

CLASS ACTIVITIES AND PROJECTS

Grades K - 8



Class Activities and Projects. K - 8

(Linking recycling to other subject areas. These activities can be expanded or simplified to be appropriate for all grade levels)

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The Recyclables	A series of scripts for classroom or student clubs that follow a group of beverage container characters on a series of adventures. The scripts are available on our website. www.enr.gov.nt.ca/eps/beverage.htm (Recommended for grades 7 and up)



Activity: It's in the News. (Language Arts)

Students read newspapers and collect articles concerning waste management or recycling in their region and community. Students write an article for a newspaper or a newsletter about recycling or a related environmental issue.

Suggested time: 2-3 class sessions.

Begin with a survey and discussion with the class. Use these or similar questions to guide discussion:

- How does their community deal with garbage?
- Does everything go to a landfill?
- Is it safe to put everything in the landfill?
- Is there unlimited space in the landfill?
- How can the amount of garbage going to the landfill be reduced?
- Is everything that goes to the landfill garbage?
- What else could be done with it?
- Do they know about recycling?
- Do they recycle at home?
- Do they "reuse" things at home?
- Could they recycle more at home or at school?
- What sort of things could they do to reuse and recycle more?
- Could they reduce how many products they use on a daily basis?

Have your students monitor your local newspaper for news, advertising, feature articles and editorials that pertain to waste management or to the environment. Have students share any articles they have read or heard on the news with the class. Use the information to assess how sensitive your community is to these issues.

Discussion questions could include:

- Is your community participating in a recycling program?
- Why have some communities decided it is important to recycle?
- Is it important for your community to recycle?
- Do you have some ideas or suggestions for reducing, reusing and recycling in your community?

Discuss with students their ability to take a leadership role in their community. How can they make their voices heard?

Have the students write a letter for the local newspaper or school newsletter about initiatives that your school or community is taking or could take to participate in a recycling program. Encourage them to write a letter that speaks to their community about the benefits and importance of reducing waste.

Choose some of the letters to be sent to the newspaper or school newsletter for publication.



Activity: Fashion and Design (Arts)

Students create new styles and fashions using their imagination and reusable items.

Suggested time: Up to 5 class sessions.

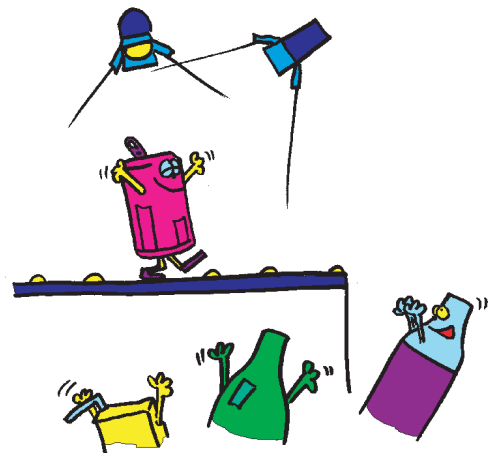
Discuss with your students how some products are recycled and made into fabrics and clothes (e.g. plastic pop bottles are turned into polar fleece as well as t-shirts and bags from a product called Eco-Spun). Although students cannot process items industrially, challenge them to design and create garments for a fashion show with a reuse and recycle theme. Tell the students that they are fashion designers for a large company. Hand out the student page "Re-Inventing Fashion".

Encourage the students to be as creative as possible and to have fun using strange and silly things to make their designs. For example, find a way to construct a shirt made only from pop bottles, a suit only from newspaper, a skirt with wire and milk jugs or a hat from pop bottle tops and aluminum can tabs. Encourage them to use second hand clothing as a base for some of their design projects. They can find all sorts of ways of "manufacturing" their garments using wire, thread, bits of yarn, glue, etc.

Have students work in pairs or groups to create and construct their designs. They should hand in sketches, ideas and design drawings before they begin the construction process. Encourage students to reuse things they find around them at home or school. They should create a garment that does not require extra consumption of a product to complete the construction.

Plan and publicize a fashion show for the class or even a school assembly to model the invented garments. Encourage the class to find a catchy name for their fashion show. Some students can model the garments while others announce and describe the benefits of the garment to the audience.

As part of their "selling" description during the fashion show they should include such information as the materials used to make the garment, how much it cost to make it, how much money in resources was saved making it, why it is a good choice as a garment and how reusing the items in this garment has benefitted the environment and the community. With a garment made from recyclable items such as juice boxes or pop cans, they could include what its recycled value would be worth if all the items contained in the design were returned to the depot.





RE-INVENTING FASHION

You are a fashion designer. Your company "Re-Inventing Fashion" has hired you to design garments made only from reused products. They are hoping to market these fashion statements based on their value to the environment and stunning visual appeal of the garment.

Using good design principles, design and construct garments from reused materials. Think about such elements as colour, form, flexibility, durability, practicality and visual appeal.

You will need to provide your employer with some sketches and design outlines prior to manufacturing your garment. As well, you should provide your employer with a brief estimate of what it would cost to make one of your designs and what its retail value would be.

Work with a fellow designer to create drawings and plans for your garment. Discuss what it will look like, what materials you will use and how it will be made.

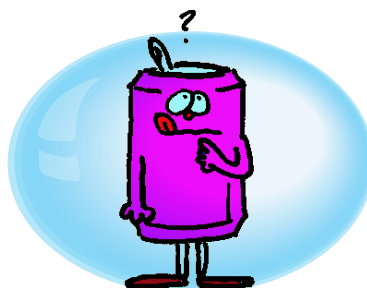
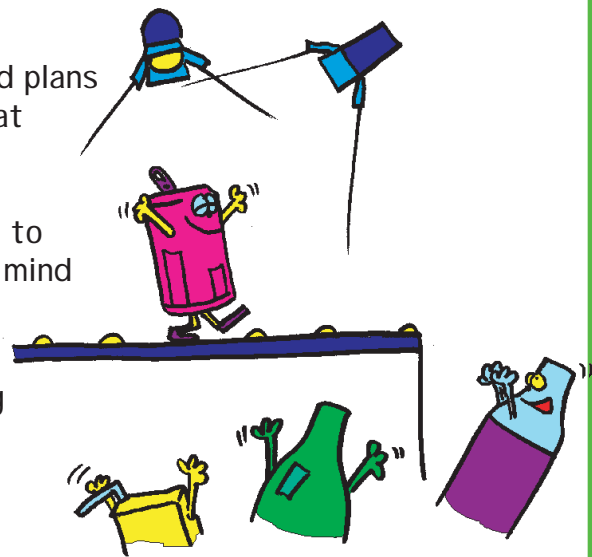
You will need to "sell" the concept of your garment to your employer as well as to the public. Keep this in mind while preparing to show your work.

Get creative and impress your employers by making garments out of unlikely materials such as:

- Newspapers
- Cardboard boxes
- Plastic bottles
- Juice boxes
- Plastic bags
- Bottle caps
- Aluminum cans

Other useful items could include:

- Second hand clothes (as a base for your design)
- Scraps of fur
- Old ties
- String, yarn, thread, wire
- Scraps of material
- Feathers



Activity: Track Your Consumption. (Math)

Students create bar graphs based on estimations and data collected about their own use of disposable beverage containers.

Suggested time: One week (a few minutes per day).

To get your students thinking about disposable beverage containers and where they go, discuss the following questions:

- What happens to the containers if you throw them in the garbage?
- Are there other options instead of throwing the containers in the garbage?
- Do you need to use these disposable beverage containers all the time?
- What could you use instead of a disposable beverage container?

Hand out the "Track Your Consumption" sheet to your students. Have them keep track of how many disposable beverage containers they use each day for a week. Have students try to include beverage containers used in their home. If this is not possible, have them keep track of their personal consumption.

After the students have tracked their consumption for a week, have them complete a bar graph that demonstrates how many containers they use in one week. Have them do a projection of how many containers they will use in one month, 6 months and one year. Have students compare their totals with N.W.T. statistics to see if their consumption is above or below the territorial average.

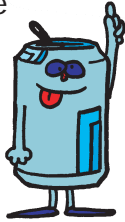
Ask the students to draw some conclusions about their own consumption. Do they feel it is important that they recycle the containers they are using? Do they think they could use fewer containers per week? What are some ways they could use fewer disposable beverage containers?

Further math questions:

Have the students calculate the volume of space needed to dispose of their containers (with or without crushing the containers).

Have the students calculate the distance their containers would cover if they were placed end to end along a road.





TRACK YOUR CONSUMPTION

Keep track of how many drink containers you use in one week, and what types you use. Be sure to include large containers that your family uses at home like two litre pop bottles or one litre polycoat juice containers. Tally your totals at the end of the week. How many of each type of container did you use in one week? Based on this information, estimate how many you would use in one month, six months and in one year.

Chart your information on a bar graph. Compare your result to the N.W.T. statistics. Are you above or below the average consumption level?

When you look at your results what kinds of conclusions can you draw about your personal consumption. Are there any changes you would make?

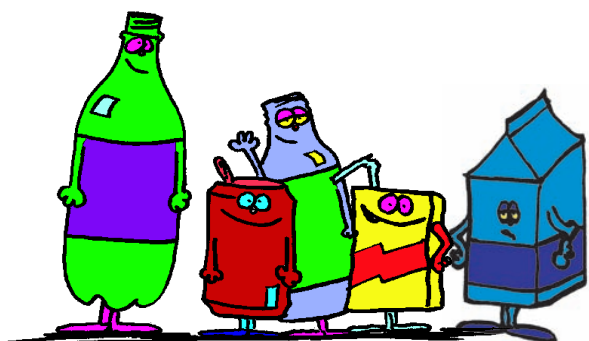
Drink Container	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Totals
Aluminum								
Glass								
Plastic								
Polycoat								

Total: _____

Estimate: 1 month (4 weeks) _____
 6 months (26 weeks) _____
 1 year (52 weeks) _____

Did you know?

The average person in the N.W.T. uses 610 non-alcoholic disposable beverage containers per year!



Activity: Changing Times. (Social/Communications)

Students interview an older person to compare products and consumer habits in the past with the present day.

Suggested time: 3 class sessions.

Consumer habits and products have changed drastically in the past 60 years. Many young people today are not aware of these changes and the move towards disposable containers and excessive packaging. Often they are unaware of the increasing strain on resources and increasing damage to the environment.

Engage your students in a discussion about what they think some of the major differences are in consumer trends in the past 60 years. For example: Amount and variety of packaging? Availability of different products? Number of disposable products? Different brands of the same product?

In order to discover more about how our consumer habits have changed, have your students conduct an interview with someone from an older generation. They can choose an elder, grandparent, teacher, community leader, an aunt or uncle who would be willing to answer some questions.

Hand out the student worksheet, Have students brainstorm in pairs to come up with a series of questions they can use for the interview. Encourage them to ask questions that will elicit interesting responses concerning the use of resources and differences in consumer trends. Review their questions as a class.

Here are some examples of questions students could ask:

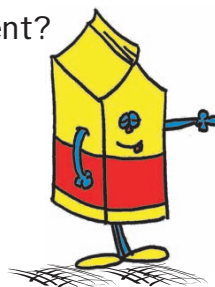
1. How were different food and beverages packaged when you were my age? Ask for some examples like milk, fruit, meat, eggs, lard or candy?
2. Did you buy them from a store?
3. Did you have store bought ready-to-heat meals or take-out food at my age? How often?

Have students choose their best ten questions to use in an interview.

Hand out the "Tips for Conducting an Interview" page to your students before they contact their chosen interview subject. Have them do practice interviews with classmates.

Have students write a short summary of their interview or do a class presentation based on what they learned. Here are some questions students could use to help organize their conclusion:

1. What has changed?
2. What is still the same?
3. How have the changes helped us?
4. How have the changes hurt us?
5. How have the changes effected the environment?



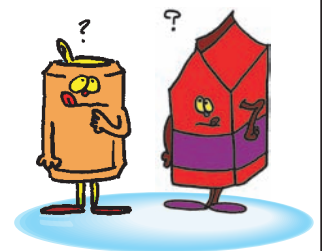
CHANGING TIMES

We all have to eat food and drink water to survive. This will never change. But our habits of consumption are something that are changing all the time. Today when we buy something to drink or eat, it comes in all sorts of different packaging. Glass, plastic, aluminum and paperboard are all used to make different types of containers for beverages and food products. Do you think it was always like this? What kind of differences do you think there might be between how we consume food and drink today compared to twenty, forty or sixty years ago?

In order to discover more about how our consumer habits have changed, conduct an interview with someone from an older generation. Choose an elder, grandparent, teacher, an aunt, uncle or another older person in the community who would be willing to answer some questions for you.

Work together with a partner to brainstorm a list of questions. Chose your best ten questions to use for interview. Be sure to show the questions to your teacher before you conduct your interview.

Questions:



Tips for conducting an interview:

Before the interview:

1. Set up a time for the interview early enough in advance to give the interviewee time to prepare.
2. Explain what your class project is and why you would like to do the interview.
3. Be sure to have all your questions thought out and written down on a piece of paper before going to the interview.
4. Limit your interview to approximately ten questions so it doesn't run too long.
5. Offer to give a list of the questions in advance to the person you are interviewing so they can prepare if they would like to.
6. If you would like to record the interview ask permission in advance.

During the interview:

1. Always be polite and courteous.
2. Ask your questions clearly and give the interviewee time to think and respond.
3. Thank the interviewee for taking time to speak with you and helping you with a class project.
4. If you will be using the information to write an article that will be published offer to send them a copy.
5. Be sure to get their address to send any printed work as well as a thank you note.



Activity: Reusing Things for the Fun of It! (Cultural/Arts)

Students research how other cultures reuse objects to make toys and games. Students invent their own game with reused items.

Suggested time: 4 class sessions.

In many cultures around the world children do not have access to a variety of manufactured games and toys. They often invent games and toys from found objects or reuse items to make new games.

Encourage your students do some research on different games or toys of children around the world. Handout the "Reusing things for the fun of it" page with the list of suggested web sites as a starting point for their research.

Have students share with the class any interesting games or toys they discover that other children have invented.

Ask your students to work together in groups to invent their own games or toys. Students should use "used" items only to make their game or toy.

When the students have complete their assignment have an afternoon of games where students can try playing each others games.



REUSING THINGS FOR THE FUN OF IT!

Reusing things we buy is another way of reducing waste. Finding new uses for things can be fun and challenging.

In many cultures of the world children invent games and toys from objects they find around them. They reuse found items and make games instead of relying on new games bought from the store.

Do some research on traditional games around the world and see what kinds of games kids invent. Discover what kinds of objects they find or reuse to make these games.

Invent your own game using only "used" items. What sorts of things can you reuse to make a game? If you want some ideas or inspiration, check out some of these sites that describe different traditional games and toys around the world.

<http://web.ukonline.co.uk/conker/games/games.htm>

A monthly updated list with descriptions of different traditional games played in the UK.

www.topics-mag.com/edition11/games-section.htm

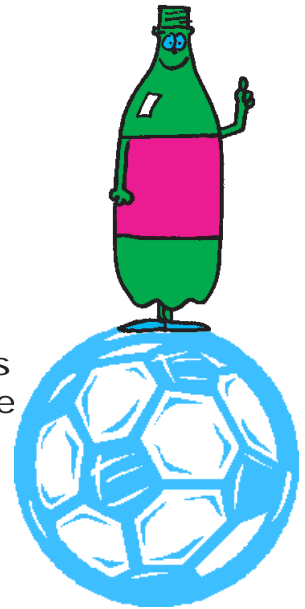
Traditional games from around the world. Descriptions and rules.

www.tafisa.net/traditionalgames/

Find links to sites describing traditional games from many different countries, including: Bolivia, Brazil, Egypt and more.

www.ausport.gov.au/fulltext/2000/ascpub/traditional.asp#11

Descriptions and rules of Indigenous Traditional Games of Australia.



Activity: Music and Song.

Using songs and music in the classroom is a fun way to get students participating while learning. Two song examples that could be used in the classroom are provided.

Suggested time: 1-2 class sessions.

Song: Recycling Rap

This is an example of a rap song. Students can put whatever music or beat to it they choose. It can be used as a presentation for other classes, during school announcements or as part of an assembly or fair.

This song can also be used as an example for a summary activity. Have students write their own rap using information they have learned about recycling. They could work in groups to write and present the rap to the rest of the class. Some students could sing/rap while others keep a beat or make sound effects.

Song: The Can Came Back

This is a take off on the popular song "The Cat came Back" written by Harry S. Miller in 1893. The chords for the song are: Em/D/C/B7. If you are not familiar with the melody of the song, the music is available on several internet sites.

This song tells the stories and adventures of a can that keeps coming back after being recycled. Students can write their own verses for the song telling of the northern adventures of the can. After each verse return to the chorus "But the can came back".



But the Can Came Back

(To the tune of The Cat Came Back by Harry S. Miller, 1893)
Chords: Em/D/C/B7

A driver sped along with a can of pop to drink
Out he tossed the can, not taking time to think.
A little girl beside the road, just had time to duck
Then shook her angry fist at the disappearing truck.

Chorus

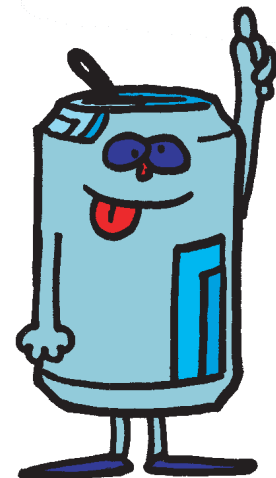
But the can came back the very next day.
The can came back, she/he took it to a depot.
And the can came back, she/he knew that recycling would pay.

It was bought by a boy who was headed for the beach
He waded in the water and was bitten by a leech.
He pulled and he tugged but that leech it wouldn't drop
'Til he opened up the can and doused the leech in pop.

It was bought by a girl to take to summer camp
But the weather there turned nasty... windy, cold and damp.
Her teeth started chattering, her shivering wouldn't stop
She warmed up the can of juice and drank up every drop.

It was bought by a hunter passing through Hay River
Who cooked up a soup of mushrooms, beans and liver.
He opened up the can of pop and poured it in the soup
It bubbled and it splattered and made his moustache droop.

It was bought by a tourist who was paddle-ing to Tuk
She got lost in the delta, stranded in the muck.
She waved the can of juice to flag a passing boat
They hooked her with a fishing line and towed her back afloat.



RECYCLING RAP

One little can all shiny and new
Used a lot of energy getting to you.
So much electricity to make aluminium
We can save a lot if we use the can again.

Don't throw it away to fill up the dump
Or lie along the roadside...a littering lump.
Take it to the depot, get some money back
Get it going 'round the right recycle track.

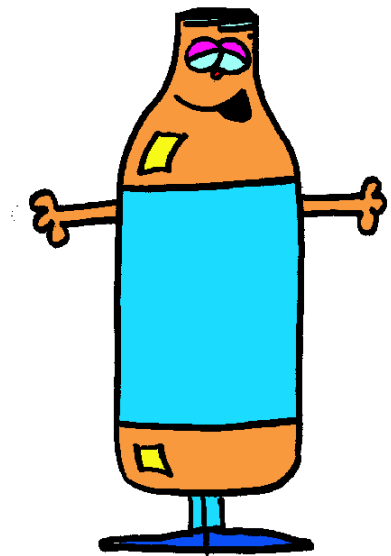
They'll crush it and bale it and take it to a town
Where a huge hot furnace will melt it down.
Then roll it all out in a long thin sheet
To cut for new cans... that's pretty sweet.

And that plastic bottle...the one that held your pop
If it's headed for the garbage, now's the time to stop.
Take it to the depot, get some money back
Get it going 'round the right recycle track.

They can shred it and melt it and spin into thread
To make a new fleece vest or carpet by your bed.
Or mold it into bottles, buckets and pails
Even plastic lumber for new fence rails.

Now that little box....the one that held your drink
Can have a longer life when you take the time to think.
Take it to the depot, get some money back
Get it going 'round the right recycle track.

They can soak it and mush it to separate each part
Paper, plastic and metal get a brand new start.
Paper for new boxes instead of cutting trees
Leaving homes for animals, the birds and bees.



Activity: Drama

Drama can be used as a method of teaching all sorts of subjects. It is a great way to get your students involved in what they are learning and a good way for students to teach other peers through their performances.

The Recycling Machine

Suggested time: 2 -3 class

This skit can be used on its own or as a summary activity for students after reading and completing the grades 4 - 6 "Container Journey" worksheets provided in this kit. This dramatic activity can also be used to promote the recycling program at a school assembly or fair.

The intent of the machine is to demonstrate the kinds of products that can be made from recycled beverage containers. Construct the machine using room dividers, portable blackboards or bookcases draped with cloth or paper that can create a hidden space big enough to conceal 3 or 4 standing students who will act as the recycled products and noise makers. The machine could be decorated with recycling logos, a fictional company name and entrance and exit signs.

Several students start outside the machine near the entrance, each holding a different beverage container. Another 2 or 3 students are already hidden in the machine as the recycling crew. The first student waiting outside the machine shows their container to the audience, then enters the machine. The crew inside makes loud "factory" noises then the student who entered leaves the machine through the exit carrying the new product made from the container. The process is repeated for all the students holding containers.

Have fun with a variety of noises for the machine. Additional features like flashing lights and objects being tossed into the air by the crew are options.

Suggestions for container types and recycled products:

- a) Aluminum can: new aluminum cans, tools, machine parts
- b) Plastic bottle: fleece clothing or blanket, detergent bottle, plastic bucket, plastic coat hanger, carpet, CD cases
- c) Metal can (eg. tomato juice): wire, re-bar
- d) Polycoat drink box: writing paper, cardboard, paper napkins
- e) Glass bottle: fiberglass insulation

The recycling machine could be expanded to demonstrate returning a beverage container to the depot, transporting the containers to the recycling machine and closing the loop by showing someone purchasing the recycled products. The machine could also demonstrate the recycling process for other materials that can be recycled in your region. For example, cardboard, newspaper, other kinds of paper and milk jugs.



Activity: Drama

Melodrama

Suggested time: 1 week - 3

Melodrama is a type of exaggerated drama with silly events and larger than life characters. Use the sample script provided to put together a short melodrama skit for classrooms or assemblies. If you have more time, hand out the student page "Melodrama". Have your students come up with their own situations and fun villains and heroes to present to peers.

This is an excellent form of children's theatre. Have your class perform for younger grades in your school or neighbouring schools.

The Recyclables

Suggested time: 1 week - 8 weeks.

The Recyclables are a series of scripts for you and your students. They are available on our website: www.enr.gov.nt.ca/ca/eps/beverage.htm.

Use the scripts as part of a drama element in your class or use them with student council, drama clubs or a recycling club as short skits to be presented at school assemblies, lunchtime theatre or as presentations for younger grades.

These scripts can be presented as short 10 minute vignettes. They follow the same group of characters on a collection of adventures. Students can perform these short plays in a weekly series or combine them for a larger production. Students can write further stories following the same characters or make their own original scripts specific to their community.

Props and sets can be as minimal or as elaborate as you choose, depending on the amount of time the students have for preparation.



MELODRAMA

What is it?

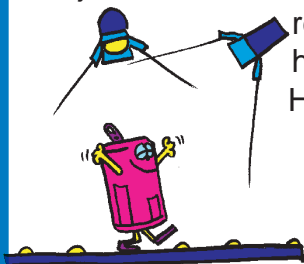
Melodrama is a specific genre of theatre or drama. This means that it follows a certain style with an obvious plot, recognizable characters and exaggerated emotions. The plot is typically a story of good against evil. The evil side in the story is always some sort of terrible villain. The villain often has a sidekick who does all the villain's dirty work. This sidekick is usually a character who is clumsy or not very bright and gives humour to the story. Sometimes the sidekick joins the good side in the end because he/she gets tired of putting up with the villain. The good side always has a hero or heroine who helps some characters in the story. The hero/heroine saves the day by capturing or putting an end to the villain and his or her evil plans. Melodramas have music and songs throughout the story, and characters will often sing.

How do you write your own environmental melodrama.

To write your own melodrama there are some basic elements you need to think about before you start writing the script:

- 1) **Where?** Choose a setting for your story to take place. A town, school, store, forest, etc. For example: A park and soccer field in a small town.
- 2) **What?** What happens in your story? You need a conflict in your story in order to give it action and make it interesting. For example: Someone is throwing trash all over the town. Soon there will be so much garbage the entire town will be buried!
- 3) **Why?** Why are the characters trying to solve the conflict in the story? For example: The kids from the town can't find their soccer field because it's buried under trash. They want to clean it up so they can practice for a big tournament.
- 4) **Who?** Who are the characters in your story? You need a villain and a hero. For example: The Villain: "Wicked Wasteful Wretch" who slinks around in dark clothes and tosses garbage and beverage containers from a bag at all times. The Hero: Rapid Recycling Man who wears a cloak of recyclable containers and has a large "recycle" emblem on his chest. Other characters: Kids from the town.
- 5) **When?** When does your story take place? Current day? In the past? In the future? For example: This story takes place in the present time on a Saturday afternoon.

Other things to consider: Melodramas often have music. Write a song or poem for one of your heroes or villains. Have two sidekicks for your villain who keep getting confused. Have other characters in the story help the hero save the day. Have the villain's sidekicks quit and join forces with the hero. There are lots of different things you can do with a melodrama, just remember they are meant to be silly and humorous. Have your villains and heroes move with sweeping gestures and exaggerated movements. Have fun!



Melodrama Sample Script

Villain (Wicked Wasteful Wretch): *(Concealing a bag of beverage containers under a black cape walks around drinking from pop and juice containers then throwing them away in rapid succession. Many should land in same area. Burps a lot and complains about how it's getting harder and harder to be a villain because there is no money in it anymore.)*

"Ohhhh, the hardship, the despair. No one appreciates a good villain these days. It's almost impossible to make a living, there's just no money in being a villain anymore. How do they expect a person to survive! Ohhhhh the hardship...."

Villain leans against a "tree" still muttering and drinking from a plastic bottle...freezes.

Two kids come along picking up discarded containers and putting them in a bag. There is a trail of full bags of containers behind them. They have been picking up drink containers for quite some time.

Kid One: We're never going to get to go to the soccer tournament. We haven't even practiced yet!

Kid Two: Just keep picking up cans, maybe we'll eventually clear this area up, I'm pretty sure the soccer field is here somewhere under all this trash.

Kid One: It will take us days to pick up all these containers and we'll miss the tournament! It's hopeless!

Kid Two: *(Looking around at all the trash).* Who would do this to our town?

Kid One: Look at all this trash, even if we do pick everything up, we're still stuck with bags of trash and no where to put them. I'm telling you it's hopeless!

Hero: *(Striding in from the side).* This sounds like a job for "Rapid Recycle Man"! Hello kids, did I hear someone in distress.

Kid One: Look at all this trash covering our soccer field. How are we supposed to practice for our tournament?

Kid Two: What kind of uncaring person would leave all this litter just lying around.

Hero (Rapid Recycle Man): "Someone who's not very good at math. Each of these containers is worth 10 cents. This looks like the work of "Wicked Wasteful Wretch" to me.

Kid One: Did you just say that each one of these containers is worth ten cents?

Hero: Yes and it adds up fast! This is not trash that you are looking at; this is precious material just waiting to be made into something else! Don't throw it out! Return it for a refund.

Kid Two: Wow, someone is just throwing away money!?

Villain: *(Jerks to attention and looks around, aside to self.)* "Someone is throwing money away?"

Kid One: *(speaking to Kid Two)* Yeah, it's like someone is just dumping bags of money all over our soccer field!

Kid Two: Do you realize, that if we return all this "mess" to the recycling depot we will have enough money to pay to go to our tournament!

Kid One: And buy some new soccer balls!

Kid Two: We're going to need some more bags.

Hero: This way kids, I have some for you in my recycle-mobile.

Villain: *(Sneaks up and looks at the full bag the kids have left behind.)* A whole bag of money just sitting here for the taking. *(Evil laugh).* This is easier than stealing candy from a baby. *(Evil laugh).* My lucky day!
(Villain opens the bag and shrieks in anger. Villain begins to pull out container

after container and throw them on the ground until she dumps the entire bag out in frustration.)

Villain: What kind of joke is this?? Where's the money? I know there are bags of money around somewhere I just overheard those kids talking about bags of money!
(The Villain moves to another bag and searches in it dumping it on the ground. When the Villain finds no money she shrieks and moves up stage to look in yet another bag. FREEZES)

Kid One: Oh no! Someone has dumped out all our containers again!

Kid Two: We're never going to get this soccer field cleaned up!

Hero: This is definitely the work of Wicked Wasteful Wretch. Follow the trail of waste. We shall apprehend her in the act!

(Hero and Kids follow the trail of litter, picking up containers and putting them back in the bags. They come across Wasteful Witch in the process of emptying a bag in search of money.)

Hero: Ah hah! Caught in the act wasteful litterbug! I knew this was your doing.

Villain: "Those kids said this was a bag full of money. I haven't found a single coin. Just wait until I get my hands on those lying little brats..."

Hero: *Leaps beside Villain.* " Uttering threats and caught red-handed with all the evidence. You won't get away this time Wicked Wasteful Wretch.

Villain: Caught with evidence, what are you talking about! There's nothing but trash here!

Hero: Wrong again Wasteful Wretch! *(Hero quickly ties up Villain. For effect, Hero could use a string of beverage containers)*

Kid Two: *(laughing)* You've got enough money right there wrapped around you to buy us some new soccer balls.

Kid One: Every container is worth 10 cents, and it adds up fast, trust us!

Villain: *(slumps down on the ground)* And to think... I have been throwing away money all day! This day is getting worse by the minute! There just isn't any money in being a villain these days.

Hero: You know Wasteful Wretch you could stop wasting things and leaving litter around. Start recycling your containers and get some money back.

Kid One: Yeah and you could just buy less drink containers, then you would save a lot of money! Just look at all these containers you left around. It's unbelievable!

Kid Two: Speaking of containers, look at all the bags of containers. We still don't have time to clean up and take all these bags to the depot and practice on time for the tournament.

Hero: Never Fear, Rapid Recycle Man is here! *(Recycle Man swoops around stage and picks up all the bags of containers.)* I will take them to the depot and bring back your tournament money. You should get practicing... but what to do with Wasteful Wretch while I go to the depot?

Kid One: *(winking at Kid Two)* Well, we could use a goalie.

Hero: Excellent idea! What do you think Wasteful Wretch?

Villain: Well OK... as long as they don't kick the ball at me too hard. I'm really not in shape you know.

Kids: Come on Wasteful, we'll be careful. We really do need a goalie.

All exit.