

# Segregate waste at Source



## Introduction

Segregation at source is critical to its recycling and disposal. Lack of segregation, collection and transportation of unsegregated mixed waste to the landfills has an impact on the environment. When we segregate waste, it reduces the amount of waste that reaches landfills, thereby taking up less space. Pollution of air and water can be considerably reduced when hazardous waste is separated and treated separately. It is essential that waste is put in separate bins so that it can be appropriately dealt with.

## Objectives

Students will be able to

- understand the importance of waste segregation.
- learn to categorise and dispose of waste correctly.

**Eco-School steps:** Curriculum Linkages, Audit, Inform & Involve  
**Curriculum Linkages** – Environmental Studies



## Time Required/ Duration

- Classroom session: 20 minutes for introduction of segregation, 10 minutes for segregation activity and 10 minutes for debriefing.
- Evaluation session: 20 minutes.

## Resources Required

- Two dustbins: (Blue for dry waste, Green for wet waste)  
(\*colours of bins may change accordingly to the region/country)
- Pen
- Resource 2 (Paper sheets – one sheet per student)



# Activity

## Pre-activity task for teachers/ facilitators

On a sheet of paper, record the names of different degradable and non-degradable waste types such as: vegetable peels, fruit core, flowers, leaves from garden, plastics, paper, glass, tetrapacks, aluminum foil, pencil shavings, band aid, pins, metal clips, chip packet, chocolate wrapper, polythene bag, plastic water bottle, plastic soft drink bottle, cotton U pins, etc. Add a few more names if required to ensure that each student has one sheet of paper. Some of the names can be repeated. (Resource 1)

## Classroom session

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- Introduce the topic to the class, show them the bins and explain which kind of waste will go into each of the bins.
- After the topic has been introduced, ask each student to pick one sheet of paper from the box.
- Then ask the students to put their papers in the appropriate bins (Blue labelled for Dry Waste and Green labelled for Wet Waste.)
- The students will need to identify the right bins for each product mentioned on the paper and put them accordingly in the bin.

## Conclusion

After the activity has been completed, check the papers thrown into the bins and in case of a mistake, make the students aware of the composition of that particular product and in which bin it should have been thrown into.

## Evaluation

The picture in the worksheet shows 2 bins in the center of the circle.

- The outer circle consists of different items of daily use.
- Ask the students to draw a line from each item to the appropriate bin.
- The students can use a pencil of different colour to depict each stream of waste.  
(\*colours of the bins may change accordingly to the region.)

## Resource 1

### Segregation Worksheet

Draw a line from each item to the bin



#### Evaluation

The students would have understood the concept of segregation and the main categories into which different types of waste need to be segregated.

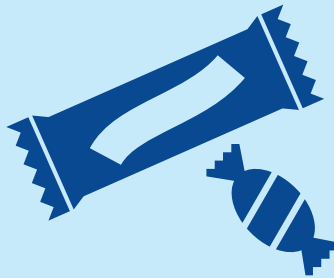
## Resource 2

### Paper Sheets

Leaves



Chocolate Wrapper



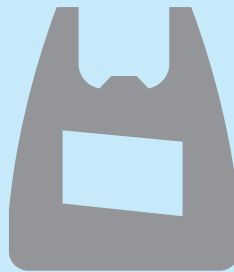
Pencil Shaving



Soft Drink  
Bottle



Plastic Bag



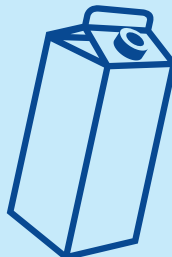
U pins



Fruit Core



Tetrapack



Aluminum Foil

