Growing Communities of Healthy Eaters

The Sylvia Center:
Recycled Container Projects

Recycled Container - Garden Art

AUDIENCE:
This garden art project can be scaled for all ages. Young gardeners (3-12) can help paint and create a design. Older gardeners (13+), under supervision and guidance of an adult could help with drilling and filing sharp edges. When in doubt, have an adult complete tasks with power tools and filing.

LEARNING OBJECTIVES:

1. Gardeners will understand the difference between **reduce**, **reuse,** and **recycle**.
2. Gardeners will understand how to **reuse** recyclable materials.

VOCABULARY:

Reduce - using less of a material
Reuse - using a material again
Recycle - the process of turning waste into a new product or material
Landfills - a piece of land where garbage and waste is buried.

MATERIAL SUGGESTIONS:

- Paint
- Paint Brushes
- Nuts/bolts (small, ½ inch), wire, twine (anything to act as a fastener)
-
- Glue (epoxy, hot glue)
- Container Suggestions:
    - Tin cans, plastic juice bottles, take out containers, foil containers, bottle tops, corks, pull tabs,
- Safety Glasses
- Work Gloves
- Tool Suggestions:
    - Metal file - to smooth rough edges, hammer, power drill, screw driver, hammer, tin snips
- Garden Stake (optional)
- Screws/Nails (optional)

- Adult - should be present and/or responsible for using hand tools and power tools

Set-up

Depending on how involved you want your gardener to be in the design/construction of the garden art, prep or wait to prep materials. Suggestions for preparing materials ahead of time:

- Wash out all containers, remove labels, and making sure they are dry for painting

- Collect all sorts of containers for you gardener to be creative with their design
- Wearing work gloves & safety glasses, pre-drill holes where you will be attaching pieces together if using nuts and bolts, wire, or twine
- Wearing safety gloves, file any sharp edges of metal

I: Introduction (5 minutes)

*Time to ask questions! Introduce your gardener to the Three R's (**Reduce, Reuse, Recycle**) and ask guiding questions such as the ones listed below. Then introduce your gardener to all the materials/project and explain they will be using their imagination to turn the containers into **recycled** garden art. See Resource Corner for more background information to talk about **reducing, reusing, recycling, and landfills**.*

1. What does it mean to **Recycle? Reuse? Reduce?**
2. Why is it important to **Recycle, Reuse, Reduce?**
3. Where do you think materials go when we **Recycle**? When we don't **Recycle**?

*Check for understanding, ask your gardener to describe one thing that can use less of ***REDUCE***, one thing that can use again for the same purpose ***REUSE***, and one thing they can turn into something else ***RECYCLE***.*

II: Activity (30 minutes - a couple of hours for paint to dry)

Review appropriate safety tips with your gardener based on the materials/tools you are using. If allowing your gardener to use tools please supervise and first model the correct way to use the tool (see Resource Corner for Suggestions). See below the steps for our example: Garden Art Owl!

It may be helpful to have gardener draw out their ideas to help visualize the design ahead of time. Questions to peak interest or inspire creativity?

1. What kind of shapes, creatures, or objects do you think you can create with these materials?
2. How do you think we could connect the different objects to create your idea?
3. What steps do you think we will need to follow to create your idea?

Run through the steps with your gardener, making sure they make sense and are in the appropriate order. Have them write or dictate for you to write them down so you know what steps you are going to follow.

1. Remove labels, wash, dray container
2. Wearing work gloves, file sharp edges of cans
3. Wearing work gloves, cut wing shapes and tummy from plastic container

4. Mark all holes to connect pieces for eyes, beak, and wings

5. Wearing safety glasses and work gloves, drill or punch holes
6. Paint different parts, let dry, and then paint a second coat (let dry again)
7. Once dry, assemble pieces

8. Stake (optional) - pre-drill a hole, smaller than the screw you will be using, on the top end of the stake (aiming to be in the middle). Drill a hole in the top center of the owl can, drill a screw through the top of the owl to secure to a stake underneath

III: Evaluate (5 minutes)

Ask your gardener what went well during the creation of their design, would they change anything? Now that they have created one piece of Garden Art what others could they draw up? What additional materials could they use? What are other ways they could ***recycle*** *these materials?*

Resource Corner

Relevant Background Information and Activity Alternatives

- **Reduce, Reuse, Recycling**
  - **Reduce** - the first tier in creating less waste is to use less. This can take many different forms such as turning off lights when you leave a room, reducing the amount of energy you are using. Buying items in bulk to **reduce** the amount of packaging. Storing food in containers instead of covering with plastic wrap/aluminum foil. This tier uses the smallest amount of energy, sometimes zero!
  - **Reuse** - this is the second tier in creating less waste. Use items again when possible. Examples of this could be using **reusable** shopping bags. Washing out plastic cups and take-out food containers to **reuse** again. This tier uses

energy and other resources such as water to wash out containers.
    - **Recycle** - the third tier in creating less waste by turning a material into a new product. This **reduces** the use of new materials which saves energy it would take to create the original material. For example, when **recycled**, plastic water bottles get turned into new materials such as fabric and plastic for other products like toothbrushes, pens, and toys. This tier uses the most energy and resources. It takes energy and resources to collect **recycled** items, sort them, manufacture into new materials, manufacture into new products.
    - **Landfill** - a place where garbage and waste is put. These large piles of garbage and waste are covered with soil once filled.

- General Safety Tips
    - Maintain and test tools ahead of time to make sure they are working properly
    - Dress appropriately - avoid loose clothing, clothes with drawstrings, remove jewelry, pull back long hair
    - Wear protective gear - safety glasses, face mask when cutting wood, gloves when handling rough/sharp items
    - Use a clean work area, free from clutter
    - Be aware of others in your work space
    - Keep other tools and materials out of the way until needed
- Specific Tool Safety Tips
    - Hammer - practice ahead of time, create a starter hole with a drill if allowing gardeners to hammer

- Screwdriver - be mindful of the pointed tool end, always carrying it point side down
- Screws - be mindful of the pointed edge, keep in a separate container and take one at a time
- Nuts/Bolts - small parts could be choking hazards, use with appropriate ages
- Power Drill - direct adult supervision necessary, model how to use the drill ahead of time, pre drill a starting spot (pilot hole) for your gardener
- Scissors - use only to cut materials that easily cut with scissors (paper, some plastics), always carrying point side down
- Tin snips - used to cut thicker materials such as tin cans, wear gloves when cutting metal

Recycled Container - Insect Hotel

AUDIENCE:
This Insect Hotel project can be scaled for all ages. Young gardeners (3-12) can help paint and create a design. Older gardeners (13+), under supervision and guidance of an adult could help with drilling and filing sharp edges. When in doubt, have an adult complete tasks with power tools and filing.

LEARNING OBJECTIVES:

1. Gardeners will understand the difference between **reduce**, **reuse,** and **recycle**.
2. Gardeners will understand how to **reuse** recyclable materials.

VOCABULARY:

Reduce - using less of a material
Reuse - using a material again
Recycle - the process of turning waste into a new product or material
Landfills - a piece of land where garbage and waste is buried.

MATERIAL SUGGESTIONS:

- Metal file - to smooth rough edges
- Paint
- Paint brushes
- Wire/Twine
- Containers:
  - Tin can (pre-washed and label removed)
- Natural Materials
  - Twigs, pine cones, bamboo, straw, dead flower heads
- Safety Glasses
- Work Gloves
- Tool Suggestions:
  - Metal file - to smooth rough edges, power drill, hand pruners

- Adult - should be present and/or responsible for using hand tools and power tools

Set-up

Depending on how involved you want your gardener to be in the design/construction of the insect hotel prep or wait to prep materials. Suggestions for preparing materials ahead of time:

- Wash out all containers, remove labels, making sure they are clean and dry for use
- Drill any holes

- File any sharp edges of metal
- Go on a nature walk and collect things like twigs, pinecones, dried grasses. If unable to go on a nature walk most hardware stores carry bamboo stakes (excellent for masonry bees). Don't forget your pruners!

I: Introduction (5 minutes)

*Time to ask questions! Introduce your gardener to the Three R's (**Reduce, Reuse, Recycle**) and ask guiding questions. Then introduce your gardener to all the materials/project and explain they will be turning the containers into a **recycled** insect hotel. See Resource Corner for more background information to talk about **reducing, reusing, recycling, landfills,** and the benefits of insect hotels.*

1. What does it mean to **Recycle? Reuse? Reduce?**
2. Why is it important to **Recycle, Reuse, Reduce?**
3. Where do you think materials go when we **Recycle**? When we don't **Recycle**?

*Check for understanding, ask your gardener to describe one thing that can use less of ***REDUCE***, one thing that can use again for the same purpose ***REUSE*,** and one thing they can turn into something else ***RECYCLE*.***

II: Activity (30 minutes - a couple of hours for paint to dry)

Review appropriate safety tips with your gardener based on the materials/tools you are using. If allowing your gardener to use tools please supervise and first model the correct way to use the tool (see Resource Corner for Suggestions). Review the steps you have created for your gardener's creation - any changes? See below for the steps we used to create our Insect Hotel! ***This activity can be simplified by making individual insect hotels (no drilling necessary)****.*

1. Paint washed and dried containers, a great task for young gardeners to get creative.
2. If making an insect hotel with multiple rooms measure, and mark holes where they match up (tip: while wearing safety glasses and work gloves, drill holes in one can then using a marker, make a drill point on the neighboring container by going through the inside of the already drilled can). Make sure to file any sharp edges.

3. If making an insect hotel with multiple rooms, with safety gloves on, thread wire/twine through holes a couple of times making sure it's a tight connection before twisting or knotting off. If doing a single insect hotel loop wire around the front rim of the can and tie a knot so the loop is snug. Then using the same wire/twine make a snag loop around the bottom rim of the can (tip: leave some slack in the middle to have room to hang).

4. With hand pruners cut twigs, bamboo, staw to the height of the can.
5. Stuff cans with items you found on your nature walk such as pine cones, dead flower heads, bark. Make sure they are packed in to make a tight fit.

6. Hang outside in a place where you don't mind welcoming insects, possible bees and wasps.

III: Evaluate (5 minutes)

Ask your gardener what went well during the creation of the insect hotel, would they change anything? What additional materials could they use?

Resource Corner

Relevant Background Information and Activity Alternatives

- Insect hotels are a great way to give spiders, bees, wasps a place to make their home. In particular when making an insect hotel with bamboo or hollowed steam, this will attract Masonry Bees. Masonry Bees lay their eggs in hollowed out structures like bamboo, large lake reads and even wood drilled with holes. After laying their eggs they seal up the hollowed material with mud, preferably from clay soil.
- **Reduce, Reuse, Recycling**
    - **Reduce** - the first tier in creating less waste is to use less. This can take many different forms such as turning off lights when you leave a room, reducing the amount of energy you are using. Buying items in bulk to **reduce** the amount of packaging. Storing food in containers instead of covering with plastic wrap/aluminum foil. This tier uses the smallest amount of energy, sometimes zero!
    - **Reuse** - this is the second tier in creating less waste. Use items again when possible. Examples of this could be using **reusable** shopping bags. Washing out plastic cups and take-out food containers to **reuse** again. This tier uses energy and other resources such as water to wash out containers.
    - **Recycle** - the third tier in creating less waste by turning a material into a new product. This **reduces** the use of new materials which saves energy it would take to create the original material. For example, when **recycled**, plastic water bottles get turned into new materials such as fabric and plastic for other products like toothbrushes, pens, and toys. This tier uses the most energy and resources. It takes energy and resources to collect **recycled** items, sort them, manufacture into new materials, manufacture into new products.
    - **Landfill** - a piece of land where garbage and waste is put. These large piles of garbage and waste are then covered with soil once filled.

- General Safety Tips
  - Maintain and test tools ahead of time to make sure they are working properly
  - Dress appropriately - avoid loose clothing, clothes with drawstrings, remove jewelry, pull back long hair
  - Wear protective gear - safety glasses, face mask when cutting wood, gloves when handling rough/sharp items
  - Use a clean work area, free from clutter
  - Be aware of others in your work space
  - Keep other tools and materials out of the way until needed
- Specific Tool Safety Tips
  - Hammer - practice ahead of time, create a starter hole with a drill if allowing gardeners to hammer
  - Screwdriver - be mindful of the pointed tool end, always carrying it point side down
  - Screws - be mindful of the pointed edge, keep in a separate container and take one at a time
  - Nuts/Bolts - small parts could be choking hazards, use with appropriate ages
  - Power Drill - direct adult supervision necessary, model how to use the drill ahead of time, pre drill a starting spot (pilot hole) for your gardener
  - Scissors - use only to cut materials that easily cut with scissors (paper, some plastics), always carrying point side down
  - Tin snips - used to cut thicker materials such as tin cans, wear gloves when cutting metal

Recycled Container - Eggshell Planter

AUDIENCE:
This project can be used with gardeners of all ages. See the Resource Corner for how to turn it into a math/science experiment with gardeners.

MATH STANDARD CONNECTIONS:

- Measurement And Data
- Measure And Estimate Lengths In Standard Units
- Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes

SCIENCE STANDARD CONNECTIONS:

Planning and Carrying Out Investigations
Planning and carrying out investigations to answer questions or test solutions to problems in K–2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provide data to support explanations or design solutions.

- Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.

LS2.A: Interdependent Relationships in Ecosystems

- Plants depend on water and light to grow.

Cause and Effect

- Events have causes that generate observable patterns.

LEARNING OBJECTIVES:

1. Gardeners will understand the difference between **reduce**, **reuse,** and **recycle**.
2. Gardeners will understand how to **reuse** recyclable materials.

VOCABULARY:

Reduce - using less of a material
Reuse - using a material again
Recycle - the process of turning waste into a new product or material
Landfills - a piece of land where garbage and waste is buried.

MATERIAL SUGGESTIONS:

- Eggshells broken closer to the tip of the egg (washed immediately after breaking)
- Potting soil (just a couple handfuls)
- Egg carton (the lid of plastic ones can act as a mini greenhouse cover, boosting germination)
- Seeds of your choice (flowers and herbs work well)
- Ruler

- Adult - should be present and/or responsible for breaking eggs

Set-up

Suggestions for preparing materials ahead of time:

- Break eggs closer to the tip of the egg to give more room for soil and plant growth.
- Collect eggs as you use them, washing out immediately after use.

I: Introduction (5 minutes)

*Time to ask questions! Introduce your gardener to the Three R's (**Reduce, Reuse, Recycle**) and ask guiding questions, see below for examples. Then introduce your gardener to all the materials/project and explain they will be starting seeds inside in eggshell planters. See Resource Corner for more background information to talk about **reducing, reusing, recycling**, **landfills** and the benefit of starting plants in eggshells.*

1. What does it mean to **Recycle? Reuse? Reduce?**
2. Why is it important to **Recycle, Reuse, Reduce?**
3. Where do you think materials go when we **Recycle**? When we don't **Recycle**?

*Check for understanding, ask your gardener to describe one thing that can use less of ***REDUCE***, one thing that can use again for the same purpose ***REUSE*,** and one thing they can turn into something else ***RECYCLE*.***

II: Activity (30 minutes)

Review appropriate safety tips with your gardener based on the materials/tools you are using (see Resource Corner for Suggestions). Also look to the Resource Corner on how to turn this activity into a Math/Science Experiment.

1. Place eggshells in egg carton
2. Put a couple scoops of soil in each eggshell, filling almost to the top
3. Following the planting instructions on your seed packet, plant seeds at the correct depth (use a ruler to get the correct depth), and cover with soil
4. Add 1-2 teaspoons of water to each eggshell (repeat daily based on how wet the soil looks and feels to the touch, avoid puddles)
5. Set in a sunny location such as on a windowsill. If using a plastic egg carton cover with the lid to act as a mini-greenhouse
6. Wait and water for about 6-8 weeks depending on your plant selection (if it is too cold outside you may need to pot up your seedling, follow instructions for planting in the ground just complete in a larger pot with more soil)

7. Ready to Plant! Gently squeeze eggshell to make some cracks in the shell (this will give the roots freedom to spread out)
8. Water when necessary (when soil is dry to the touch, avoid puddles of water)
9. Wait and water. When plants reach maturity enjoy their beauty and harvest

III: Evaluate (5 minutes)

Ask your gardener how long they think it will take for your plants to grow. Keep track of the days and compare with their answer. Ask your gardener what they think will happen to the eggshell after you transplant it in a larger container or the ground? (See Resource Corner for more information). If using one of the observation sheets, ask your gardener over time if they are getting the results they thought they would.

Resource Corner

Relevant Background Information and Activity Alternatives

- Eggshells have calcium and other minerals in them that can be beneficial to plants as they break down in the soil. Eggshells can also act as a natural deterrent for slugs, snails, and even deer have been said to dislike egg shells.

    - Note about using them as a deterrent
        - If you are growing an organic garden you will want to make sure you are buying organic eggs.
        - Eggshells work best as a natural deterrent when they are ground up and sprinkled on the surface of the soil.
- Experiment suggestions:
    - Using our Observation growing chart, measure and record the growth of your seeds everyday.
    - This experiment could also be done by cutting the egg cartons and placing them in different locations in your home (for example a full sun location 6+ hours of direct sun, partial shade 1-5 hours of direct sun, out of sunlit but in a room that receives sunlight , and even in a dark location with zero sunlight). Be mindful you are watering the plants the same amount of water each day to keep it a controlled experiment.
        - At the beginning of your experiment ask your scientist to make a hypothesis on what they think will happen.
        - Create a **hypothesis** with your scientist using an "If… then…" statement. (i.e. "**IF** I pu a plant in complete darkness, **THEN** it will not grow.")
        - Use our Observation Growing Chart - Different Growing Conditions to record your observations.
- **Reduce, Reuse, Recycling**
    - **Reduce** - the first tier in creating less waste is to use less. This can take many different forms such as turning off lights when you leave a room, reducing the amount of energy you are using. Buying items in bulk to **reduce** the amount of packaging. Storing food in containers instead of covering with plastic wrap/aluminum foil. This tier uses the smallest amount of energy, sometimes zero!
    - **Reuse** - this is the second tier in creating less waste. Use items again when possible. Examples of this could be using **reusable** shopping bags. Washing out plastic cups and take-out food containers to **reuse** again. This tier uses energy and other resources such as water to wash out containers.
    - **Recycle** - the third tier in creating less waste by turning a material into a new product. This **reduces** the use of new materials which saves energy it would take to create the original material. For example, when **recycled**, plastic water bottles get turned into new materials such as fabric and plastic for other products like toothbrushes, pens, and toys. This tier uses the most energy and resources. It takes energy and resources to collect **recycled** items, sort them, manufacture into new materials, manufacture into new products.
    - **Landfill** - a piece of land where garbage and waste is put. These large piles of garbage and waste are then covered with soil once filled.

Observation Growing Chart

Make a hypothesis (If… then…)statement, write it on the back of this sheet. Record the height of your plant over several weeks to see how quickly it grows. Start with the day you planted your seeds recording the date and the height (should be 0). At the end, review your hypothesis!

DATE	HEIGHT

Observation Growing Chart: Different Growing Conditions

Make a hypothesis (If… then…)statement, write it on the back of this sheet. Record your observations in how the plants grow under different light conditions. Make sure to water each group the same amount on the same day. In the boxes below the lighting options you could record information such as height, color, how the stem/leaves look. At the end review your hypothesis!

DATE	Full Sun (6+hours)	Partial Sun (1-5 hours)	No Sun (0 hours)	Complete Darkness

Recycled Container - Fairy House

AUDIENCE:
This Fairy House project can be scaled for all ages. Young gardeners (3-10) can help paint and create a design. Older gardeners (11+), under supervision and guidance of an adult could help with cutting materials and gluing. When in doubt, have an adult complete tasks such as cutting materials and gluing.

LEARNING OBJECTIVES:

1. Gardeners will understand the difference between **reduce**, **reuse,** and **recycle**.
2. Gardeners will understand how to **reuse** recyclable materials.

VOCABULARY:

Reduce - using less of a material
Reuse - using a material again
Recycle - the process of turning waste into a new product or material
Landfills - a piece of land where garbage and waste is buried.

MATERIAL SUGGESTIONS:

- Paint
- Paint Brushes
- Nuts/bolts (small, ½ inch), wire, twine, rubber bands (anything to act as a fastener)
- Glue (hot glue or quick drying super glue)
- Container Suggestions:
    - Half gallon milk container, tin cans, plastic juice bottles, take out containers, foil containers,
- Decoration Suggestions
    - bottle tops, corks, pull tabs, empty thread spools, egg shells (look for our natural dye experiment), straw, twigs, dried leaves, dead flower heads
- Safety Glasses
- Work Gloves
- Tool Suggestions:
    - Tin snips, scissors

- Adult - should be present and/or responsible for using hand tools and glue

Set-up

Depending on how involved you want your gardener to be in the design/construction of the Fairy House prep or wait to prep materials. Suggestions for preparing materials ahead of time:

- Wash out all containers, remove labels, making sure they are clean and dry for use
- Cut out a door on one side of the container
- Collect items on a nature walk such as twigs, straw, dead flower heads

I: Introduction (5 minutes)

*Time to ask questions! Introduce your gardener to the Three R's (**Reduce, Reuse, Recycle**) and ask guiding questions, see below for examples. Then introduce your gardener to all the materials/project and explain they will be turning the containers into a **recycled** Fairy House. See Resource Corner for more background information to talk about **reducing, reusing, recycling, and landfills.***

1. What does it mean to **Recycle? Reuse? Reduce?**
2. Why is it important to **Recycle, Reuse, Reduce?**
3. Where do you think materials go when we **Recycle**? When we don't **Recycle**?

*Check for understanding, ask your gardener to describe one thing that can use less of ***REDUCE***, one thing that can use again for the same purpose ***REUSE***, and one thing they can turn into something else ***RECYCLE*.***

II: Activity (1-3 hours)

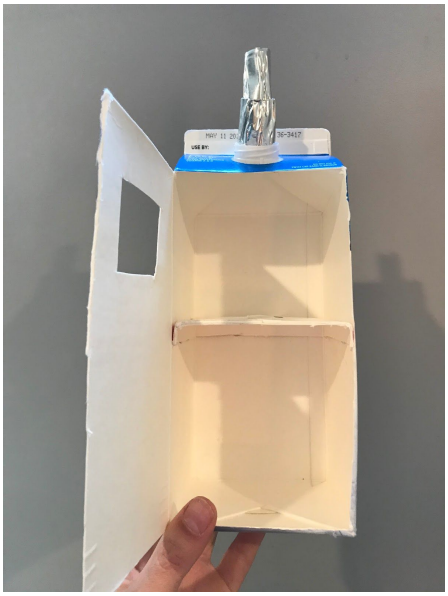
Review appropriate safety tips with your gardener based on the materials/tools you are using. If allowing your gardener to use tools please supervise and first model the correct way to use the tool (see Resource Corner for Suggestions). Review the steps you have created for their Fairy House - any changes? See below for example of steps for our Fairy House!

It may be helpful to have gardeners draw out their ideas to help visualize their design ahead of time. Questions to peak interest or inspire creativity?

1. How will you use these materials to decorate a Fairy House
2. What steps do you think we will need to follow to create your idea?

Run through the steps with your gardener, making sure they make sense and are in the appropriate order. Have them write or dictate for you to write them down so you know what steps you are going to follow.

1. Wash out and leave milk container to dry
2. Cut a three sides of a rectangular panel in the front of the container, if you want a window create a starting hole and use scissors to create a window
3. Punch a hole on the front panel for a nut and bolt and two slits for a rubber band loop on the adjacent side.
4. For smoke stack, cut a 6” circle out of a aluminum container (you could also use paper)
    a. Cut the circle into thirds
    b. On two of those pieces, trim off the tip by about an inch and roll to the size of the container pour spout. Hot glue and repeat for the second trimmed piece positioning this time in the first rolled piece
    c. With the last piece, roll into a cone. This time trim from the bottom of the piece if you want it to be shorter, hot glue



5. Cut branches, stems, and other long materials to size based on where you are placing them on the container, hot gluing as you go

6. Break eggshells into dime size pieces. Staring from the bottom of the roof. Hot glue line by line working your way up to the top of the roof

7. Make furniture out of other objects like empty thread spools, bottle caps, corks

III: Evaluate (5 minutes)

Ask your gardener what went well during the creation of their design, would they change anything? Now that they have created one Fairy House what others could they draw up? What additional materials could they use? What are other ways they could ***recycle*** *these materials?*

Resource Corner

Relevant Background Information and Activity Alternatives

- **Reduce, Reuse, Recycling**
  - **Reduce** - the first tier in creating less waste is to use less. This can take many different forms such as turning off lights when you leave a room, reducing the amount of energy you are using. Buying items in bulk to **reduce** the amount of packaging. Storing food in containers instead of covering with plastic wrap/aluminum foil. This tier uses the smallest amount of energy, sometimes zero!
  - **Reuse** - this is the second tier in creating less waste. Use items again when possible. Examples of this could be using **reusable** shopping bags. Washing out plastic cups and take-out food containers to **reuse** again. This tier uses energy and other resources such as water to wash out containers.
  - **Recycle** - the third tier in creating less waste by turning a material into a new product. This **reduces** the use of new materials which saves energy it would take to create the original material. For example, when **recycled**,

plastic water bottles get turned into new materials such as fabric and plastic for other products like toothbrushes, pens, and toys. This tier uses the most energy and resources. It takes energy and resources to collect **recycled** items, sort them, manufacture into new materials, manufacture into new products.

- **Landfill** - a piece of land where garbage and waste is put. These large piles of garbage and waste are then covered with soil once filled.

- General Safety Tips
  - Maintain and test tools ahead of time to make sure they are working properly
  - Dress appropriately - avoid loose clothing, clothes with drawstrings, remove jewelry, pull back long hair
  - Wear protective gear - safety glasses, face mask when cutting wood, gloves when handling rough/sharp items
  - Use a clean work area, free from clutter
  - Be aware of others in your work space
  - Keep other tools and materials out of the way until needed
- Specific Tool Safety Tips
  - Nuts/Bolts - small parts could be choking hazards, use with appropriate ages
  - Scissors - use only to cut materials that easily cut with scissors (paper, some plastics), always carrying point side down
  - Tin snips - used to cut thicker materials such as tin cans, wear gloves when cutting metal