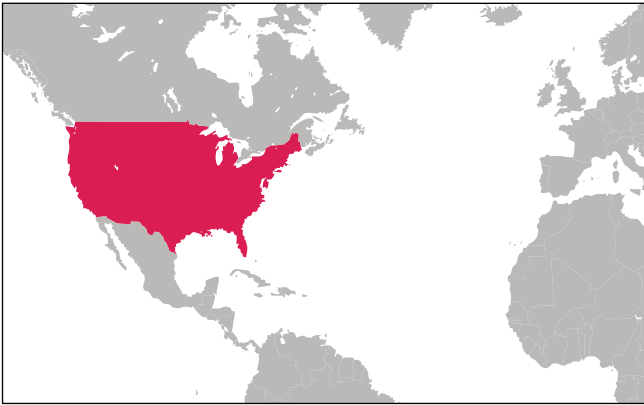


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Materials cards

Phosphorous

USA



Gold

China



Nickel

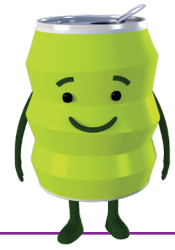
Philippines



Aluminium

China





THROW AWAY

Materials cards

Silicon

China



Lithium

Chile



Wood

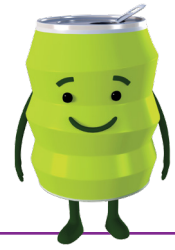
India



Cotton

China





THROW AWAY

Materials cards

Polyurethane

Taiwan



Leather

Brazil



Polycarbonate plastic

China



Paper

Finland





THROW AWAY

Materials cards



Cardboard

China



Brass

India



Iron

China



Chromium

South Africa





THROW AWAY

Product cards



Mobile phone

A normal mobile phone will contain most of the following materials (amongst others):

- **Glass** – Screen
- **Copper** – Wiring
- **Polycarbonate plastic** – Case
- **Nickel** – Microphone
- **Phosphorous** – Used in circuit board solder
- **Tin** – Used in circuit board solder
- **Gold** – Conductor in chip board



Laptop

A normal laptop will contain most of the following materials (amongst others):

- **Steel** – Screws
- **Aluminium** – Case
- **Copper** – Wiring
- **Silicon** – Chipboard
- **Lithium** – Battery
- **Polycarbonate plastic** – Keyboard keys



Bed

A normal bed will contain most of the following materials (amongst others):

- **Wood** – Frame
- **Cotton** – Upholstery
- **Steel** – Springs / screws
- **Polyurethane** - Foam



Trainer

Many trainers will contain most of the following materials (amongst others):

- **Polyurethane** – Midsole / sole
- **Leather** – Upper
- **Cotton** – Laces



Book

Many books will contain most of the following materials (amongst others):

- **Paper** – Pages
- **Cardboard** – Cover board
- **Leather** – Cover

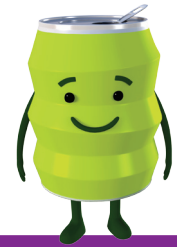


Kettle

A normal kettle will contain most of the following materials (amongst others):

- **Polycarbonate plastic** – Body
- **Copper** – Wiring
- **Brass** – Plug pins
- **Nickel** – Heating element
- **Chromium** – Heating element





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Why do we buy things?

Time:

15 minutes

Who it's for:

10+

You'll need:

- 'Why do we buy things?' cards – 1 for each group
- 'Should I buy it?' sheet for each member

What to do:


1. Split the group into smaller teams and give each group a copy of the 'Why do we buy things?' cards.
2. Ask them to arrange the cards in order ranging from most important down to the least important.
3. Discuss the group's findings; did different groups rate the cards differently?
4. Now hand each member of the group a copy of the 'Should I buy it?' sheet and a pencil.
5. Each member should write down the last thing which they bought which cost more than £5.
6. Then they should read through the questions on the sheet and answer the questions. Assure members that they won't be asked to talk about their answers if they don't want to so they should answer as honestly as possible.
7. Explain that this sheet could be used before each purchase, helping to avoid unnecessary purchases.



THROW AWAY

Why do we buy things?

If you don't have the right things your friends will look down on you.

My parents always buy me expensive presents – it shows how much they love me. 

People should have the latest things if they can't get respect any other way.

I need to have the very latest/newest versions of the things I like.

The ads on TV make you feel dissatisfied with what you have so you buy more.

If I can afford it, I have the right to buy anything I want.

I need one as my last one is broken.

My favourite celebrity has one so I want one too.



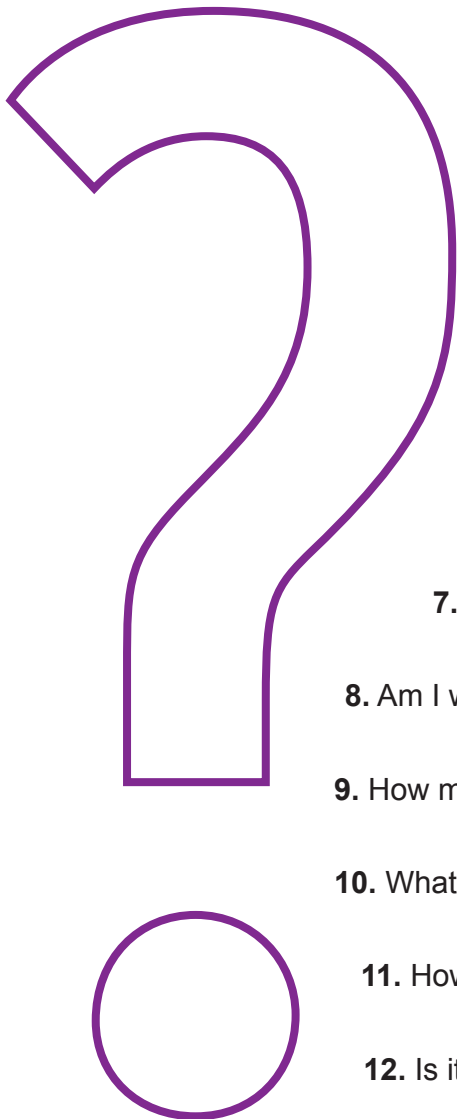
THROW AWAY

Should I buy it?

Write down the last thing that you remember buying (or having bought for you) which cost more than £5.

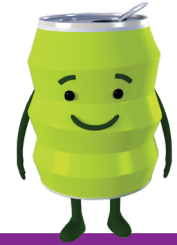
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Now answer the following questions about it:



1. Do I need it?
2. Do I already have something similar?
3. How often will I use it?
4. How long will it last?
5. Could I borrow one from a friend or family member?
6. Could I do without it?
7. Am I able to clean and maintain it myself?
8. Am I willing to clean and maintain it myself?
9. How much packaging does it have?
10. What is it made of?
11. How will I dispose of it when I am finished with it?
12. Is it re-usable or recyclable?

You could use these questions each time you have to decide whether or not to buy something.



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Can it be recycled?

Linked activity: 'How long does it last?'

Who it's for:

All ages

VERSION 1 - PAPER VERSION

Time:

5 minutes

You'll need:

'Recycling sheet'

What to do:

1. Hand out a copy of the 'Recycling sheet' to each member of the group.
2. Ask them to tick each item which can be recycled.
3. Reveal that all the items on the sheet can be recycled (e.g. mobile phones, Hi-Fis).
Are members surprised by this?

Extra idea:

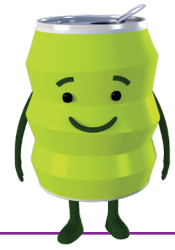
1. To make this a quick fire game, ask everyone to stand up. Decide as a group what the action should be to show 'can be recycled' and 'can't be recycled' – make sure they are very different! Now read out the first item. The group should decide for themselves whether they think it can or can't be recycled and do the action. Those who were correct can stay standing and those who were wrong are out!
2. You could ask everyone to close their eyes to make sure they aren't copying each other. Congratulate those who are still standing at the end!

Answers:

- Hi Fi** – can be recycled
- T-shirt** – can be recycled
- Receipts** – can be recycled
- Drinks can** – can be recycled
- Laptop** – can be recycled
- Bottle tops** – can be recycled
- Batteries** – can be recycled
- Glass bottles** – can be recycled
- Tin foil** – can be recycled
- Cardboard** – can be recycled
- Nappies** – can be recycled
- Mobile phone** – can be recycled
- CDs** – can be recycled
- Vegetable peelings** – can be recycled
- Plastic packaging** – can be recycled

NEW
GAME
CONTENT

GREEN AMBASSADORS 4 Youth



VERSION 2 - ROUNDABOUT VERSION

Time:

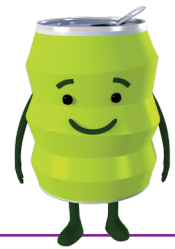
10-15 minutes

You'll need:

Examples or pictures of different types of recyclable and landfill rubbish (there should be more landfill items), three long ropes, three sheets of A4, a stop watch.

What to do:

1. Use the ropes to mark out three large circles, one labelled 'landfill', one 'recycling' and one 'don't know'. Nearby, put your collection / pictures of rubbish items.
2. Ask the group where our rubbish goes after it's been collected? Explain that any rubbish that's not sorted into separate recycling bins is taken away by trucks to landfill sites where it's crushed and buried.
3. Invite the group to come up to the rubbish pile and sort into 'landfill', 'recycling' or 'don't know'. They should do this as quickly as possible – use a stopwatch to count them down.
4. Check through their sorting to see if everything's in the right pile.
5. Discuss any surprises or other points of interest.



THROW AWAY

Recycling sheet

Tick the items below which you think can be recycled.



Hi Fi



T-shirt



Receipts



Drinks can



Laptop



Bottle tops



Batteries



Glass bottles



Tin foil



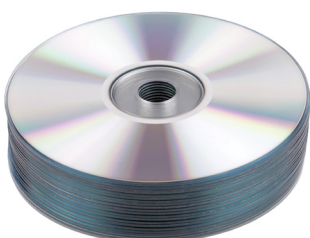
Cardboard



Nappies



Mobile phone



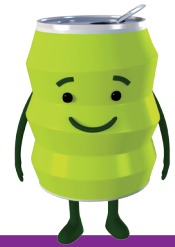
CDs



Vegetable peelings



Plastic packaging



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How long does it last?

Time:

20 minutes

Who it's for:

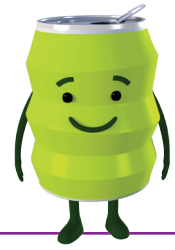
All ages

You'll need:

- 'How long?' cards
- Timeframe markers for the walls
- Sticky tape

What to do:

1. Put markers around the long sides of the room denoting the different timeframes shown on the 'How long?' cards.
2. Ask the group where our rubbish goes after it's been collected? Explain that any rubbish that's not sorted into separate recycling bins is taken away by trucks to landfill sites where it's crushed and buried.
3. Explain that they are going to find out how long different types of waste take to decompose or break down when sent to landfill.
4. Hand out a set of 'How long?' cards to each team. Half of the cards show everyday household waste products (e.g. a plastic bottle) and the other half show a number of years.
5. Ask the teams to match each product with the number of years they think it would take to break down if it went to landfill. Each team member should also choose or be allocated one of the products and use tape to stick the relevant image to their clothing.
6. When both teams are ready, ask them to arrange their team members against the time frame markers around the walls – one team on each long side – to show their product / time frame matches.
7. Use the 'How long cards – answers' to discuss the answers as a group. Were the group surprised about how long it takes some substances to break down?



THROW AWAY

How long cards

				
Tin can	Nylon fabric	Wool sock	Glass bottle	Plastic bottle
				
Banana peel	Paper towel	Disposable nappy	Plastic bag	Cigarette filter

2-4 weeks	2-5 weeks	1-5 years	1-50 years	10-20 years
30-40 years	50 years	450 years	450 years	100,000 years



THROW AWAY

How long cards - answers

Source - <http://www.thatdanny.com/2008/06/06/how-long-does-it-take-a-plastic-bag-or-a-glass-bottle-to-decompose/>

	2-4 weeks
Paper towel	
	2-5 weeks
Banana peel	
	1-5 years
Wool sock	
	1-50 years
Cigarette filter	
	10-20 years
Plastic bag	

	30-40 years
Nylon fabric	
	50 years
Tin can	
	450 years
Disposable nappy	
	450 years
Plastic bottle	
	100,000 years
Glass bottle	