



Objectives

Students will be able to: 1) recognize the need for cooperation among community members in developing a solution to a solid waste dilemma; and 2) determine that there may be more than one solution.

Method

Students will interact in a cooperative manner to solve a problem.

Materials

four decks of cards with the same design on the back, clock or timer

Vocabulary

MSW, solid waste

Procedure

1. To initiate the concept that cooperation can be successful, perform the choral reading, "A Trashy Story," provided at the end of this lesson.
2. Prior to the class, reorganize four decks of cards to have incomplete suits in each deck. To do this, shuffle four identical decks of playing cards together, so they are thoroughly mixed up. Then divide the entire stack into four piles of 52 cards each.
3. Divide the students into four groups. Each group stands for one of the following:
 - Group A: Industry/Business in City XYZ
 - Group B: Elected Officials of City XYZ
 - Group C: Keep XYZ Beautiful
 - Group D: Dedicated Citizens of City XYZ who are not formed as a part of an organized group.

A TRASHY STORY: CITY XYZ

4. **Tell the students:** You are all members of the community City XYZ. The community has a current environmental need. Because this will directly affect everyone, each group in the community is responsible for making sure that City XYZ finds a solution, so that it will continue to thrive and maintain its current quality of life. Your task is to develop and complete a system to this dilemma. The solution is represented by one complete deck of cards.

DO NOT tell the students: The solution may include the entire class making one complete deck of cards from the four, or it may include individual groups deciding to make separate complete decks. Do not give the students precise directions as their response to the first trial will present a teaching opportunity regarding the dynamics of decision making when many groups work together toward a common goal.

5. Give each group one stack of shuffled cards. At the conclusion of two minutes or when a complete deck of cards is developed, discuss what has occurred. (See discussion questions below.)

On the first trial, students may not complete a full deck and may even argue about the number of complete decks to make. It is necessary to emphasize the need to try again. Provide students with a second or third trial as needed. They will begin to recognize the need to organize and communicate as a group.



6. Questions for Discussion:

- What did you do first?
- Did you compete so your group would have the answer?
- Did you try to trade so you would have one complete deck?
- Is it possible to have more than one answer? (More than one deck?)
- How many ways can you think of to cooperate to make complete deck(s)?

7. Points to Emphasize During Discussion:

- We are all members of the same community.
- Although we have different interests as separate groups, we all need to cooperate and work together for one common goal.
- The KAB philosophy uses partnerships and cooperation between industry (business), government, and dedicated officials for proper environmental decisions. Isolating one's self or group does not help. It may cause friction and defensiveness.
- Cooperation among the groups is better than competition. As stated earlier, each group is responsible for 'A' task to be completed for City XYZ to thrive and maintain its quality of life.

A Trashy Story

Divide the students into four groups, giving each group a label: "Everybody," "Somebody," "Anybody," and "Nobody." During the reading, the instructor points to each group on cue. Members of each group call out their name: "Everybody," "Somebody," "Anybody," or "Nobody." They may stand, then sit, each time the teacher points to them and they call out their names.

"A Trashy Story"

(Teacher reads aloud)

There was a big problem to be solved that greatly affected the quality of life in our own community of _____(town), _____ (state), U.S.A.

Everybody was sure that Somebody would do something about it.

Anybody could have done it, but Nobody did. Now, Somebody got angry about this problem because it really was Everybody's job to help solve it. Everybody thought that Anybody could do it, but Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody, when Nobody did what Anybody could have done.

In case no one has guessed, the dilemma that we are facing is the way we manage solid waste.

Assessment

Students will name at least four groups who must cooperate to solve a community dilemma. They will also tell some of the ways these groups can work together effectively to solve problems.

Enrichment

Brainstorm how this activity relates to solving other solid waste dilemmas.

Variation: If you have access to several identical decks of cards (enough for one deck per student), this lesson can be developed as a small group activity. Divide the class into groups with four students per group. Give each group of four students four decks of cards shuffled together. One student in each group will represent one faction of the community. With several groups working simultaneously to achieve the same goal, you may see a greater number of creative solutions in a shorter amount of time.