



Tips for Elementary Schools

Chicago Conservation Corps (C3) Student Clubs

Chicago Department of Environment (DOE)

2009-2010



All C3 Student Clubs curriculum is written for 8th-12th graders. If you are adapting New Clubs activities for younger students or students with special needs, you will need to identify key areas that may not be suitable for your audience. Remember that you have electronic copies of all C3 worksheets, so you can adapt them for your students. You can also talk to C3 staff or other C3 teachers (see your directory) to get suggestions.

Some areas to pay attention to have been highlighted below:

NEW CLUBS LAND & WASTE UNIT

▪ **What's in the Trash? Waste Audit**

- *Comprehensive Waste Audit:* Students are asked to find the weight of waste/recyclables by standing on a bathroom scale with the bag in hand, then subtracting their weight to get a final amount. Teacher assistance is necessary for those calculations.
- *Walk-through Waste Audit:* Students calculate the volume of trash cans (cylinders and rectangular prisms). If at all possible, it is recommended for younger students to conduct the Comprehensive Waste Audit.
- *Analyzing the Results:* Calculators and a great deal of teacher explanation are needed.

▪ **Reduce, Reuse, Recycle – Rethink!**

- Clubs are often responsible for managing the school's recycling program. The bags can be too heavy for young students to carry, and carts can be too tall, so a relationship with the custodial staff is needed.

▪ **Worms Ate My Lunch!**

- Clubs are often responsible for adding material to worm bins. Younger students may need additional supervision or guidance.
- A great game for younger students on this topic is *Vermi the Worm*: www.ciwmb.ca.gov/vermi/game/introduction.html. It will likely take your students 45 minutes to complete.

NEW CLUBS AIR & ENERGY UNIT

▪ **Air & Energy Audit**

- You will likely want to allow more time for an explanation of why, as environmentalists, we care about energy use and air quality issues. Most young students do not know that our electricity comes from coal-fired power, or why fossil fuels pose a problem.
- *Guess Which Gas...?* explains differences between various atmospheric gases. If your students have not yet learned about gases or the atmosphere, this may be an inappropriate (and easily skipped) activity.



- *Kill-a-Watt*: It is best to do Kill-a-watt as a group, as opposed to having younger students be individually responsible for tracking an appliance's energy use. Also, calculations on p. 8 may prove too challenging for independent completion. Most middle school students can complete at least columns 1 and 2 alone.
 - *Air & Energy Sleuth*: These activities are more appropriate for younger students. You can put more emphasis on this portion of the audit.
- **Making Change**
 - This project is very easily adaptable for any audience.
 - **What Are You Waiting For?**
 - To conduct this audit, make sure younger students are in larger groups so they are more visible.
 - Younger students will need a lot of assistance with calculations.
 - **Alternative Driver's Ed**
 - *Getting Around Town*: This game is very popular with younger students.
 - This project in general is very friendly for younger audiences who do not drive anyway. It reinforces positive

NEW CLUBS WATER UNIT

- **Every Drop Counts**
 - In terms of introductory activities, the *Drop in the Bucket* activity is more appropriate than *Putting the Pieces Together* for younger students.
 - *Leaky Faucets*: The procedure (surface leaks, tracking time and mass, etc.) and math can be tricky for younger students. It is best to keep your students in a larger group with adult supervision.
- **Save the Source**
 - *Outdoor Stewardship*: Younger students will require more supervision, and thus additional chaperones, if they take part in an activity through Friends of the Chicago River or Alliance for the Great Lakes.

