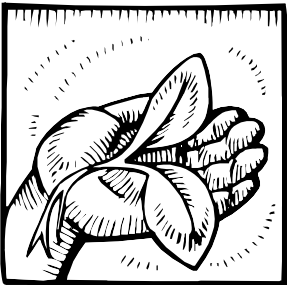


“ONE PERSON’S TRASH”

Classroom Guide

City of Stockton
Stockton Scavengers · 209-946-5711
Sunrise Sanitation · 209-466-3604

Spring 2005



With this issue, we celebrate the 35th anniversary of Earth Day. The first Earth Day in 1970 was planned as a nationwide teach-in about

the environment.

Since Earth Day is an annual reminder that we need to treat the Earth gently every day, this would also be a great time for your class to undertake a special project.

If you have suggestions or comments for improving the newsletter or this Classroom Guide, please call or write us.

Beating the budget blues



Budgets help people and organizations plan where and how much money will be earned (income) and where and how much money will be spent (expenses). In making a budget, the goal is that the income and expenses will be the same (a balanced budget) or that there will be money left over (a surplus to be saved or spent on something extra). If income does not meet or exceed expenses, the budget has a deficit. A deficit can be covered by 1) spending less, 2) earning more, or 3) borrowing money.

Discussion Starters

- Define and discuss the terms: “income,” “expenses,” “surplus,” and “deficit.” In budgeting, is it better to overestimate or underestimate expenses? What about income?
- Do your students receive allowances at home? Do they

have jobs? What responsibilities or jobs do they have? What are they expected to purchase with their own money? (For example, some students are expected to earn their own money for entertainment or clothing.)

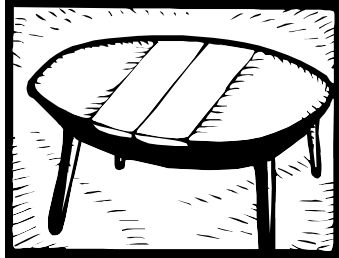
- Who makes budgets? As a class, brainstorm a list. This might include individuals, families, charitable organizations, businesses, and governments. Discuss how each of these individuals or groups would use their budgets.
- Budgets are *planning* and *evaluation* tools. How does a budget help in planning for the future? How might it be used to evaluate what has happened in the past?
- If there is a budget deficit that is covered by borrowing money (debt), what are some of the long-term consequences? (For instance, repaying the debt will become an expense in the future. Borrowing more than can be repaid can result in bankruptcy.)
- What are some ways to reduce expenses? (Some options are: Choosing not to purchase anything. Selecting less expensive items. Buying used instead of new items. Repairing instead of replacing.)
- What expenses do governments have? What sources of income? How do government agencies use budgets? What happens when the government cannot afford to pay for all of the services that citizens want to receive?

- Spending less money can also result in creating less waste. Discuss ways that spending less results in less wasteful behavior and less waste produced? This might include saving energy and water, producing less packaging waste, using fewer disposable items, etc.
- Have your students ever been told “Money does not grow on trees”? This is a metaphor. Discuss what this metaphor means, how people use it, and why they say it.

Extension Activity

Place students in pairs or small groups. Give each group a budget of \$1,500 to outfit a new apartment with a table, four chairs, eight plates and bowls, eight sets of

silverware, eight mugs, eight glasses, a set of pans, a couch, a chair, an end table, and a bed. Using magazines, catalogs, newspapers, and the Internet, ask each group to figure out how to budget the \$1,500 to get all of the needed items. Remind them to consider items that are free, cheap, or used, as well as new. Use the websites listed inside the newsletter to locate used items.



If they are able to get all needed items without spending all of the money, ask them what they would do with the surplus (select other items, save the money for the future, etc.).

Reader Redux

Incorporate this newsletter into your classroom as you might use a newspaper. Whether you're teaching art or language arts or sociology, you can use articles in our newsletter to teach the skills and proficiencies that you're focusing on each day. Here are some "reuse" activities to help you get started:

- After the first Earth Day, there were sweeping changes at the federal and state levels. Later in 1970, President Richard Nixon established the U.S. Environmental Protection Agency by Executive Order. In the years that followed, dozens of environmental laws were passed, protecting our coastlines, clearing our air, and cleaning up our water supplies. What if there had never been an Earth Day on April 22, 1970? What would the world be like today? Record your answers through an imaginative essay, a letter to the editor, a personal letter to a friend or family member, or a poem or song lyric. Remember—it should read as though Earth Day never happened!
- Visit the library or media center. Look for the books listed in "Recommended Reading for Earth Day." On a sheet of paper or in your journal, record these books' call numbers/letters and the number of pages in each book. Now, find three other books about Earth Day; record their titles, authors, illustrators (if any), publishers, publication dates, and call numbers/letters. Find a magazine or journal article about an environmental issue; record the article name, the publication name, the publication date, and the page number on which the article begins.
- Go online to the Earth 911 website, www.earth911.org or www.1800cleanup.org. Answer these questions: What is the date of the press release entitled "Memorial Day Weekend Kicks Off Nationwide Beach Water Quality Program"? What is the URL (Uniform Resource Locator, or exact web address) for the list of "50 Things You Can Do for Cleaner Air"? Type in your ZIP code, click on "Used Tires," and write down the phone numbers of the recycling locations listed.
- Complete these sentences: *At the garage sale, he found the perfect _____.* *He had hoped to find something like this ever since...*



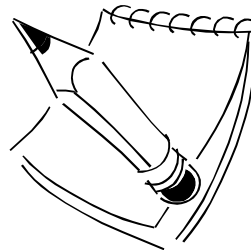
In a word



Provide your students with this word list. Ask them to choose 20 of the 27 words and use them in a paragraph (that makes sense!). Your students can change the tense or the number of the words (i.e., "repair" to "repaired" or "students" to "student").

Backpack	Brother	Bottle
Can	Drastic	Everyday
Family	Glass	House
Job	Newspaper	Photograph
Plastic	Question	Recycle
Reduce	Repair	Replace
Reuse	School	Sister
Students	Teenagers	Time
Volunteer	Vote	Your

Are you ready?



In addition to clearing out excess

household chemicals, each family should also have a "Family Communication Plan" in case of disaster. The Plan should contain the name, date of birth, social security number, and important medical information (such as

prescriptions) for each family member.

The Plan should also specify a predetermined meeting place. Each family member should have an emergency contact information card to keep in a wallet or purse. This emergency family plan card should contain this information: contact (holder) name and telephone number, other family members' names and telephone numbers, an out-of-state contact name and telephone number, and the address/location of the neighborhood meeting place and telephone number. (For more information on family communications, visit www.fema.gov and click on "Are You Ready? Guide.")

As a community service project, your class could develop Family Communication Plan sheets and cards. At a community festival or school function, students could staff a booth and provide these sheets/cards, as well as other emergency preparedness information, to residents. Your class has our permission to reprint and distribute the article "Dealing with Disaster." Remember to use recycled-content paper when you copy all of your materials!

After the project is complete, talk to your students about what they learned, what responses they received, and what this tells them about planning future community service projects.

Did you know?

Approved disaster aid for Hurricanes Charley, Frances, Ivan and Jeanne has surpassed \$4.15 billion. To date, 1.23 million victims have applied for federal and state assistance.

Source: Federal Emergency Management Agency