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# Using Distance Learning as an Asset: Waste Reduction in the Home

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# Thank You!

- Heidi Auel
  - Pam LaManna
  - Lindsey Mieras
  - Becky Reinarz
  - Stace
  - y Sandler
  - Dan Schutte
  - Megumi Takahashi
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# Workshop Agenda

1. Distance Learning as an Asset
  2. How to frame Waste Reduction
  3. Practical Ideas
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**There are real  
challenges to distance  
learning...**

# Distance Learning as an Asset

What can students do during distance learning that they can't do in a school setting?

- Access Home Data
  - Increased relevance of Realia/Topics
  - Immediacy of lived experience
  - Quarantine behaviors as a potential positive
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# Accessing those Assets

Work with students to...

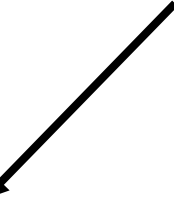
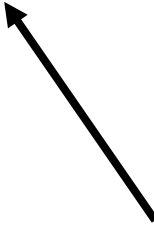
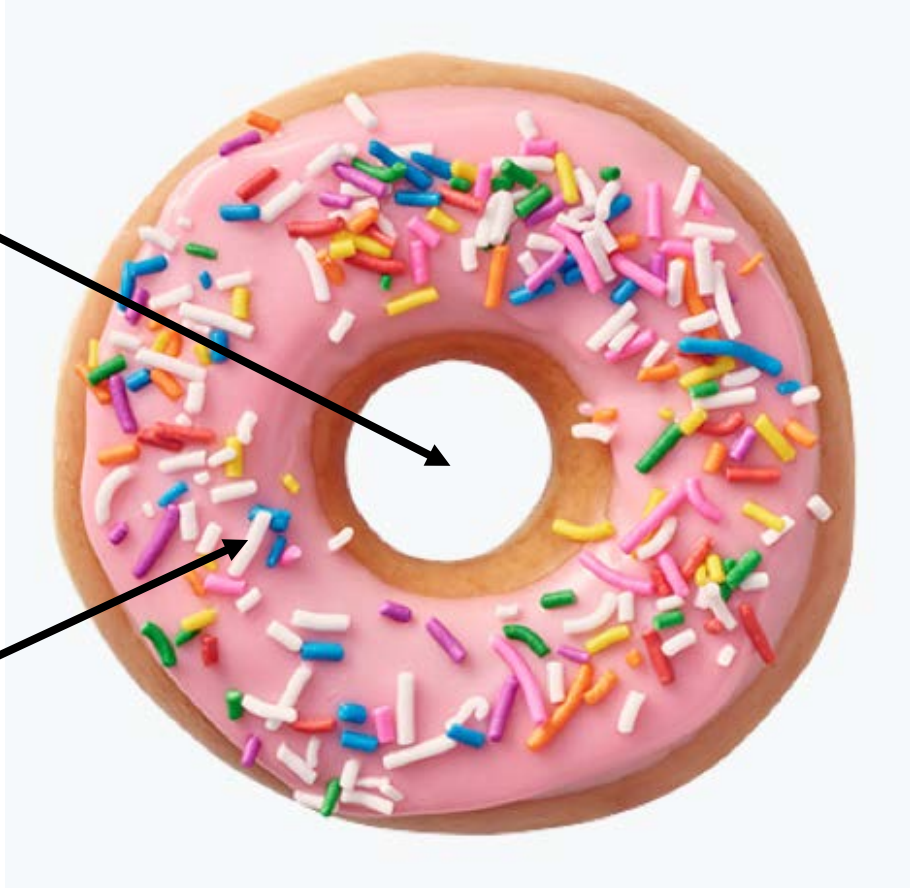
- Build space for them to share their situation & their feelings with you
  - Allow them autonomy to direct their investigations/learning
  - Provide options/modifications for projects
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Comfort Zone



Challenge Zone



**PANIC** Zone

Where are your students in the donut?



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**Eco-friendly behavior is  
difficult to encourage  
because...**



# Frame Change Positively

(Shame is the only Useless  
Emotion)

- Incremental Change
  - Do > Don't
  - Creative solutions
  - Talk about Systems
  - Acknowledge Inequity
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**Comfort Zone**  
Big-Picture Thinking



**Challenge Zone**  
Individual Growth

**PANIC Zone**  
Retention of habits

Students are not always well positioned to change their own behavior...

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**How do we engage with  
students in different  
zones & different stages  
of their journey?**

# Journey to Action

1. Awareness
2. Individual Growth
3. Community Action

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# Waste Reduction Journey

## AWARENESS:

Develop an understanding of the problem and the role of individuals and systems in solutions.

- Low Affect
- All Zones

## INDIVIDUAL GROWTH:

Make incremental changes in lifestyle in order to enact change.

May include immediate family/ social circles.

- High Affect
- Challenge Zone

## COMMUNITY ACTION:

### ACTION:

Organized action designed to change systems such as government, commerce, etc.

- Medium/ High Affect
- Challenge or Comfort Zone

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## Awareness

Access: ALL

SEL: Low-  
Medium Affect

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# Garbology

1. Record contents of home garbage
  2. Make a list (or image) & submit to class anonymously
  3. Classmates examine trash as “archaeologists” to draw conclusions about “inhabitants”
    - a. What’s there?
    - b. What’s missing?
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# Virtual Tours

**Awareness**

Access: ALL

SEL: Low Affect

1. Have students attend a virtual tour of:
    - a. Waste Water Treatment
    - b. Landfill
    - c. Recycling Plant
    - d. Energy Recovery Center
  2. Share learnings about different methods of waste management
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# Object-Specific Study

**Awareness**

Access: ALL

SEL: Low Affect

1. Students research a “high-impact”

Waste Object

- a. Plastic Bottles
- b. Cell Phones
- c. Food
- d. Etc. etc. etc.

2. Present on their objects & offer alternatives

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# Class Data Collection

**Awareness**

Access: Low

Challenge

SEL: Low Affect

1. Students measure daily waste
    - a. Class-Specific Measure
  2. Daily Google Form/Survey collects data
  3. Students analyze data
  4. Develop Class & Individual goals for reduction
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# Home Audit

## Awareness

Access: Low  
Challenge

SEL: Medium-  
Low Affect

### 1. Students Document:

- a. Garbage/Waste Amounts
- b. Appliances + Energy Output

### 2. Interview Family

- a. What do parents do to reduce waste/save on costs?(What do things cost?)
  - b. What did parents grow up seeing/learning about waste reduction at home?
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# Daily Habit Journal

## Individual Growth

Access: ALL

SEL: Medium-  
High Affect

1. Daily record of waste produced and things done to reduce waste
2. Regular goal setting w/ teachers
3. Student “support group”

Modification: post a picture of one thing you did to reduce waste

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# My Day in Quarantine

**Individual  
Growth**

Access: ALL

SEL: High Affect

1. Compare/Contrast:
    - a. A regular school day
    - b. A day in quarantine
    - c. Difference in waste reduction
  2. Current events: ecological changes since quarantine procedures
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# UpCycle Challenge!

## Individual Growth

Access: High  
Challenge

SEL: Medium-  
Low Affect

1. Students make a short video showing a craft that they did with reused objects
  2. Other students challenge themselves to make it, post pictures of results
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# Waste Reduction Journey

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## COMMUNITY ACTION:

### ACTION:

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# Reduction Challenge!

## Community Action

Access: Low  
Challenge

SEL: High Affect

1. Use class data to stage a friendly competition
  - a. With class (lower to a certain goal amount)
  - b. With another class
2. Challenge debrief:
  - a. What gets in the way of your goals?

Modification: Class “boycott”

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# Community Waste Management

## Community Action

Access: Medium  
Challenge

SEL: High Affect

1. Research waste management in your city
  2. Discuss pros/cons
  3. What's missing?
  4. Contact government bodies with suggestions for changes
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# School Proposal

## Community Action

Access: Medium  
Challenge

SEL: High Affect

1. What waste did you produce at school? How is that different now?
  2. What changes can you keep? What else could you change?
  3. Write/present proposal to admin
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Share your expertise:

What other  
applications can you  
think of?