

REDUCE - PRIMARY ACTIVITY 2

The Reducing Game

OBJECTIVE: To introduce methods of reducing waste and energy consumption.

MATERIALS: buttons, beans, bingo chips or something else to use as playing pieces on the game board,
HANDOUTS: **Brewster's Road to Reduction** (Overhead B25), **Brewster's Road to Reduction** (Pullout B27), **Energy Question Cards** (B29), **Home Question Cards** (B31), **School Question Cards** (B33), **Brewster The Beaver** (ix) and **Hughdir T. Rat** (x)

VOCABULARY: energy, natural resources, reduce, waste

BACKGROUND:

The best method of handling waste is simply not to produce it. Canadians produce more garbage than any other nation so we could stand to reduce our waste. Less waste means less materials needed to be reused, recycled, composted or disposed of. Natural resources and money (for garbage collection, recycling programs, landfills, etc.) are also saved when garbage is decreased.

Along with all the garbage we produce, Canadians also use more energy per capita than anyone else. Most of our energy comes from natural resources. Heat, electricity, oil and gasoline are all derived from natural resources. Reducing both waste production and energy consumption is easy; all that is required is a change of habit.

PROCEDURE:

The gameboard for this activity has been produced on paper, HANDOUT: **Brewster's Road to Reduction** (Pullout B27) and as an overhead, HANDOUT: **Brewster's Road to Reduction** (Overhead B25). If the overhead format is not suitable, the paper gameboard can be made more durable by photocopying the page then mounting the copy on a sheet of illustration board, foamboard or similar material.

1. Convey the ideas expressed in the BACKGROUND section of this activity to the class.
2. To enhance the game, you could handout photocopies or produce overheads of the two characters found on the game: Brewster and Hughdir T. Rat. Both characters can be found in the introductory section of this book. (HANDOUTS: **Brewster the Beaver** (ix) and **Hughdir T. Rat** (x))
3. Now tell the students they are going to play a game. Depending upon the class size, you may wish to divide the children into teams or play the game with different groups of students at different times.
4. Photocopy the question/answer cards on double sided sheets, making sure they are properly aligned for cutting out. Arrange the cards into their three categories: Energy, Home and School.

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The Reducing Game (cont.)

PROCEDURE (cont.)

5. Add to the gameboard a playing piece for each student/group participating in the game.
6. To start the game, read the top Energy card to the child/group selected to go first. If a correct answer is given, the child's/group's game piece is moved the number of spaces stated on the card. If an incorrect answer is given, the game piece stays in place. Whether the correct answer is given or not after each turn play passes to the next child/group.
7. After everyone has had one question, all subsequent questions are dictated by the squares each playing piece is on. A child/group on an "E" square is read an Energy card, a "S" square requires a School card and a "H" square warrants a Home question. If child/group lands on one of the five special squares the child/group must follow the instructions stated on the square. The children/groups continue to take turns in the proper order until someone reaches the end of the gameboard (the Sanitary Landfill) first.

EXTENSION:

1. Design a reduction contest for the class. For example, a child could be given points each time he/she reduces his/her use of natural resources or energy at home or school. Enough points earns a child a badge stating "I Help The Earth" or another prize (first in line for recess, no homework for one night, etc.).
2. Have the entire class participate in making a banner to promote reduction.
3. Designate one day a week or month as "Reduction Day" where the class tries to make no waste or as little waste as possible during school hours.

EVALUATION:

1. Ask the children to explain why reduction is important.
2. Have each child name one way to reduce the amount of energy or natural resources he/she uses.
3. Is the child going to reduce his/her use of energy or natural resources?