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**Promoting Neighborhood Garbage Classification Through Holding Treasure Hunt  
Game and Selling Diagram Color Paired Garbage Bags.**

**Abstract:**

After the garbage classification policy was first proposed in 1999 in China and reinforced through punishments in 2019 in Shanghai, citizens were still not fully used to it, and some of them even felt it unnecessary and troublesome to obey this environmental protection regulation. The aim, therefore, of these projects was to raise the awareness of this policy in the community of a Shanghai neighborhood. To accomplish this, a treasure hunt was organized, and custom garbage bags were designed and sold. The treasure hunt educated the children in the neighborhood and nearby kindergarten related to this policy while receiving a prize. Garbage bag selling activity served as assistance for adults to put waste into the correct garbage bin with the corresponding color. An improvement in overall performance in a post-assessment questionnaire compared to pre-assessment will show this project's effect. In the end, there were only a few positive impacts on the community regarding the policy of garbage classification. Thus, the community project had little effective influence on improving the comprehensive awareness in a Shanghai neighborhood where the project took place. Nevertheless, the project failed to prove the neighborhood's actual behavior in the neighborhood, and the effect of raising awareness of one neighborhood wasn't very useful for the whole city, including surrounding neighborhoods.

**Introduction:**

Adding standard distinctions of garbage and setting formal punishment for not obeying it, the Shanghai government encouraged Shanghai citizens to perform the garbage sorting policy meticulously. Since some citizens still disobey it due to laziness or ignorance about each classification. This project was to raise awareness of this policy and help residents better understand recycling in one specific Shanghai neighborhood. This could at least add a little help to the environmental protection goal of the city.

Ebbinghaus's Forgetting Curve Theory was a cognitive theory derived from the Hippocampus research. This theory focused on explaining long-term memory formation by proving that people tend to remember things for a long time after more exposure to one concept (Chun and Heo 56). The treasure hunt part of this project utilized this technique to educate the neighborhood and nearby kindergarten children. By exploring the question boards and finding the corresponding answer boards in the neighborhood, the children can study each garbage classification and several difficulties in this city policy. Also, the children receive a prize for their success in this activity. This implemented positive reinforcement, an operant conditioning in psychology, promotes children's motivation to learn about garbage classification (Omomia and Omomia 174).

The garbage bag selling activity targeted the adult in the neighborhood. Due to occasion confusion about each garbage classification and the correct disposal spot, the special-designed garbage bags corresponding to the garbage bin color with diagrams on the outside can help people in the neighborhood sort the trash efficiently and correctly. This was using the Gestalt Theory in cognitive science. Gestalt theory helps people categorize things into groups based on the similarity of appearance, thus improving the chance of throwing the garbage into the correct bin (Spelke et al. 1483).

Base on the two different parts of the project and the psychological effect of this community project, the researcher hypothesized the average score of questions regarding waste classification would rise. This could help the whole community's environmental protection goal, adding improvement for protecting the city too. If the researcher can expand the project later after the success in this one specific neighborhood, the positive effect may be larger when more neighborhoods engage in this project. However, it will require more expenses.

### **Method (Two parts happening simultaneously):**

#### **Part 1: Garbage Bag Selling Part for Adult**

The researcher begins by investigating color representation and the common garbage in the neighborhood. The disposal bin in the neighborhood was mainly divided into four categories with four distinct colors. After knowing that the Harmful Waste was in the red bin, the Kitchen Waste was in the blue bin, Recyclable was in the green bin, and Residue Waste was in the grey bin, the researcher designed the four kinds of the garbage bag with each corresponding color. On each kind of garbage bag, four diagrams of the waste should be in there to help residents when they used the bag. Putting a diagram of commonly appeared garbage on each colored garbage bag reminds residents of a hint to sort the garbage efficiently when they see the diagram.

The researcher communicated with the community committee. The community committee accepted this project with active support. Since the community members could conveniently reach many residents in the neighborhood, they agreed to help the researchers hand out pre-assessment regarding garbage sorting questionnaires to residents as much as possible.

After the agreement, the researchers created an anonymous questionnaire with questions that included the most confusing garbage classification difficulties. Using the community committee center, the researcher printed out 100 questionnaires, and the community committee members helped the researcher distribute the paper. The pre-assessment questionnaire includes five parts: the willingness to follow the project information, the multiple choices section, the true and false section, the scenario analysis section, and the self-evaluation section. The researcher used the first part to assure the possibility of continuing the project with full support from residents. The researcher used the second, third, and fourth parts to test the average neighborhood understanding of garbage classification policy objectively. At the beginning of the questionnaire, the participants were informed to answer the question at first sight without searching on the internet. The researcher also explained this questionnaire's purpose to the participants by telling them that these questions would help design the second part of the project: the Children Treasure Hunt activity. The researcher collected the assessments after one week through boxes where the residents could put in.

The next step of the Garbage Bag Selling parts was to communicate with the bag manufacturers. By comparing the prices that appear on the sales shelf in surrounding shopping malls for a day, the price for each package of garbage bag (including all four kinds of color) was 24RMB. The whole package includes 120 garbage bags in total with each kind of 30 bags. Due to the distant location (three crossroads) of the nearest shopping mall, the daily used product, such as garbage bags, was very convenient for the residents. The manufactured bag with 50 packs arrived in 2 weeks. The community committee and researcher put up the advertisement on the bulletin board, getting ready to wait for residents to engage in this project. The researcher recorded the sales of the garbage bag every week.

Throughout the process, the adults experienced several exposures to the concepts of waste sorting like what was described by Ebbinghaus's forgetting curve. According to this cognitive theory, people can relearn something faster if their brains have previously been exposed to a similar stimulus (Chun and Heo 57). In other words, the brain subconsciously stores some memory because it experiences similar things somewhere before. This theory was used to develop a new learning method: repetitive learning (Chun and Heo 56). In this project, the first exposure was during the pre-assessment. The second exposure was on the outside of the garbage bags. The third exposure was on the post-assessment, which happened after selling more than 50% of bags in storage and finishing the treasure hunt event. Utilizing the principle of Ebbinghaus's forgetting curve, the adults were exposed to the knowledge of garbage classification several times. They were psychologically affected too.

## Part 2: Treasure Hunt Part for Children

The pre-assessments in Part 1 were also used for this part of the project. Each residential participant's family received two questionnaires. It guaranteed each family might allow the children to try the question independently or under assistance from parents.

Part 2 of this project's distinct portion was to design the question boards in the neighborhood and decide each board's positions. The researcher designed the question according to the average age of children presented at the treasure hunt. One question in the pre-assessment was asking the age of the person filling this form. By looking across all assessments collected, the researcher concluded the average age of children participating in the treasure hunt event. To improve the overall positive influence on the environment of this project. The nearby kindergarten and educational institutions were invited. However, only the kindergarten accepted this proposal. This was because the educational institutions had

prepared the schedule earlier, and it was also because teachers of education institutions needed to bring children across the crossroad, which raised the security concern.

After the questions were designed, the board was made using huge hard cardboard pieces and fixed at the position it needed to be. Before the treasure hunt formally began, the boards were already in the neighborhood. It served as the first exposure in the Ebbinghaus's forgetting curve. Each time the adults and the children walk across the board, they would unintentionally see the board beside the road. Even after The researcher held the treasure hunt game, the boards remain in the positions to remind the garbage classification concepts. This reinforced two groups of individuals in the neighborhood while passing by, adults and children. The researcher checked the questions, answers, codes, positions of the event several times to ensure the validity of each concept learned.

The decided day for the treasure hunt was published through a WeChat group chat, including both residents and teachers in the kindergarten. On the day of the treasure hunt, adults gathered both kindergarten kids and the children at one neighborhood gate. They were led by either their parents or the teachers. The children were divided into ten groups, with each group around five people. Each group's task was to find the questions according to the neighborhood's printed map and find the answers regarding each question in sequence. After going around the neighborhood in the correct sequence, they recorded the letters or numbers to form a code. If the code was one of the codes in the code library previously made, the children received prizes. Since each group started with different questions, the code had in total of 12 possible combinations. The prizes included toys, snacks, and stationaries.

The researcher put the cardboards in the neighborhood to let children explore. In the process, they answered questions, went to the correct place, gathered the code for a prize. During the exploration, they memorized the concept as they entertain. The treasure hunt events were the second exposure in the Ebbinghaus's forgetting curve. The repetitive recall

about each garbage classification helped the Youngs get used to this policy as soon as possible.

When the treasure hunt was completed, teachers and parents would send the code they gathered through private chat on WeChat. Checking each code was correct or incorrect, the researcher sent the prizes to the home of residents and the kindergarten with honored kid names on a written paper. This was utilizing the technique of positive reinforcement in operant conditioning. By exposing the children under a desirable stimulus for their well-being, the project reinforced children's motivation to learn and answer garbage classification correctly (Omomia and Omomia 176). Simultaneously, they were memorizing the concepts related to waste sorting policy, a regulation they need to obey skillfully in the future.

When the treasure hunt event finished, the researcher designed a new questionnaire and sent it through the WeChat group. This was the post-assessment to test the current understanding of recycling in the community. If the performance were better than the pre-assessment, the project would be proven successful. Simultaneously, the post-assessment was the third exposure to strengthen the memory of both adults and children.

### **Result:**

The results were quantitative. It had one pre-assessment and one post-assessment. In pre-assessment, there was a sample size of 66. There are three main sections in the questionnaire of pre-assessment.

Section A asked ten questions, requiring respondents to do some primary classification of garbage.

Section B asked seven questions, requiring respondents to determine whether a statement was true or false regarding the garbage classification.

Section C required the respondents to judge the action of a person in two complicated scenarios. If the person in the scenario did the waste sorting wrongly, where should it be improved?

Standardizing the score of section A and Section B in pre-assessment to a point out of 100, the researcher can calculate the residents' average performance in these two sections. The formula for standardizing was:

$$\text{Section score} = \frac{\text{Percentage of correct answers of Question 1...+percentage of correct answers of Question 10}}{\text{number of questions in that section}} \times 100$$

Base on the above formula, the researcher calculated section scores of A and B in pre-assessment.

	Correct percentage in Section A	Correct percentage in Section B
Question 1	0.1515	0.6364
Question 2	0.8788	0.5303
Question 3	0.6212	0.5909
Question 4	0.5455	0.603
Question 5	0.697	0.8384
Question 6	0.5606	0.5606
Question 7	0.4242	0.8636
Question 8	0.7424	/
Question 9	0.6515	/
Question 10	0.7979	/
Average	0.751466667	0.801842857
Average ×100	75.14	80.18

**Figure 1. Average Score in Section A and B of pre-assessment out of 100.** The score of section A on average was 75.14. The score of section B on average was 80.18.

As for section 3, the points of two questions would be given when any essential concepts were being mentioned in the response: If the respondent answer question 1 correctly, one point would be added. If the person responded to the question correctly in the second question, 0.5 points would be added. If the respondents stated the improvements in that scenario correctly, another 0.5 points would be added. Then the sum would be divided by two and multiplied by 100.



It was computed as follows:

$$\text{Section Score} = \frac{\text{Correct in question 1 (1 point)} + \text{Correct in question 2 (0.5 point)} + \text{Correct improvement in question 2 (0.5 point)}}{2} \times 50$$

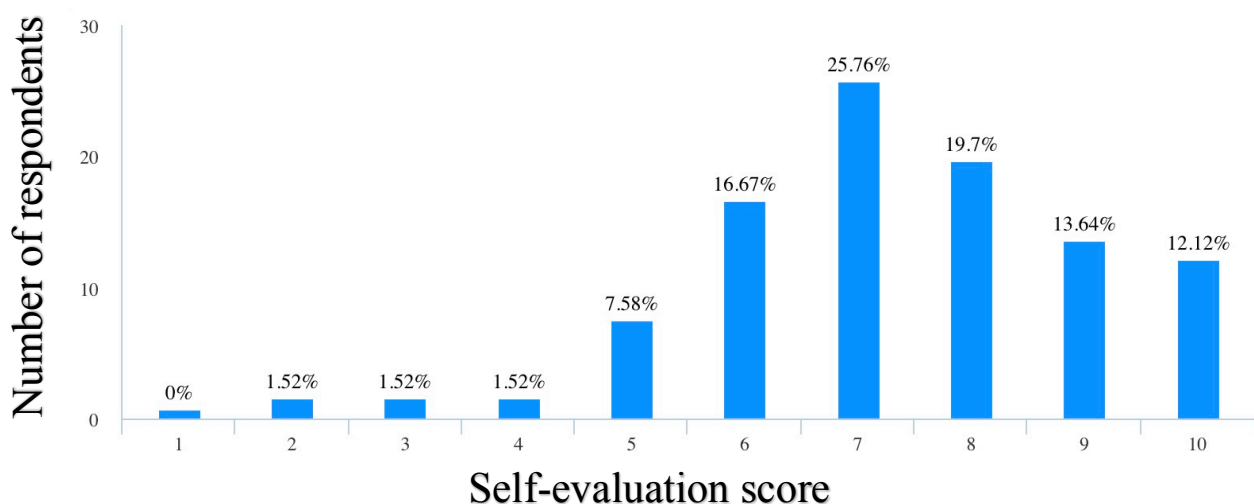
Base on the above formula, the researcher calculated section scores of C in pre-assessment.

	Score of Section 3 for each individual		Score of Section 3 for each individual		Score of Section 3 for each individual		Score of Section 3 for each individual
Person 1	0	Person 21	1.5	Person 41	1	Person 61	1.5
Person 2	2	Person 22	1	Person 42	1.5	Person 62	2
Person 3	2	Person 23	2	Person 43	0.5	Person 63	1
Person 4	1	Person 24	1.5	Person 44	2	Person 64	1
Person 5	1	Person 25	2	Person 45	0.5	Person 65	1
Person 6	0	Person 26	0.5	Person 46	2	Person 66	2
Person 7	2	Person 27	1.5	Person 47	2	Average	1.22
Person 8	1.5	Person 28	1	Person 48	1	Average ×50	61
Person 9	1.5	Person 29	1.5	Person 49	1.5		
Person 10	1.5	Person 30	2	Person 50	1		
Person 11	0.5	Person 31	1.5	Person 51	0.5		
Person 12	0	Person 32	1	Person 52	1		
Person 13	2	Person 33	0.5	Person 53	0.5		
Person 14	1	Person 34	1.5	Person 54	1.5		
Person 15	1	Person 35	1.5	Person 55	1.5		
Person 16	1.5	Person 36	0.5	Person 56	1		
Person 17	1.5	Person 37	1.5	Person 57	1.5		
Person 18	2	Person 38	2	Person 58	1.5		
Person 19	0.5	Person 39	0.5	Person 59	1		
Person 20	1	Person 40	0.5	Person 60	1		

**Figure 2. Average Score in Section C of pre-assessment out of 100.** The score of section C on average was 61.

The average score for the whole pre-assessment was 72.10. This was computed based on the validity of each question objectively.

The last part of the pre-assessment was a subjective self-evaluation done by participants. The question required the participants to grade themselves on classifying the garbage classification policy. One point meant unskillful, and ten points meant skillful. This was the result received:



**Figure 3. The distribution of respondents's self-evaluation scores in pre-assessment.** The average score given by the residents was 7.33.

The post-assessment results were quantitative too, and there was a sample size of 66 from the individuals who completed the pre-assessment. Since all respondents in pre-assessment chose "willing to follow the more information about this project," the researcher assumed they were in the WeChat group of the treasure hunt. When the post-assessment was published online in the WeChat group, the researchers have clarified that only the people who did pre-assessment could do the post-assessment. This avoided new data unrelated to the pre-assessment. There were 66 samples in total, which proved that all 66 respondents followed the events, although the group had 82 members in the chat. The increase in engagement was due to the community committee's advertisement and the garbage bag selling in the neighborhood.

There were still three main sections in the questionnaire of pre-assessment. The three sections were the same but different in the number of questions.

Section A asked 19 questions in post-assessment. Section B asked six questions in post-assessment. Section C has two questions in post-assessment.

The calculation method was the same as the pre-assessment.

	Correct percentage in Section A	Correct percentage in Section B
Question 1	0.7202	0.8732
Question 2	0.8098	0.8293
Question 3	1	0.6707
Question 4	0.939	0.878
Question 5	0.7773	0.8488
Question 6	0.7561	0.8098
Question 7	0.8341	/
Question 8	0.7805	/
Question 9	0.7366	/
Average	0.772316667	0.81318
Average $\times 100$	77.23	81.31

**Figure 4. Average Score in Section A and B of post-assessment out of 100.** The score of section A on average was 77.23. The score of section B on average was 81.31.

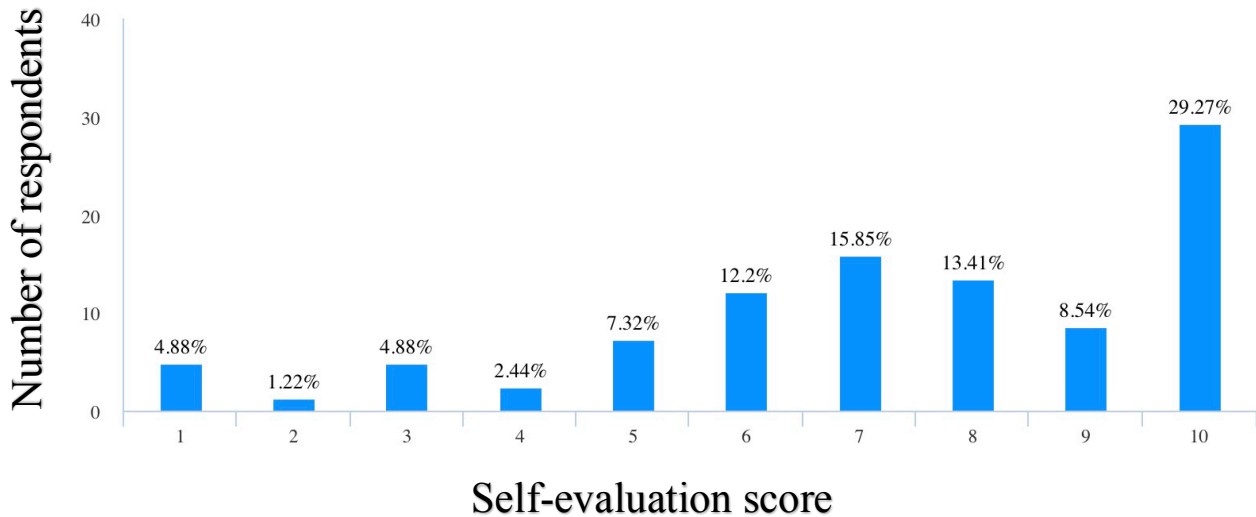
Compare to the score of 75.14 on section A and score of 80.18 on section B in pre-assessment. There was no significant improvement in the score of post-assessment questionnaires. However, it still seemed to have a little positive influence on the understanding of recycling in the neighborhood. Section A had an improvement of 2.09-percentage points. Section B had an improvement of a 1.13-percentage point.

	Score of Section 3 for each individual		Score of Section 3 for each individual		Score of Section 3 for each individual		Score of Section 3 for each individual
Person 1	2	Person 21	1.5	Person 41	1	Person 61	2
Person 2	0.5	Person 22	2	Person 42	2	Person 62	2
Person 3	1.5	Person 23	2	Person 43	0.5	Person 63	1
Person 4	1.5	Person 24	0.5	Person 44	2	Person 64	2
Person 5	2	Person 25	1.5	Person 45	1	Person 65	1
Person 6	1	Person 26	2	Person 46	2	Person 66	2
Person 7	1.5	Person 27	0.5	Person 47	2	Average	1.33
Person 8	1	Person 28	1.5	Person 48	1	Average*50	66.5
Person 9	2	Person 29	1.5	Person 49	1.5		
Person 10	2	Person 30	1	Person 50	0.5		
Person 11	2	Person 31	1.5	Person 51	2		
Person 12	1.5	Person 32	2	Person 52	1.5		
Person 13	1	Person 33	2	Person 53	0.5		
Person 14	1.5	Person 34	1.5	Person 54	2		
Person 15	2	Person 35	1.5	Person 55	1.5		
Person 16	1.5	Person 36	0.5	Person 56	1.5		
Person 17	1.5	Person 37	2	Person 57	1.5		
Person 18	2	Person 38	2	Person 58	1.5		
Person 19	1.5	Person 39	2	Person 59	2		
Person 20	1	Person 40	2	Person 60	2		

**Figure 5. Average Score in Section C of post-assessment out of 100.** The score of section C on average was 66.5.

Compared to 61 on section C in the pre-assessment, the score of 66.5 in the post-assessment had an acceptable difference.

The last part of the post-assessment was again the self-evaluation section done by participants. This was the result received:



**Figure 6. The distribution of self-evaluation scores in post-assessment.** The average score given by the residents was 7.29.

Compare to the pre-assessment, the self-evaluation score decreased by 0.04. However, it was more concentrated with extreme evaluations. This was probably due to the change in the respondents' psychology. Throughout the project, they might find themselves still "naive" in the garbage sorting policy. Some of them might learn a lot and believed they are now skilled at it.

### **Discussion:**

Base on the data collected from the pre-assessment and post-assessment, the project hypothesis has been proven right. The treasure hunt and garbage selling might positively impact the overall awareness of the waste sorting policy. This was because there was approximately one to two percentage point improvement in both section A and Section B. There was a 5-percentage point improvement in section C. Although the self-evaluation section seemed to be decreased, it only decreased 0.04 points on the average grade. The self-evaluation grade was approaching two extremes too. This was possibly due to external factors such as psychological change throughout the project. Some people might gain

confidence in classifying the garbage, but some people might lose confidence because some assessments tricked them.

Nevertheless, the project was not perfect. The project failed to convey the danger of not classifying the garbage effectively during the process. Instead, it was just educating the residents on the way to classify. Some people can still refuse to do it even though they know how to do it. The danger was not "scare" enough for residents to actively limit their behaviors. Some residents in the community might still think of classifying garbage as a troublesome process. The project's two activities were based on the premise that residents sort garbage wrongly because they genuinely don't know how to sort it. This missed out on the people who intentionally disobey this city policy. Furthermore, it was hard to prove if what was happening at the disposal point because the researcher could not thoroughly examine every garbage bag at the dumpster. The habit of laziness was not easy to change.

The other issue of this project was the unexpected break in delivery during the Chinese New Year break. The manufactured bag arrived at the neighborhood after a week of delay because both the delivery companies and the factory workers were on vacation. This was a mistake taken by the researcher of not taking this particular time into account. This shortened the time bag selling could affect. This could be a reason for no noticeable improvement in sections A and B.

**Conclusion:**

This project proved that utilizing the psychological concept of operant conditioning, Ebbinghaus's forgetting curve, and Gestalt Perception can improve education over a short span. This community project implemented repetitive learning, color matching, and positive reinforcement to improve the neighborhood's comprehensive understanding of recycling. Even though there was no sharp rise or a sharp drop in the statistic, there were still

improvements in merely a month. After the treasure hunt part, the boards are remained fixed in the position with random distribution in the neighborhood. It leaves long-term effect and future potential for more children to learn things when they passed by. Thus, the young can understand the policy when they are young. After proving to have a tiny success in one Shanghai neighborhood, the residents can put this community project into action for more neighborhoods. Since the project made a little improvement in only a month, similar projects that last longer can positively impact. Yet, it still met the difficulty of requiring more expenses and more support from citizens all over the city.

The last expansion of this project is not merely related to garbage classification policy. Although this project was related to the education on garbage classification, researchers can use the three psychological theories in education in a broader sense, not merely environmental protection.

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## Appendix A: Pre-Assessment

Do you still live in Jinqiao Rich Garden [multiple choice]

Yes

No

Basic information:

Are the people participating in this questionnaire willing to continue to support the environmental protection activities in the community [single choice]

Yes

No

Will the people participating in this questionnaire be willing to follow up the information about the environmental protection projects of the community [single choice]

Yes

No

If there are children in the family, are you willing to let the children participate in the follow-up environmental protection knowledge treasure hunt activities (the activity location is always in the community, and there is no need to leave the community) [single choice]

Yes

No

No children at home

Part 1: Multiple-choice questions

1. The following items that are not recyclables are [single-choice questions]

Toothbrush

Milk carton

Cloth

Hanger

2. Expired drugs belong to \_\_\_\_\_ and require special treatment [single choice]

Hazardous waste

Recyclables

Other garbage

Kitchen waste

3. \_\_\_\_\_ garbage can be degraded and composted. [Single choice question]



Hazardous waste  
Recyclables  
Other garbage  
Kitchen waste

4. What kind of garbage are the discarded leaves of household potted plants? [Single choice question]

Hazardous waste  
Recyclables  
Other garbage  
Kitchen waste

5. What kind of rubbish does the milk tea cup belong to when emptying the internal residue? [Single choice question]

Hazardous waste  
Recyclables  
Other garbage  
Kitchen waste

6. What kind of garbage are masks? [Single choice question]

Hazardous waste  
Recyclables  
Other garbage  
Kitchen waste

7. Which of the following is not dry garbage? [Single choice question]

Can  
Writing paper  
Dust  
Toilet Paper

8. The following belong to other rubbish are \_\_\_\_\_ [multiple choice]

Pesticide  
Used tissue  
Shells  
Cola Can

9. Glass products belong to \_\_\_\_\_ [single choice]

Hazardous waste  
Recyclables  
Other garbage  
Kitchen waste

10. Expired cosmetics belong to \_\_\_\_\_ [multiple choice]

Hazardous waste  
Recyclables  
Other garbage  
Kitchen waste

Part Two: True or False

Oiled waste newspapers are dry garbage () [multiple choice]

True  
False

Crab shells, waste shells belong to other garbage () [single choice]

True  
False

Old clothes belong to other garbage () [single choice]

True  
False

Household shower gel and shampoo are recyclables () [single choice]

True  
False

Used mobile phones and batteries are hazardous garbage () [single choice]

True  
False

The broken ceramic dishes are recyclable () [single choice]

True  
False

Milk cartons and beverage cartons are also called Tetra Pak. Tetra Pak is recyclable () [single choice]

True

False

### Part Three: Situational Questions

1. One day, due to the temperature difference caused by the hot and cold weather, many cracks appeared in the painted glass in A's house. After contacting the relevant personnel, personnel replaced the glass with new glass before the glass was broken entirely and fell. At this time, A is carefully handling his most precious painted glass, following the instructions. Which trash can A put the glass in at this time? [Fill in the blanks]

2. Jiajia walked out of the room and found that her family was not at home. Parents left only a note on the table. It said, "Jiajia, Mom and Dad are going to buy groceries. Can you help dispose of this box and the contents?" Jiajia opened the box and found a pair of old shoes inside. Jiajia threw the message paper into the box and threw the whole box directly into the dry trash can. Does Jiajia do the right thing? If you make a wrong classification, what can be improved? [Fill in the blanks]

### Part 4: Self-rating

If ten is very familiar with the garbage classification policy, one is very unfamiliar with the garbage classification policy, on the 1-10 scoring band, how many points would you rate yourself? [Scale question]

Thank you very much for your participation. This questionnaire is only for the residents of Jinqiao Ruishi Garden and prepares for future exploratory games. I hope you can let the children at home actively participate in the subsequent educational games.

## Appendix B: Post-Assessment

### Part 1: Multiple-choice questions on basic knowledge

In the process of sorting garbage, someone once proposed a straightforward and simple classification method. The method is to classify a particular animal whether it can be eaten or not, and it will die if eaten. What is this animal? [Single choice question]

Bird  
Pig  
Cattle  
Cat

2. Which of the following garbage classification does not belong to the four conventional garbage categories [single choice]

Hazardous waste  
Other garbage  
Kitchen waste  
recyclable trash

3. If domestic garbage is not disposed of in time and exposed to the outside for a long time, what will be the result? [Single choice question]

No harm, just clean the house  
Bacteria is easy to breed, and it is easy to cause disease and become a source of pollution.  
Will attract flies and mosquitoes and sleep peacefully at night.  
It's okay to stay away from the residential area.

4. Recyclable garbage is often marked with a particular mark at the time of packaging, and the number in the middle is used to indicate the degree of recyclability. Which one of the following marks is the mark of recyclable garbage? [Single choice question]

5. What kind of garbage is milk powder? [Single choice question]

Hazardous waste  
Other garbage  
Kitchen waste  
recyclable trash

6. What kind of rubbish does your object give you flowers on Valentine's Day? [Single choice question]

Hazardous waste  
Other garbage  
Kitchen waste  
recyclable trash

7. What kind of garbage are makeup tools such as beauty eggs, makeup brushes, and powder puffs? [Single choice question]

Hazardous waste  
Other garbage  
Kitchen waste  
recyclable trash

8. What kind of garbage is a perfume bottle that has been used for a long time? [Single choice question]

Hazardous waste  
Other garbage  
Kitchen waste  
recyclable trash

9. What kind of rubbish does the watercolor pen belong to? [Single choice question]

Hazardous waste  
Other garbage  
Kitchen waste  
recyclable trash

Part 2: Judging right or wrong questions

Dry garbage refers to waste with moisture not exceeding 20g [single choice]

True  
False

It is reasonable to throw used glass bottles into recyclable trash without washing [multiple choice]

True  
False

Calcium tablets are hazardous garbage [single choice question]

True  
False

Mosquitoes are dry garbage [multiple choice]

True  
False

After buying the milk tea and not drinking it, pull out the straw, break the surface film, and pour the remaining milk tea into the wet trash can. The straw and plastic cups are thrown into the recyclable trash. [Single choice]

True  
False

There is also a classification difference between big bones and small bones, big bones are dry garbage, and small bones are wet garbage [single choice]

True  
False

Part III: Which question is the situational judgment?

What kind of rubbish is the pork bone soup you ordered? (Including packaging and contents) [fill in the blanks]

What kind of trash does a KFC limited new family bucket belong to? (Packaging, napkins, chicken bones) [fill in the blanks]

Part 4: Self-evaluation

If you give yourself a score for "understanding the garbage classification policy," how many points will you give yourself? 1 means completely ignorant, ten means garbage sorting master [scale question]