

ACTIVITY 7

The '3Rs' and Making Art

In terms of managing wastes, the 'waste hierarchy' is the guiding principle – the 3Rs. To reduce waste we first reduce consumption, then re-use things in order to optimise resources, then recycle what we can. A fun way for children to re-use materials is to use them for artistic purposes, and this often makes them think about the value and uses of waste materials, and potentially extends a message about excessive consumption and environmental pollution. A theme such as birds or four-legged animals could be developed in order to integrate this activity with the science curriculum.

The Arts ACAVAM 107/107 Use and experiment with different materials, techniques, technologies and processes to make artworks

Science ACSSU002 Living things have basic needs, including food and water

Science ACSSU017 [Living things have a variety of external features](#)

Science ACSSU211 [Living things live in different places where their needs are met](#)

Sustainability OI.1, OI.2, OI.3, OI.4, OI.5, OI.6 All life forms are connected to, and dependent upon, the ecosystems in which they live, and actions for sustainability should consider fairness across generations into the future.

You will need

For art/construction activities, collect inert waste materials such as:

- Cardboard cylinders
- Small, medium and large boxes, matchboxes
- Pieces of wood
- Clean polystyrene/plastic trays
- Lids of varying sizes
- Corks
- Clean egg cartons
- Paper (e.g. for papier mache)
- Icy pole sticks

- Tissue paper
- Old magazines
- Foam
- String
- Fabric
- Wool
- Feathers
- Bread fasteners
- Small toys/pieces of toys
- Cotton reels
- Disposable Plastic bottles/cups of varying sizes
- Straws/pipe cleaners
- Coloured paper pieces

Parents and other members of the school community can assist with the collection of these items.

You will ALSO need

- A hot glue gun (and a dedicated adult to help with this)
- Sticky tape, scissors, stapler, glue for construction, PVA glue, paint
- Teachers/other adults to use hand-held drills to drill holes or hammer nails
- Scissors

Method

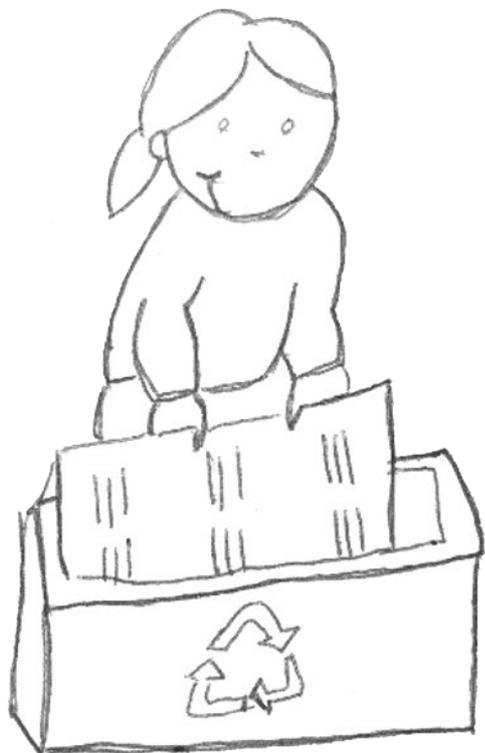
Introduce the terms 'Reduce, Re-use, Recycle' (The '3Rs') to the class. See what the children already know about those three words ... and see if the children can think of examples of how to reduce, re-use and recycle.

Ideas could include:

Reduce – use less, think carefully about what we are using, or don't buy it. An example would be to avoid buying individually wrapped chip packets and yoghurt containers.

Re-use – use things again and again, such as a lunchbox or drink-bottle. Repair clothes or a bike and use them some more, instead of throwing them away. Give pre-loved things to an op-shop so they can be sold to others.

Recycle – is to treat or reprocess something so that it can be made into something again, often the same thing. For example, if you put your paper in the recycling bin it will be taken away and be made back into paper or cardboard. Drink cans can be made back into cans or could be made into window frames.



Explain to the children that as an example of re-using, (clean) waste materials can be used for art works. It is also an opportunity to investigate the properties of waste materials, and potentially begin a conversation about the 'need' for certain things and the impact on the environment from our consumer choices.

Explore the numerous possibilities for construction/ sculpture with these types of construction materials. You could develop a theme such as birds or four-legged animals if you wanted to integrate this with the science curriculum. Reinforce the message of the Three Rs.



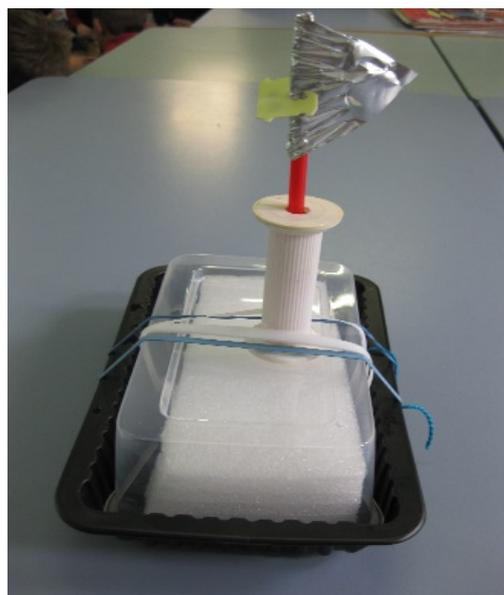
Explain that the worms in the worm farm and the creatures in the soil have been 'recycling', converting food waste into a useful soil conditioner. And the items that we put in our recycling bin are recycled into new things.

Ask the children "Why do we Reduce, Re-use and Recycle?"

The students may offer three main reasons for reducing, re-using and recycling.

1. **To avoiding filling up rubbish tips.** Ask the children if they have been to a rubbish tip or transfer station? What was their impression? (e.g. *It was smelly, there were flies etc*). Did they notice how much rubbish people threw out? Do they know where the rubbish goes (e.g. *lots of it goes into a hole in the ground, some gets recycled or composted*).
2. **To ensure that our waste does not become litter and blow or wash into the ocean, harming ocean wildlife.** Ask the children what they know of marine litter and its effects (e.g. *entanglement in fishing nets/rope, ingestion of plastic*)
3. **To save resources.** A good example to use for this age group about 'saving resources' is the example of paper. Ask the students what happens if we save paper (e.g. *if we save paper, we cut down less trees, saving the habitat of birds, possums etc*).





Ask every child to explain their art work to their peers, what their sculpture/animal is made from, and show which materials have been re-used.