

Beyond the Bin

FOR YEAR 3-4



Summary & Learning Intentions

This lesson introduces Year 3-4 students to the journey of household waste and recycling, encouraging them to explore what belongs in each kerbside bin and why using our bins correctly matters. Through discussion, an interactive activity and a short reflection task, students learn that our everyday choices about waste have environmental and social impacts. The learning intentions are for students to:

- Recognise the purpose of different bins
- Identify common recyclable, compostable and landfill items
- Understand that some materials can be recycled or composted while others cannot
- Reflect on how responsible waste behaviours contribute to caring for the environment and community

Content information

Waste isn't just rubbish – it is a resource which holds value. Materials such as glass, plastic, paper, metal and even your food scraps can all be recycled into new products if recovered.

By recycling, we are keeping resources in circulation for longer – reducing our reliance on natural resources, saving energy and water and reducing our greenhouse gas emissions and pollution. The recycling and repair industry also create jobs – supporting employment in our local community.

If we don't manage our resources responsibly it has negative consequences for our communities and our environment by filling up our landfills, generating harmful air and soil pollution, and costing our community money via the state Waste Levy.

By reducing, reusing and recycling (including composting), we are minimising the impact that our waste has on our environment, and supporting our communities through the repair, reuse and recycling industries.

Extension activities

[Free school incursions with Bin Thinking and KESAB](#)

[Wipe Out Waste program](#)

[KESAB In-school support](#)

[Cool.org resources – National Recycling Week](#)



By diverting organic waste and recyclable items from landfill, South Australians are...



Supporting over
1,700
local jobs



Preventing
1.67
million tonnes
of greenhouse gases,
which is the...



Equivalent to
removing over
334,000
cars from the road

Beyond the Bin

FOR YEAR 3-4



LESSON PLAN

Lesson timeframe

Part 1 – Pre-activity discussion	10-15 minutes
Part 2 – ‘Beyond the Bin’ interactive	20 minutes
Part 3 – Group reflection	10 minutes
Part 4 – Post-activity worksheet	20 minutes

Part 1 - Pre-activity discussion

Begin the lesson with a class discussion about the following questions, writing a summary of ideas on the whiteboard. These do not need to be correct but are intended to prompt discussion and critical thinking.

- Why do we have **different bins** at home and school?
- What happens if we put waste in the wrong bin?
- Can you think of things that should never go in the bin? (hint: batteries) Why not?
- What do you think happens to waste and recycling after the truck takes it away?

Part 2 - ‘Beyond the Bin’ interactive

Students to play the interactive, exploring the journey of each bin – red, yellow and green. They learn what happens to the material they put in these bins, and why certain items cannot be placed in the recycling, FOGO or even landfill **bin**.

Part 3 - Group reflection

As a class, look back at the answers to Part 1 on the whiteboard. Ask students:

- Did we change our ideas after learning more?
- Which bin do you think is most important for helping our community and environment? Why?
- Did anything you learnt in the Beyond the Bin game surprise you?

Part 4 - Post-activity worksheet

Students to complete the post-activity worksheet.

Beyond the Bin

STUDENT

WORKSHEET



Name: _____ Class: _____

1. Draw or write four items that go in the **yellow-lid recycling bin**.

1	2	3	4
<div style="border: 1px solid #ccc; border-radius: 15px; height: 100px; width: 100%;"></div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 100px; width: 100%;"></div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 100px; width: 100%;"></div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 100px; width: 100%;"></div>

2. Draw or write two items that **don't go in any bin** and must go somewhere special.

1	2
<div style="border: 1px solid #ccc; border-radius: 15px; height: 100px; width: 100%;"></div>	<div style="border: 1px solid #ccc; border-radius: 15px; height: 100px; width: 100%;"></div>

3. Find something in the classroom that could be **recycled in the yellow-lid recycling bin**, something that could be **composted in the green-lid FOGO bin** and something that must go to **landfill in the red-lid general waste bin**. What material is each item made from?

Recycled	Item	<input type="text"/>	Made from	<input type="text"/>
Composted	Item	<input type="text"/>	Made from	<input type="text"/>
Landfill	Item	<input type="text"/>	Made from	<input type="text"/>

4. **REFLECTION:** What is the benefit of composting our food scraps in the green-lid FOGO bin instead of putting them in the red-lid landfill bin?



Beyond the Bin

FOR YEAR 3-4



CURRICULUM LINKS

Cross-curriculum priority: Sustainability

SS2, SS3, SW1, SD1, SD2, SD3 – systems thinking, world views, and designing sustainable futures

Students recognise how their choices and actions about waste affect their environment and future, and how they can positively contribute to their community and environment through making responsible choices.

General Capabilities

- **Critical and Creative Thinking:** sorting items and explaining choices.
- **Ethical Understanding:** making responsible decisions about waste.
- **Literacy & Numeracy:** class discussions, simple categorising, drawing/writing items for bins.

HASS

AC9HS4S05

draw conclusions based on analysis of information.

Students understand the connection between material types and how that item can be disposed

AC9HS4K05

the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent.

AC9HS4K06

sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place.

Students exploring how some resources are used and managed in sustainable and non-sustainable ways; for example, investigating recycling and waste disposal of renewable and non-renewable resources

Science

AC9S4U04

examine the properties of natural and man-made materials including fibres, metals, glass and plastics and consider how these properties influence their use.

Students are asked to identify items which can be recycled or composted based on their properties.

AC9S4H02

consider how people use scientific explanations to meet a need or solve a problem.

Students learn how forces such as magnets are used in the recycling process, and how composting can be used to turn food waste into a valuable product.

Design and Technologies

AC9TDE4P04

use design criteria (including sustainability) to evaluate design ideas and solutions.

Students explore the choice of materials used in different products, and whether these materials can be recycled or composted.