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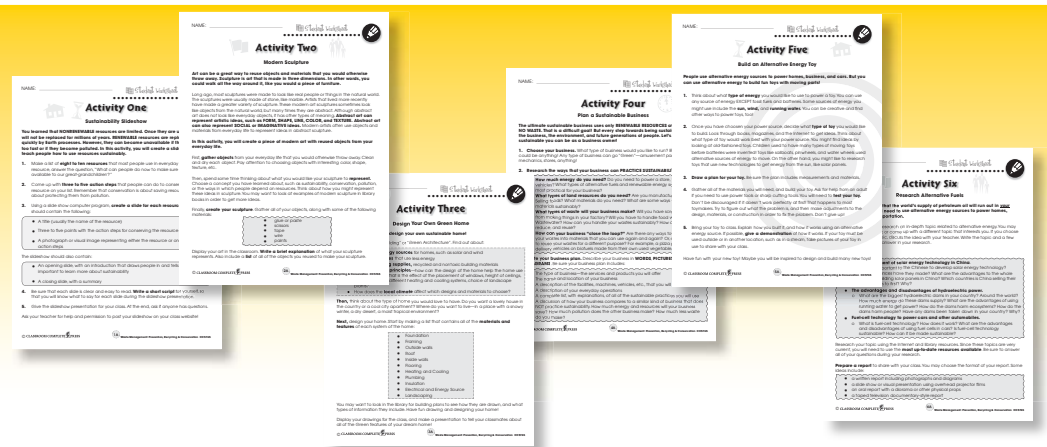
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# Reduce and Reuse



1. Imagine that you have a yogurt for lunch. The yogurt comes in a plastic cup with a plastic lid. How could you use the yogurt container again instead of throwing it away?

\_\_\_\_\_

\_\_\_\_\_

2. Complete each sentence with a word from the list. Use a dictionary to help you.

conserve      refillable      society      petroleum oil

- a) \_\_\_\_\_ is a fossil fuel that was made when plants living millions of years ago became buried underneath layers of sediment and rock.
- b) A large group of people that share the same culture and institutions is a \_\_\_\_\_.
- c) One way to \_\_\_\_\_ resources is to use only what you need.
- d) A juice box is thrown away after the juice is gone, but a thermos is \_\_\_\_\_.

3. Fill in the left column with five objects that you see around you. In the right column, describe the materials that make up those objects.

Objects	Materials



# Reduce and Reuse



Why is it important to conserve land resources?

What types of materials are used to make buildings, furniture, school supplies? You might think of metal, wood, plastic, and stone. In order to get these materials, we depend on natural resources from the land.



Rock, metal, and petroleum oil are mined from Earth's crust. Concrete, made of stone and sand, is an important building material. Metal is used in everything from buildings and cars to pens and jewelry. Petroleum oil is used to make plastics. Soil supports the growth of trees, which are used for wood and paper. Our society depends on materials from the land. Therefore, it is very important that we all conserve these important resources.



Describe how society depends upon resources from the land.

\_\_\_\_\_

\_\_\_\_\_

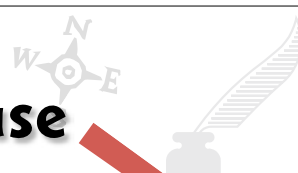
What can we do to conserve land resources?

The first step in conservation is to **reduce**, or lessen, the amount of resources you use. What are some ways to reduce? You might first think of not wasting resources, or using only what you really need. You might use both sides of your notebook paper, for example. Another way to reduce is to choose products with less **packaging**. Remember, packaging is made from raw materials, and is simply thrown away when you buy a product.

Another way to conserve resources is to **reuse**. You can often use the same **product** again and again before throwing it away. By doing this, you are saving resources because you end up using fewer products over the long term. One way to reuse is to bring water to school in a refillable water bottle. Many people buy water in plastic bottles that are thrown away after only one use. By using a refillable sports bottle or thermos, you could save many plastic water bottles from becoming waste. Another way to reuse is to save scrap paper, such as worksheets that are printed on only one side. You can use the blank sides of your scrap paper for rough drafts or sketches. What other ways can you think of to reuse products in your everyday life?



# Reduce and Reuse



1. Write a list of ten resources that people use from the land.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_

2. a) ~~Circle~~ the items that are NOT reusable.

ceramic cup    light bulb    felt marker    plastic bag    paper napkin

b) Circle the materials that are made using stone.

concrete    steel    plastic    pavement    brick

c) Underline the items that were made with resources that depend on soil.

notebook    wooden chair    plastic bottle    paper bag



# Reduce and Reuse



3. Explain why it is important for people to **conserve** land resources.

\_\_\_\_\_

\_\_\_\_\_

4. Explain **two** ways that you can reduce the amount of land resources you use in your everyday life.

- 1) \_\_\_\_\_
- \_\_\_\_\_
- 2) \_\_\_\_\_
- \_\_\_\_\_

## Extension & Application

5. **Create a display of reusable items.** Set up a table in your classroom to give students and teachers ideas about how to reuse common items.

**Step 1:** Begin by brainstorming a list of **10 to 12** items that can be reused. Try to think of items that people usually throw away. Take a look in the waste bins at home and school for ideas.

**Step 2:** Obtain **samples** of each item on your list. Ask your friends, family, and classmates to save the items for you instead of throwing them away.

**Step 3:** Think of **another use** for each item. Uses can be creative, fun, or practical.

**Step 4:** Create a display that shows your ideas for how to reuse each item. If possible, set up your items so that people can see how they are being reused. Each item in the display should contain the following:

- a label
- a short written description of its first use
- a short written description of how it can be reused

## Reuse Contest

Hold a contest at your school to find the most USEFUL and CREATIVE ways to reuse everyday items. Work with a small group to run a contest for your class, or work with your whole class to run a contest for your school.

### Part A

Create posters to **advertise** the contest. Be sure your posters answer the following questions:

- **Why** should students enter the contest? Tell students why it is important to reuse items instead of throwing them away.
- **What** are the contest rules? What are the prizes?
- **Where** is the contest located? Where should students drop off entries?
- **When** will the entries be judged? When is the deadline for entering?
- **Who** will judge the entries? Who is allowed to enter?
- **How** will the entries be judged? What are the judges looking for? Is there more than one category of winners? For example, you may want to offer one prize for the most practical reuse, and another for the most creative.

### Part B

**Collect all of the entries.** Write a judging checklist that all of the judges can use. To write your checklist, think about what are the most important things you want to look for in entries. Do you want to use a point system for judging?

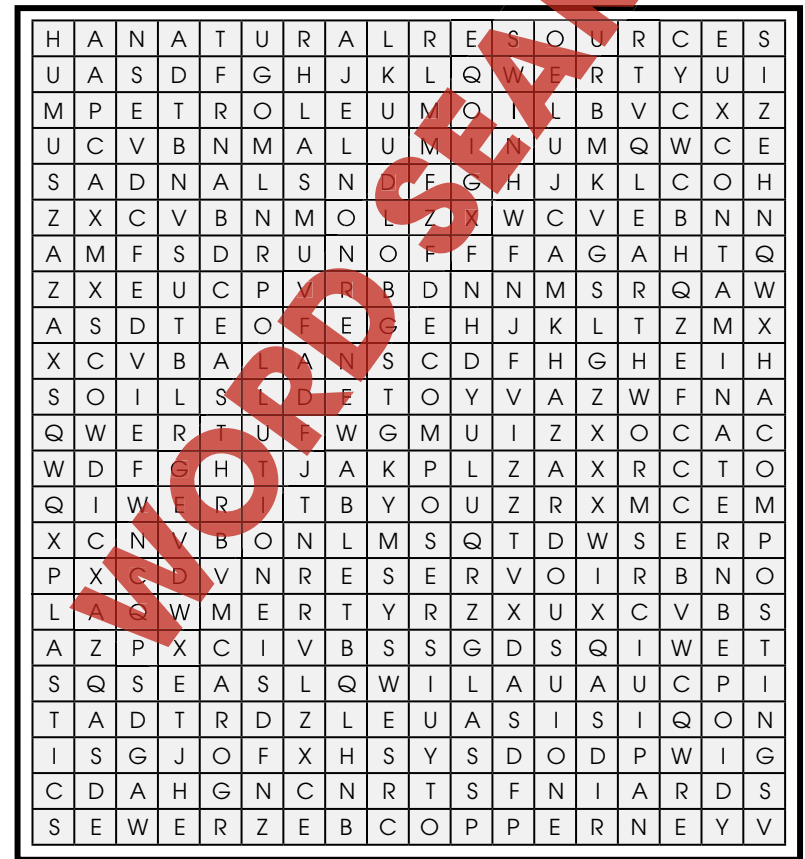
### Part C

**Choose the winners and runners-up.** Keep the best projects on display for a week or two for parents, teachers, and students to view.

## Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

natural resources	toxic	decomposers	runoff
metal	copper	land	hazardous
paper	reservoir	stone	contaminate
nonrenewable	windmills	humus	drain
petroleum oil	composting	fuel	sewer
glass	waste	soil	aluminum
pollution	plastic	earthworms	



## Comprehension Quiz

### Part C

Answer the questions in complete sentences.

1. Explain the difference between **renewable** and **nonrenewable** resources. Give examples of each. 4
2. Explain how **recycling** is a way to practice sustainability. 3
3. What is the difference between **water purification** and **sewage treatment**? 3
4. Give examples of how burning fossil fuels harms the environment and human health. 3
5. Explain how going "Green" can help a business save money and help the environment. 3

SUBTOTAL: /16

## Plastics Recycling Numbers

 <b>PVC</b>	<b>Polyvinyl Chloride</b> (1% of product recycled) Detergent bottles, binders, cling film, clear food packaging, vinyl siding, wire sheathing, drainage and irrigation pipes.	 <b>PS</b>	<b>Polystyrene</b> (1% of product recycled) Yoghurt cups, foam meat or fish trays, hamburger boxes and egg cartons, vending cups, plastic cutlery.
 <b>HDPE</b>	<b>High-density Polyethylene</b> (4% of product recycled) Milk jugs, shampoo bottles, fresh bags, motor oil bottles, yoghurt containers, cereal box liners.	 <b>PP</b>	<b>Polypropylene</b> (1% of product recycled) Ketchup bottles, straws, medicine bottles, margarine tubs, microwaveable meal trays.
 <b>PET</b>	<b>Polyethylene Terephthalate</b> (48% of product recycled) Soft drink & water bottles, salad dressing bottles and oven-ready meal trays.	 <b>LDPE</b>	<b>Low density Polyethylene</b> (1% of product recycled) Bread bags, frozen food bags, dry cleaning bags, carpet, and bin liners.

NAME: \_\_\_\_\_

After You Read 



# Reduce and Reuse

3. Explain why it is important for people to **conserve** land resources.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Explain **two** ways that you can reduce the amount of land resources you use in your everyday life.

1) \_\_\_\_\_  
\_\_\_\_\_  
2) \_\_\_\_\_  
\_\_\_\_\_

## Extension & Application

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- a short written description of how it can be reused



**3.**  
Land resources are needed to make all of the things we use every day.  
Answers will vary

**4.**  
Answers will vary

**5.**  
Answers will vary

11

12

Answers will vary

13

Answers will vary

10

14

# EASY MARKING ANSWER KEY