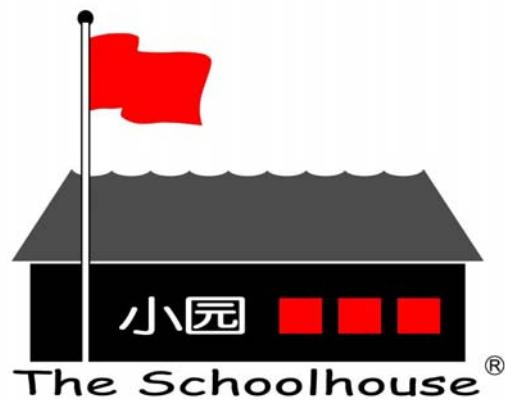


THE SCHOOLHOUSE CURRICULUM



FROM THE KITCHEN TO THE GARDEN: UNDERSTAND COMPOSTING AND WASTE RECYCLING

Teacher's Guide

This Curriculum was prepared by Audrey Gueho
Schoolhouse Intern, July 2009.

Foreword

At the Schoolhouse, we provide dining and lodging at Mutianyu Great Wall. Our business philosophy is sustainable tourism. For that we use existing buildings, we hire and train local people, we produce our own sustainable food or source food products locally, and we offer handicraft made on site.

We also sponsor educational and cultural exchange programs that help visitors understand village life and that foster broader horizons for our rural neighbors.

Being sustainable means also increasing people awareness about environmental, social and cultural issues, and about how to deal with the coming world.

Also who is the best audience for that except children?

As a continuation of that thinking process, we have decided to launch the *Schoolhouse Curriculum*, a set of programs designed for primary school kids and based on concrete examples taking place in Mutianyu.

The Schoolhouse Curriculum leads children to be in contact with nature and encourages them to respect all kinds of life. It has for goal to explain, through simple words and amusing activities, current important issues related to sustainable development.

So, as a teacher or even parents, don't hesitate to visit us for a day in order to show to your class or your children all the human and natural richness of the Mutianyu countryside.

Before starting...

At the beginning of 2009, the Schoolhouse has launched a Sustainable Food Program with the aims to, first, be more sustainable by providing organic and local food to its restaurants and, second, add value to its products. This project has three major aspects: to implement an organic kitchen garden and use the harvests in the restaurants, to produce compost from the restaurants that will be used in this garden, to use efficiently the nuts and fruits from the numerous but scattered trees of the Schoolhouse.

Thanks to our concrete experience with our Sustainable Food Program, this *From the Kitchen to the Garden: Understand Composting and Waste Recycling Curriculum* has for particular goals to make children understand the interest and functioning of composting and, then, to go further by making them aware of the waste issue and of how, at their level, they can deal with it.

Thus this program has been designed to take place preferably in our kitchen garden where kids will be able to observe and learn thanks to our compost piles set up in the garden. It lasts about 2 hours.

The present teacher's guide will provide you the knowledge and a lot of ideas to enrich the kids' experience. Its basic outline will lead children from discovering what is composting to being introduced to the waste issue and its management. Finally they will learn what they can simply do to deal with this issue in their everyday life. In each of these parts you will find suggestions of activities that could be performed during the session, according to your interest and the one of your group, to your time left, to the age of the kids... All these activities have been created to encourage children to express themselves and to spend a good time together.

You can perform this curriculum wherever you desire. If you want to conduct these classes at Mutianyu, we can provide you the materials needed to do the activities defined in this guide. In this case, please contact our sales department at info@theschoolhouseatmutianyu.com.

This curriculum was prepared by Audrey Gueho, Schoolhouse Intern, 2009.

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1. What is composting?

Have you ever realized the amount of wastes we generate? After going shopping, having a wash or having a meal, look at the quantity of food scraps, useless packaging, worn tissues or empty bottles you throw away. Most of the time it is just unbelievable!

Among these wastes some are organic wastes, i.e. wastes that come from animal or plant. These wastes contain carbon compounds, which means that nature gets rid of them naturally. These organic wastes gather kitchen wastes, food wastes, green wastes, animal by-products, etc.

Let's see what is this natural recycling process with the example of leaves:



By fall the leaves die and fall down on the forest floor.

Picture credit: www.ehow.com



On the soil, they decompose little by little.

Picture credit: www.ecofriend.org



With the help of bugs and worms, they are transformed in food.

Picture credit: www.aperfectworld.org



At the end the forest floor is a dirt very rich in nutrients: the humus.

Picture credit: www.renorock.net



Young plants and trees use this humus to feed themselves and grow.

Picture credit: <http://guayaki.com>

Thus, thanks to this clever natural recycling process, nature is able to get rid of its useless elements and, at the same time, to produce food for the new ones! Indeed any kind of plants needs several things to grow. The most important ones are water, food (soil nutrients) and sunlight. In that way, the more a soil is rich in humus, the more it will be able to feed a lot of plants.

We use this natural capacity of environment to produce our own humus that will be helpful to make grow our plants, vegetables, flowers or trees in gardens, farms and parks. This humus is then called compost. The compost, added to the soil of the kitchen garden, will provide good and natural food to the vegetables and help them to grow.

Some definitions

A **waste** is an unusable or unwanted substance or material (garbage/trash). But, legally speaking, the term waste has almost as many definitions as countries!

The **humus** is a soil complex of the fractions of organic matter of plant, animal and microbial origin that are most resistant to decomposition.

A **compost** is a mixture of decaying organic matter, as from leaves and animal excrements, used to improve soil structure and provide nutrients. A compost is a human-made humus.

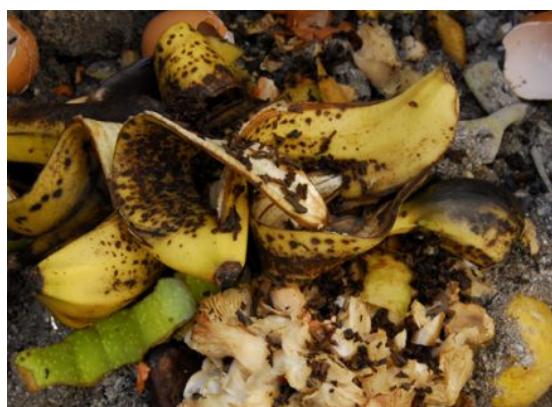
The **mulching** is the natural process occurring on forest floor and by which organic matter, such as leaves or straw, forms a protective cover around plants and is transformed into humus.

The **composting** is the process whereby microorganisms break down complex organic matter into simple and nutritious top soil. A man-made composting speeds this natural process.

This compost is the produce of a process called composting by which microorganisms transform organic wastes into a nutritious and natural fertilizer. Concretely, at the Schoolhouse, the steps of our composting process are:

1. We collect the compostable organic wastes, i.e. kitchen wastes (vegetable and fruit waste and peels, food scraps but no meat and no dairy, egg shells, nut shells, bread, rice, noodles, paper napkins, newspaper, tea bags, coffee grounds, filters, wood chips, wood ash). We have arranged a lot of compost bins in all our restaurants and kitchens in order to let the staff sorts the wastes. Wastes such as glass, plastic, metal, cardboard, clothes, cigarette butts, meat, bone, dairy or liquid (especially oily liquid) have to be absolutely avoided in order to produce a good compost.

Composting requires water, air and rotting materials with a good nitrogen to carbon ratio. Nitrogen (or protein) lets to grow and reproduce more organisms to oxidize the carbon. Carbon provides energy and its microbial oxidation produces heat.



Example of compostable wastes
Picture credit: www.getoutzine.com



Example of non-compostable wastes
Picture credit: <http://schools.tdsb.on.ca>

2. We gather all the compost bins contents into the compost piles in the Roadhouse Kitchen Garden and mix them with green wastes (leaves, sticks...)



The compost tiles at the Roadhouse Kitchen Garden

3. Then it's the turn to earthworms, bugs and bacteria to work to transform the wastes into non-chemical fertilizer. These helpful animals will come from the soil of the tiles, and eat and digest the wastes to transform them in a rich humus.



A breaking down leaf
Picture credit: <http://fr.vikidia.org>



An earthworm at work

Picture credit: <http://fr.vikidia.org>

Some precisions:

The waste fermentation is the result of the work of micro-organisms (bacteria and fungus) and macro-organisms (earthworms, woodlouses, acarids, gastropods...).

During the composting process, the temperature inside the tiles reaches a peak of 40-70°C (105-160°F). This heat is the result of the digestion of the bugs and lets to kill mosquitoes and larvae.

4. After 2 or 3 months, the compost is dry and deep brown. It is ready to be used in the kitchen garden as a fertilizer.



Ready to use compost

Picture credit: www.comblainauPont.be

ACTIVITY 1

THE DOLL WITH GREEN HAIR

Themes:

Gardening, composting

Group size:

Any size group

Age level:

6-10 years old

Activity type:

Manual/creative activity

Activity time:

30 minutes

Preparation time:

10 minutes

(don't forget to soak the seeds during 30 minutes before started the activity)

Objective:

To manipulate seeds and dirt

To figure out the use and interest of the compost

To develop children's creativity

Things to consider:

By using something in a creative and manual way, children can acquaint themselves with it. This activity presents the advantage to show concretely the interest of compost through an amusing doll that children can personalize according to their own creativity. In addition it can introduce them to the functioning of plants' growth.

Materials:

Old nylon stockings, compost (mixed with dirt if too strong), rucola seeds, rubber bands, old sponges, scissors, pins, water

Directions:

Each child receives a piece of stockings. If not, he has to close one side of the piece by making a knot. Then he fills it with compost and slightly pushed some seeds in what will be the head of the doll. Help him to close the stockings' piece in order to not move too much the seeds. Shaping the doll's face is the only thing left. In order to make the ears and the nose, the child has to nip some dirt through the stockings and block it with a rubber band. To make a mouth, he cuts a mouth shape in the sponge and pins it on the doll's face. Water a little the doll and explain to children that they have to frequently humidify it to make grow the green hair of the doll.

Teaching options:

Why the children's creations would have to be dolls? Ask them what they would like to do and, if possible (and hairy!), let's do it!

The interests of compost are various. From an ecological point of view, doing our own compost is environmentally friendly for two reasons:

- it gives us the opportunity to recycle our organic wastes and thus to avoid the pollution produced by the conventional treatment of this kind of garbage.
- it is one of the major step of an organic gardening because it is an healthy non-chemical fertilizer (it is a way to avoid soil and water pollution caused by chemicals).

From an economic point of view, doing our compost is also beneficial because thus we don't have to buy top soil.

ACTIVITY 2

EDUCATIONAL COLORING

Themes:

Composting, waste issue

Group size:

Any size group

Age level:

6-10 years old

Activity type:

Manual/creative activity

Activity time:

15 minutes

Preparation time:

5 minutes

Objective:

To increase children awareness of waste issue and recycling such as composting

To develop children's creativity

Things to consider:

In many countries in the world, the population and consumption growth comes with increasing number and diversity of wastes. Despite numerous measures taken to deal with this issue, the best solution remains to educate people about sorting and not throwing their wastes anywhere. Children should be the first target of such education. This

amusing coloring could represent a step in this process by making children aware of the bad effects of waste left in nature.

Materials:

Educational Coloring sheets, coloring pencils

Directions:

Each child receives a sheet. The instruction is to suppress wastes by circling or crossing them out and distinguishing what are the wastes that can be recycled into compost. Then ask the children to give back colors to the tree and, thanks to the compost “created”, to draw more flowers and plants around the tree.

Teaching options:

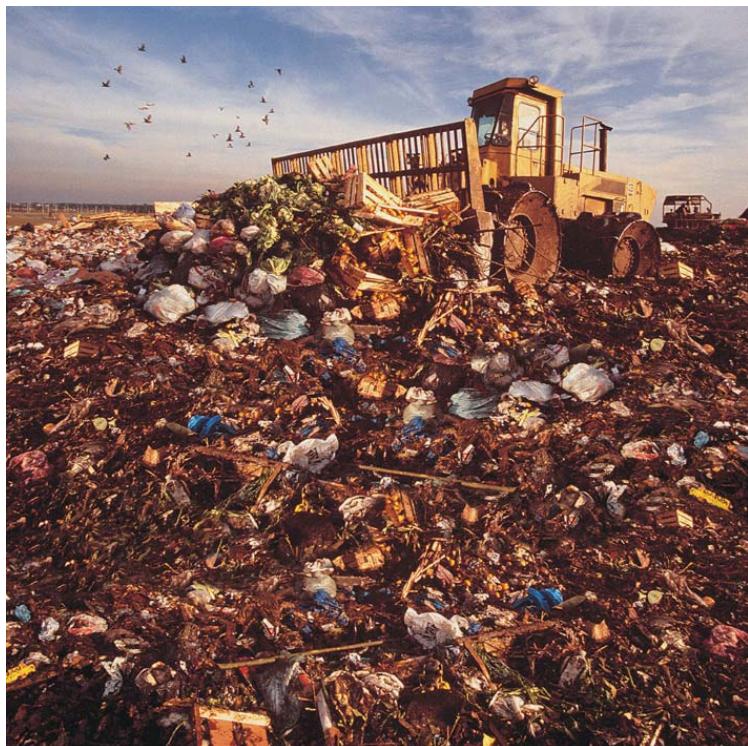
Rather than simple coloring activity, you can ask children to gather natural materials they can find in the garden (make sure that their collection doesn't deteriorate the environment) and that can be stuck on their drawings.

2. Why wastes are a problem?

Now let's come back to the amount of wastes we generate each time we have lunch, we go shopping and so on. Admittedly it is a huge amount but why it is an issue? And what does it mean that composting is good for the environmental protection?

Actually waste is a problem for several reasons:

- We produce too much wastes that we don't know where to store. Most of these wastes end up in a landfill (picture), where they are left to break down. In 2006, from 3.4 to 4 billion of tons of wastes have been produced all around the world.



The inhabitants of industrialized countries (especially United States, European Union, Canada and Australia) are the bigger producers of wastes with more than 500 kilos (more than 1 thousand pounds) per person and per year.

Picture credit:
www.ctrecyclingguide.com

- Wastes release gases that are noxious for health and environment (such as greenhouse gases that are at the origin of the climate change). The United Nations Development

Climate Change is defined by the United Nations Convention on Climate Change as “change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable periods”.

Program estimates that more than 5 million people die each year from diseases related to inadequate waste disposal systems.

- Wastes are dangerous because their disposal can cause polluting leakages in soil and water bodies. In addition it exists an increasing number of hazardous and toxic wastes (i.e. substances, such as nuclear waste or industrial byproduct, that are potentially damaging to the environment and harmful to).

- Wastes are not always managed by competent body and are left in nature or public areas where they cause smell and visual disturbances, and danger to animals (e.g. plastic bags in the sea kill turtles by making them suffocate). According to the United Nations Center for Human Settlements, only between 25 and 55% of all waste generated in large cities is collected by municipal authorities. This kind of disposal is more or less problematic depending on the type of trash. Indeed some wastes (i.e. biodegradable wastes) have a very short life duration in nature while others remain unchanged during long years.



Picture credit: www.alzonne.fr



3-6 months



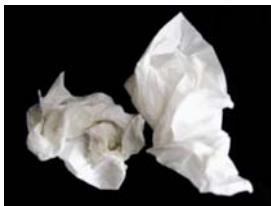
6 months



100-1000 years



5 years



3 months



1000 years



1-2 years



4000 years



10-100 years



100 years

Pictures credits, from left to right, from top to bottom: <http://fr.fotolia.com>, www.divinethe.com, www.cc-ainternet.com, www.falsefacts.info, <http://renartleveille.wordpress.com>, www.cashthechecks.com, www.flickr.com, www.sitaidf.fr, www.saltadvertising.com, www.entreprise-cadeaux.fr

- Waste management represents a major source of inequalities and tensions between rich and poor countries. Industrialized countries generate more than half of the world's waste and more than 90% of the hazardous and toxic waste. But a lot of these dangerous wastes are sent to developing countries to be disposed or treated.



Examples of the gap between waste managements of developed and developing countries (North America on the left, Nepal on the right)

Pictures credits: <http://en.wikipedia.org>

During the past few years and because of its economic boom, China is becoming one of the major producers of waste in the world. Thus, even if its production per inhabitant is lower than the one in western countries, its total waste (and notably its industrial waste) increases rapidly (about 10% per year).

ACTIVITY 3

WASTE DISCOVERING

Themes:

Waste issue, life duration of waste, recycling

Group size:

Any size group

Age level:

6-10 years old

Activity type:

Observation

Activity time:

Variable

Preparation time:

5 minutes

Objective:

To make children understand what is a waste

To increase children awareness of waste issue and recycling

To develop children's sensual capacities and imagination

Things to consider:

Sometimes things that could still be useful are thrown away and we don't always know for what reasons they are considered as waste. This activity has for goal to make children distinguish what is a real waste from what can be reused as the same (if just fixed or cleaned for example) or recycled, and to instill them the desire to limit their own waste.

Materials:

A big cardboard box, several cleaned and safe goods and ingredients that have to be disposed for diverse reasons, thin rubber gloves, blindfolds

Directions:

In a big cardboard box are gathered "wastes" of different types. The box is closed but a hole, big enough to let a child's hand go through, has been cut on one side. One after another the children, blindfolded (they can wear gloves if they prefer), have to choose one of the objects from the box and, after identifying what it is, whisper to you its name.

(The object remains in the box.) Then the rest of the class asks questions to the child to discover what is the object and why it is in the box (because it is dirty, broken, empty, torn...). When the children have discovered the object, you take it out of the box to check the answer and maybe correct it. When all the objects have been discovered and the box emptied out, you ask the children how long time they think these objects would need to disappear if they are thrown away in the nature, and if it is possible to reuse it or to recycle it and into what.

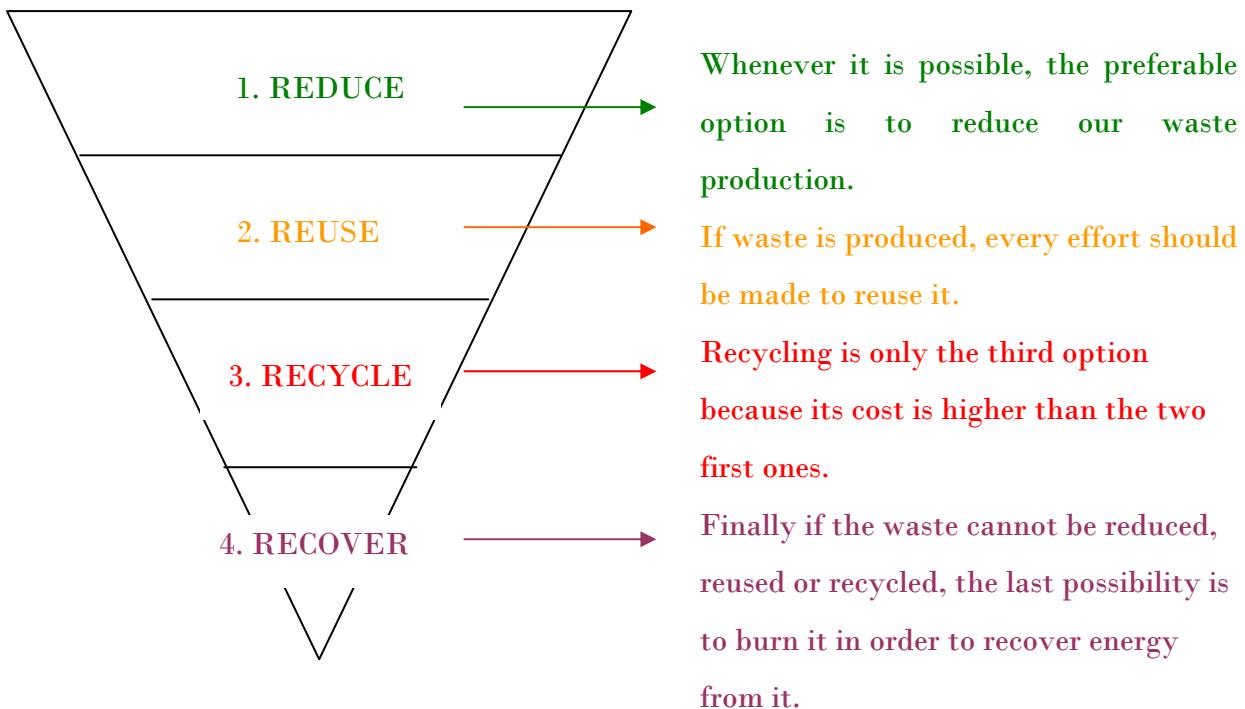
Don't forget to make children wash their hands at the end of the activity.

Teaching options:

If the activity tends to be too long, select just a few relevant objects to discuss the second part.

3. And, aside from composting, what else can be done?

To deal with this waste issue we can be helped by the 4R pyramid.



So the first step to deal with our own production of waste is to reduce it as much as we can. Concretely we can adopt a lot of good habits such as using a reusable bag when we go shopping, not buying goods in individual packages and preferring the unpackaged ones

(for fruits, vegetables, ice creams, soap, beverages, etc.), using both sides of piece of paper, using a rag or a sponge rather than paper towel, using washable crockery rather than disposable one... These habits are numerous and often easier to get used to than it seems, so don't hesitate!

The second preferable way to manage our wastes is to reuse it, i.e. use again the object either with the same function or for another purpose. To reuse a waste we can simply fix or clean it (sew clothes, fix broken watches...). We can also find another way to use it (for example, an empty jam container can be used as a pencil cup). Reusing can also mean funny art and craft activities!

ACTIVITY 4

CHINESE ZODIAC TALE

Themes:

Waste reuse, Chinese mythology

Group size:

Any size group

Age level:

6-10 years old

Activity type:

Story and manual/creative activity

Activity time:

50-60 minutes

Preparation time:

None

Objective:

To enrich and stimulate children's imagination

To discover a Chinese mythic tale

To develop children's creativity and transform objects

Things to consider:

We can increase children's awareness of waste issue by other way than talking about waste! Telling the story of the Chinese zodiac can also be one. Let's see how.

Materials:

The Chinese Zodiac tale, a lot of rubbish of several types/sizes/shapes, scissors, wires, adhesive tape, glue, string, brushes, paints, palettes (to mix paints), cups, paper, pencils

Directions:

You tell the story of the Chinese zodiac and suggest to children to create the Chinese zodiacal animals by transforming rubbish. Each child chooses one animal and can first draw it on paper. After you reveal the wastes they can reuse to create their animals and children have to select the one that matches the best with their animal's shape. The instruction is to transform this basic element by all the possible techniques.

Teaching option:

You can tell another story as long as there are enough animals in it. For example the Noah's Arch tale.

When we cannot reduce or reuse our waste, we have still a clever way to give more value to it: recycling. Recycling means extracting useful materials or substance from a garbage through processing. In other words, recycling a garbage gives us the opportunity to give a second life to raw materials either with the same good or with a different one.

But all wastes are not recyclable. Only the ones containing **plastic, glass, paper** and **metal** are recyclable. But even among these wastes, all cannot be processed. More precisely:

- Only the plastic contained in beverage, cleaner or hygiene products bottles are recyclable (for example, oil bottles and yoghurt pots are not recycled). 1 ton of recycled plastic saves 700 kilos of petrol. For example, 27 bottles give a fleece sweater, 11 bottles are transformed in a watering can...
- Paper and cardboard are recycled (but not napkins) and transformed in envelops, gift wrapping, wallpaper... 1 ton of recycled paper/cardboard saves 2 tons of wood!
- We extract metal from empty cans and spray cans especially. At the end of the process we can obtain a lot of different goods such as handlebars.
- Only the glass contained in bottle can be recycled and transformed in new bottles (light bulbs or crockery cannot be recycled).
- Lastly don't forget that organic waste can be recycled in a very nutritive compost!

This recycling step is possible if we sort our waste, which means distinguish between the recyclable and the non-recyclable wastes by throwing them in the suitable bin. Usually the bins are differentiate thanks to the recycling logo (see picture) painted on the recycling bin.



Picture credit: www.wastepack.co.uk

The internationally recognized recycling symbol is the three chasing arrows icon, the Mobius Loop. Each arrow represents an aspect of a successful recycling program: collection, remanufacturing/reprocessing into a new product, and finally purchase by the consumer. This symbol is not only found on the bins but also on a broad range of products made of a variety of materials.

Sometimes there are not just two bins but a quantity of different bins, one for each recyclable waste: plastic, cardboard, paper, etc. Just near our kitchen garden, in front of the kitchen, you can take a look at our different recycling bins!

Correctly sorting our waste is useful because:

- that reduces the quantity of waste to be disposed and so brings solution to the problem of overfull landfills
- that saves raw materials and energy.

Lastly the final stage before simple disposal is recovering energy by burning them.

We have seen that it exists recyclable and non-recyclable wastes. But there is a last type called **special waste**. It is defined as special all waste that requires special handling due to its volume, state, or hazardous or offensive nature (an hazardous waste is a dangerous waste that exhibits several characteristics – ignitability, corrosivity, reactivity or toxicity). This type of waste cannot be managed following the 4R principles and has to be specifically processed. Among them we can find, for example, electronic or chemical waste.

ACTIVITY 5

WASTE FAMILIES

Themes:

Waste sorting, recycling

Group size:

At least 2 children!

Age level:

6-10 years old

Activity type:

Game

Activity time:

Variable

Preparation time:

None

Objective:

To make children acquire some waste sorting reflexes

Things to consider:

Properly sorting waste is often harder than it would seem. This game, on the scheme of the well-known British card game Happy Families, is an easy and amusing way for children to differentiate the different types of wastes.

Materials:

The Waste Families card game

Directions:

Discover the cards altogether, then mix all the cards and create a stack. Each child takes 8 cards from the stack. The goal of the game is to set up the most possible families (there are 7 families and 6 members in each family). For that children have to exchange their cards by asking one special card among another child's cards. If the other child doesn't have the asked card, they have to take one from the stack. The child that has the most complete families has won.

Teaching options:

When the families are all complete, you can ask children what they would have to do with each of them (either recycled, or treated, or burnt, or disposed...)

And after...

Nowadays the waste issue is a very burning issue and a lot of improvements have still to be done in that field. In developed countries, people have to learn how to reduce drastically the amount of waste they produce but also how to correctly sort their garbage. But the major problem is in developing countries where the absence or failures in waste management imply serious health issues.

China is still learning how to improve its waste management system especially in rural area, such as Mutianyu, where there is a lot to do in this field. Several laws have been enforced in order to deal with the 4R principles and with hazardous wastes. For example a concrete measure has been taken recently when distribution of plastic bags in supermarkets has been forbidden.

This kind of problematic can lead to several developments. To go further this curriculum you can notably explain the issue about the scarcity of raw materials and natural resources (petrol but also forests) and the climate change issue. Another of our curriculum, called *Discover Organic Gardening*, is also an interesting complement to the introduction of compost since it explains how plants grow.

To conclude this teaching guide, let me suggest you some resources or activities to complete or develop your lesson:

- A “family waste investigation” where kids can play detectives and take notes of the waste generated in their own families
- A cakes cooking party to realize the amount of waste you generate from buying the ingredients to eating the cakes:

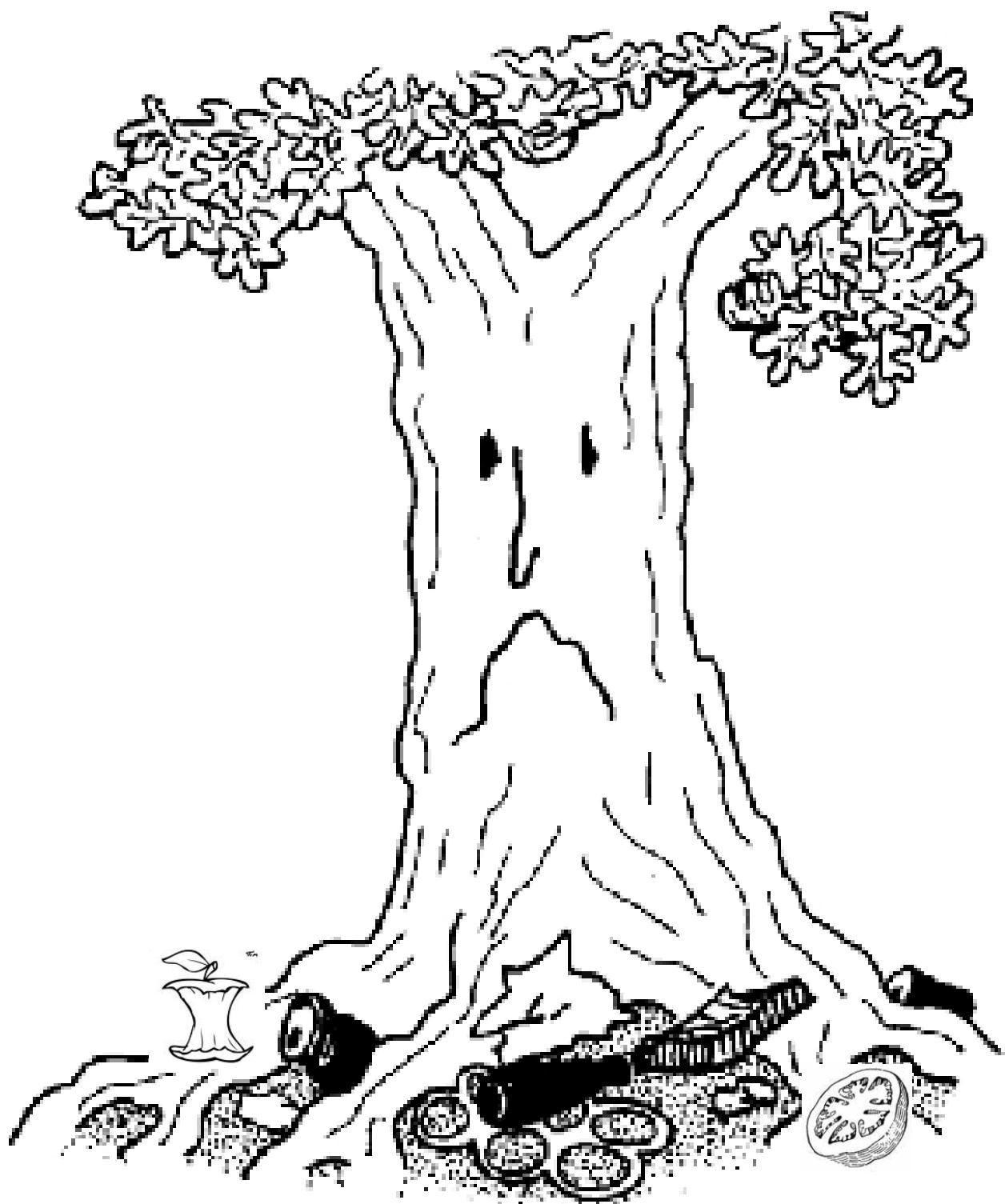
Share the class in two groups. One group will buy the ingredients in a conventional supermarket (packaged ingredients) while the other one will buy them in grocery stores and markets (unpacked ingredients as often as possible). Keep this idea during the other steps of the activity, cooking and eating. At the end all the class compares the waste generated by the two groups.

- A pictures website to make them aware of the waste issue around the world:

<http://fiveprime.org/hivemind/Tags/children,waste>

- A website to learn and make them learn more about the waste issue and what we can do to deal with it:

<http://www.recyclezone.org.uk/>



Take care of your waste and don't throw it away anywhere!

Get me free from garbage and give me colors again.

Pictures credits: www.coloriage-educatif.com, www.timtim.com, www.websters-online-dictionary.org
From the Kitchen to the Garden: Understand Composting and Waste Recycling, Activity 2, p.11

The Chinese Zodiac Tale

A long long time ago, the Lord Buddha summoned all the animals together to assign each of them a year.

When the cat heard the news, he let his friend the rat know about it and the two animals decided to go together the next day. However, the next day the rat did not wake the cat who, being a cat and loving to nap, slept through the morning.

Therefore the cat did not make it to the assembly on time and did not get a year. This is why also cats hate rats!

But the rat did not stop his trickery there. He wanted to gain the first year but also knew that a small animal like him would not be able to compete with the others.

So he begged the ox to let him ride on its head. The ox consented and they went together. Just when they were about to arrive, the rat jumped off the ox's head and got through the finish line first.

Finally the result of the race was that the rat obtained the first year in the cycle and the ox the second one. The followers were the tiger, the rabbit, the dragon, the snake, the horse, the sheep, the monkey, the rooster, the dog and the pig.

Sources: http://www.logoi.com/notes/chinese_zodiac.html

From the Kitchen to the Garden: Understand Composting and Waste Recycling, Activity 4, p.18

The McArdboard	The McArdboard	The McArdboard
		
1. Washing Powder Box	2. Cereal Box	3. Brown Box
The McArdboard	The McArdboard	The McArdboard
		
4. Milk Box	5. Dessert Packaging	6. Toy Box
The Tooyuks	The Tooyuks	The Tooyuks
		
1. Shoes With Holes	2. Used Tissues	3. Torn Pants
The Tooyuks	The Tooyuks	The Tooyuks
		
4. Yoghurt Pot	5. Oil Bottle	6. Broken Bulb

The Metoplaste	The Metoplaste	The Metoplaste
 1. Shampoo Bottle	 2. Empty Can	 3. Water Bottle
The Metoplaste  4. Beverage Can	The Metoplaste  5. Spray Bottle	The Metoplaste  6. Milk Bottle
The Paperstone  1. Exercise Book	The Paperstone  2. Old Newspaper	The Paperstone  3. Sheet'f Paper
The Paperstone  4. Old Magazine	The Paperstone  5. Used Envelop	The Paperstone  6. Junk Mail

The Compostey	The Compostey	The Compostey
		
1. Apple Core	2. Egg Shell	3. Dead Leaf
The Compostey	The Compostey	The Compostey
		
4. Vegetable Peelings	5. Salad Leaf	6. Tea Bag
The Glasseilly	The Glasseilly	The Glasseilly
		
1. Beer Bottle	2. Jam Pot	3. Milk Bottle
The Glasseilly	The Glasseilly	The Glasseilly
		
4. Pickle Jar	5. Yoghurt Pot	6. Wine Bottle

The Monstertox  1. Useless Medicine	The Monstertox  2. Paint Pot	The Monstertox  3. Old Battery
The Monstertox  4. Broken TV	The Monstertox  5. Motor Oil	The Monstertox  6. Broken Phone

From the Kitchen to the Garden: Understand Composting and Waste Recycling, Activity 5, p. 21

Sources: <http://www.v2asp.paris.fr:80/v2/environnement/proprete/tri/splash.html>

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Thank you.

We hope that this guide has helped you to live a great experience with children!

