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The ability to form environmental competence throughout Waste management

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Abstract: *Environmental competence is a category related to environmental awareness, environmental culture, environmental ethics and environmental behaviour and is a key competence. An efficient way to build a public awareness of environmental responsibility is to separate waste, a concept that is now widespread across Europe. Project work is an integrative strategy that provides opportunities for cooperation and interaction between students in the team organization of cognitive activity, realizing the connection between theoretical knowledge and practical activity of students, for conducting active training of students and effective socialization of the training, thus increasing the practical focus of the acquired knowledge and competences.*

The article presents results following the application of the project method as an opportunity to increase the environmental competence of junior high school students, with regards to sustainable waste management at school and in their households.

Keywords: environmental competence, project method, recycling

Introduction

The severity of environmental problems worldwide, the gradual awareness of the meaning and importance of human behaviour in the environment has also brought environmental education at a leading edge as one of the highlights of education as a form of social practice. Many authors recognize the concept of ‘ecological education’ as a continuous process of building an ecological culture, which forms a system of practical and elementary scientific knowledge and skills, and provides a responsible attitude to the

environment [1]. Quality environmental education promotes creativity and critical thinking, supports the process of knowledge accumulation and formation of literacy and foundational skills, communication skills, teamwork and other cognitive, interpersonal and social skills. Environmental education helps develop competences that enable learners to make informed decisions, control their own actions and take responsibility for the consequences. The new educational paradigm requires a change in the education and training of the younger generation, which is able to effectively solve not only regional but also global environmental problems in the future. In this regard, an important point is the formation of environmental competence among students. Environmental competence is a category related to environmental awareness, environmental culture, environmental ethics and environmental behaviour and is a key competence. An efficient way to build a public awareness of environmental responsibility is to separate waste, a concept that is now widespread across Europe. Project work is an integrative strategy that provides opportunities for cooperation and interaction between students in a team organization of cognitive activity, to realize the connection between theoretical knowledge and practical activity of students, to implement active learning of students and effective socialization of the latter, which will increase the practical focus of the acquired knowledge and competences.

The main objective of the study is Application of the project method as an opportunity to form environmental competence in Biology and Health Education 7 grade and a positive change in the students' attitude towards recycling of waste at school and in their households. The first subject is the academic activity of 13-15-year-old students in Biology and Health Education classes, a curricula topic 'Sustainable development and healthy lifestyle'. The second subject of the research is the change in students' attitude being studied based on the project method as a means of integrating elements of environmental education, emphasizing on sustainable waste management for the formation of environmental competence.

The article presents results from the project method as an opportunity to increase the environmental competence of junior high school students related to sustainable waste management at school and in their households. The project includes activities on trending environmental topics: sustainable development, municipal waste, recycling,

Literary analysis of key concepts

Environmental education and waste management

Environmental education is an essential element of the concept of education for sustainable development and a fundamental tool for raising awareness of the principles and functions of sustainable development, with a direct impact on the model of behavior of the person, the focal point of his value system and lifestyle. This means that the content and technological aspects of environmental education in general must be aimed at harmonizing human relations with the environment [2].

Education for sustainable development includes the issues of environmental protection, the effective consumption of natural resources, the maintenance of the ecosystem. It deals with environmental problems, the causes of their occurrence and the ways in which they can be overcome. Waste disposal is a problem that affects society as a whole. Taking responsibility from each individual plays a central role in the acquisition of environmentally responsible behavior, and hence the achievement of sustainable development [3].

A key role in achieving resource efficiency and efficient waste management is played by the National waste Management Plan 2021-2028 [4]. It is the care and responsibility of all producers, institutions, society as a whole and of each individual as a contribution to improving the environment. For decades, waste management strategies have recognized the key role of recycling in moving toward sustainable consumption and production.

An efficient way to build a public awareness of environmental responsibility is to separate waste, a concept that is now widespread across Europe.

For decades, waste management strategies have recognized the key role of recycling in moving toward sustainable consumption and production. As a result, European waste management policies have been developed in accordance with the ‘waste hierarchy’ that favors waste prevention, followed by reuse, recycling, recovery and disposal [5].

Recycling has become a priority for the entire civil society, especially for the environment. It has become an important means of reducing the increasing amounts of waste sent to landfills each year. Adults, young people and even children can contribute to creating a healthier and cleaner environment. Waste avoidance, as an integral part of sustainable development, depends on the activity of civil society. Getting acquainted with the waste problem from an early age, develops a completely different sense of responsibility to the environment, and thus, to general well-being [6].

Recycling should be a problem for everyone, from children to adults, rich or poor. It is therefore essential that training of young people starts from a very early age, which is crucial for the benefits of recycling, and that we encourage them to take care of the environment by taking part in the process itself. It is believed that through education, present and future waste generators will respect and conserve natural resources by making wise waste management board choices.

Education is crucial to realizing the importance of recycling. In the established new educational requirements and curricula for the initial and lower secondary stages of the main degree and for the first upper secondary stage of the secondary level in the subjects Physics and Astronomy, Chemistry and Environmental Protection, in biology and health education, geography and economics and in man and nature are written expected results related to environmental protection and human health, which allow in the new textbooks, in the school hours and activities of interest to discuss in an appropriate way the issues of waste prevention, the

hazardous properties of substances and the ways of their disposal. 1 providing more information about waste and recycling types as a process for reducing their quantity, building on the knowledge and participation of students in practical activities, training seminars and public events on how to carry out this activity increases environmental competence in terms of recycling benefits and environmental impact.

Ecological competence

Environmental competence is the recognition of the ability and desire for independent activities to protect the environment, to reproduce life, to practically improve the environment in the process of identifying, solving and preventing environmental problems [7]. The formation of students' environmental competence, according to the author, is aimed at the development of theoretical knowledge, practical skills, environmental values, acquisition of environmental knowledge in personal and socially significant environmental activities, as well as acquiring this foundation of experience to solve environmental problems. In functional terms environmental competence is one of the main competences (ibid.). In the context of ensuring a safe and sustainable environment, the formation of environmental competence is associated with the increasing role of the cognitive, affective, motivational and regulatory skills of the individual. Environmental competence is related to building a new model of environmental behavior of learners. Students' environmental competence is understood as the level of acquired environmental knowledge, skills and abilities that contribute to a responsible attitude to the environment and allow them to successfully carry out activities related to environmental protection.

Karpenko and others include in the environmental competence of students several aspects [8]:

- 1) Formation of an environmental knowledge system;
- 2) Acquiring practical experience to solve environmental problems at local and regional level;
- 3) Predicting appropriate behavior, activities in career and life;
- 4) The need to communicate with nature, the desire to be personally involved in its conservation and maintenance.

Essential for the environmental competence is its multidisciplinary and integrated nature. In terms of content, environmental competence is the integration of knowledge, skills, relationships and attitudes, and at the same time 'a specific combination of the subject's abilities to carry out activities that form environmental behavior aimed at solving environmental problems' [7].

Educational system's rapid growth requires application of new teaching technologies and use of innovative methods, through which an active and independent position of the trainees on certain subject content is formed. The Design method is one of the technologies that has become innovative in recent years. This project method represents a pedagogical technology, the main idea of which is 'learning by action'. In

the context of the objectives set out in the curriculum, the project method is research for the realization of which theoretical and practical actions are required. Student's active involvement in the creation of some or other projects, gives them the opportunity to master new ways of human activity in the socio-cultural environment [9]. The project method is always aimed at the students' independent activity – individual, in pairs, in groups, which they carry out for a certain time. This method is organically combined with group (collaborative or cooperative learning) methods. E.S. Polat emphasizes that the Design method comes from Didactics, private methods if used within a particular subject. Therefore, the author points out that the project method is a way to achieve a didactic goal by detailed development of a problem (technology), which must end with a very real, tangible practical result, designed in one way or another [10].

Today, the project method is widely used in school and non-formal education and is refers to the development of thinking, creativity, students' initiative from a very early age. In practical terms of pedagogical activity, the application of this technology 'engages students in complex, activities, is characterized by a high level of motivation and enables everyone to discover themselves as subjects of knowledge' [11].

According to Zaitsev, the popularity of the method is simply explained: 'The integration of theory and practice in solving vital problems leads to the desired results. The project method reveals students' possibilities, teaches them to independently construct existing and acquired knowledge. The method develops cognitive interests, teaches children to work both individually and in a team, respect their partners' opinion, show tolerance' [12].

As a result of the analysis, we can summarize that the project method is the key between theory and practice, between the classroom and real life. The project method is an important part of education, a major tool for stimulating critical and creative thinking, formation of a positive attitude towards practically applicable activity, increase of environmental competence as a system of acquired knowledge, skills and habits.

Data and methodology

Creating integrative models is one of the methods to improve secondary school biology education in order to increase the efficiency of the educational product. The p-habited hypothesis of the study is as follows: If sustainable waste management training is planned and implemented by applying the project method in a model for meaningful and technological integration, it will increase the environmental competence of the students. For the verification of the working hypothesis as the main methods in the pedagogical research, theoretical analysis and pedagogical experiment are applied. In addition, other methods which complement

each other are used within the process of research - pedagogical modelling and analysis of practical experience, survey maps, statistical evaluation of results.

According to the regulatory, the project is based on the curriculum in Biology and Health Education in 7th grade (standard – areas of expertise: ‘Organism – environment’ and ‘observation, experiment, research’ and subject for teaching content – ‘Sustainable development and healthy lifestyle’).

In its content, the project presents the relationship between choice and structuring of knowledge and skills, reflected by expected results. The main highlights are as follows:

1. Identify and classify the main sources of pollution (paper, plastic, metal and iron) of water, air and soil and their importance for environmental protection.
2. Understanding the concepts of separate collection and recycling of waste.
3. Formulation and implementation of specific measures on the rational use of different types of waste.
4. The formation of behaviour patterns that can lead to the reduction of environmental pollution

The idea to form ecological competence by applying the project method is realized in the technological slice of the model, presented in a previous article of the author [13]. The activities included in the project are aimed at:

1. Self-planning, design and implementation of the proposed ideas.
2. Involving multiple information resources, the choice, restructuring and use of which is carried out by students.
3. Providing opportunities for expression depending on the knowledge, skills and competences of individual students.
4. Promote cooperation and tolerance of others’ positions.
5. Production, presentation and protection of the final product.
6. Assessment and self-assessment of own participation and that of the other group members (Fig. 1).

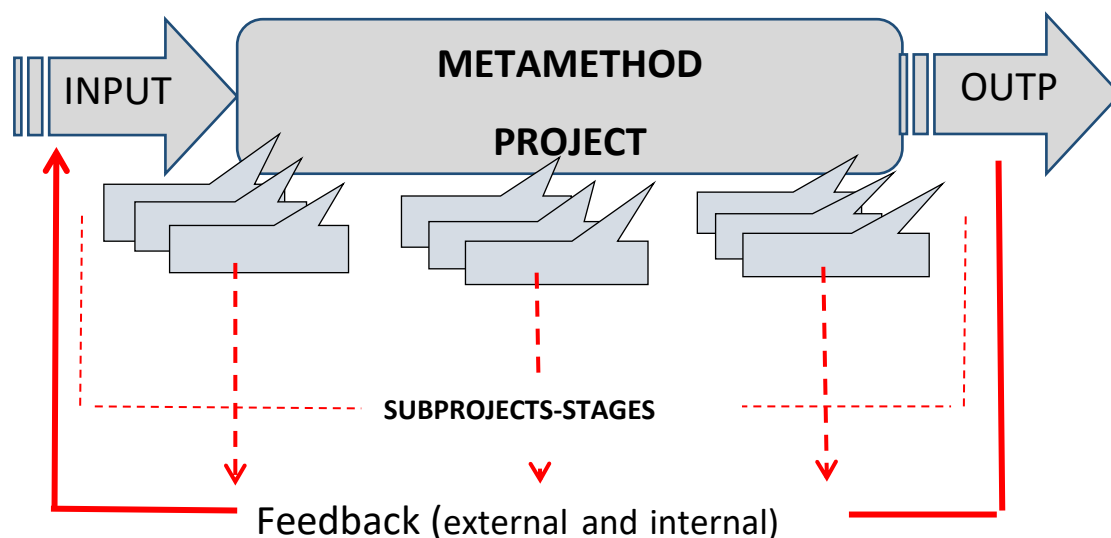


Figure 1. Technological slice of a content and technological integration model

The evaluative orientations set out in the Input are the basis for the selection of substantive accents and the main project decomposition into sub-projects (in case of freedom of choice of the participating students), the changes in the evaluative orientation elements are established at the Exit, and self-control and self-evaluation accompany every stage of the project activities, in general, and its constituent sub-projects. The activities are carried out in stages and in general in a specific communicative environment, which contributes for affective and social skills to be formed [3].

Stages of project activity

The research was conducted with VIIth grade students from ‘Tsvetan Spasov’ Primary School and ‘Lazar Stanev’ Primary School – Pleven (experimental and control groups) in front of the class during Fun Time. The organization of the project and the consistent implementation of the activities foreseen are coordinated and accepted by the Biology and Health education teachers.

The measurement of the state of the input and output of the experiment is made through a survey in which the questions are constructed in the context of the waste concept and students’ attitude towards it (conducted with all the students in the study). The survey included four groups of tasks relating to two sections – analytical and synthetic. The first group of tasks is related to the distribution of students by gender, age and place of residence. The second group of tasks is related to the participants’ awareness and creativity towards the main environmental pollutants, their recognition and grouping, understanding of the concepts ‘separate collection’ and ‘recycling’. The third group of tasks corresponds to the students’ attitude in respect of recycling and protecting our environment. The analytical section is associated with the choice of specific learning knowledge (to what we emphasize in the content section) of elements that can be used as arguments

in defense of the individual matters. Based on the options presented, students should choose the one that suits their point of view in terms of waste and recycling. The synthetic section corresponds to the formulation of specific measures as regards the rational use of waste and behaviour models that would lead to the reduction of environmental pollution.

The project started with a discussion on the following topic ‘Sustainable development and recycling of waste’, that points out the main problem that affects all of us – environmental pollution and the violation of the ecological balance. This topic was chosen as a result of the fact that environmental pollution has become a global problem that affects all of us. The increase in the amount of waste is associated with a violation of the ecological balance in nature. The discussion as a method provides an opportunity to expand the ‘dialog between all involved entities’ [14]. The topic is set in advance, with the students being given guidance for preparing the upcoming problem /reviewing the available information, forming their own opinion, presenting the existing points of view/. All participants share personal observations and express their opinion, present their attitudes and offer solutions to deal with key pollutants of our nature. The discussion focuses mainly, on one hand, on enriching and building the knowledge in respect of the problem, and on the other – on building a new attitude model and behaviour in terms of our environment.

The organizational stage of the project activities includes separation of the students into teams, divided into 4 sub-projects (4 groups of 6 participants). The themes of the sub-projects correspond to the 4 groups of waste - paper, metal, plastic and iron. Whether to participate in a sub-project is an independent decision of the students, motivated by their interests. Each team chooses its team name and a representative to contact the manager. A schedule was prepared in support of the students, setting out all the activities and the deadlines thereof. The time schedule provides enough time for research and finding information on the chosen topic, understanding the importance of the problem and the options for its solution, thinking of ideas for the final product and options for its presentation. The schedule shall include each participant’s tasks and responsibilities, a list of the necessary means, tools and materials for the final product realization.

The technological stage relates to the implementation sequence of individual technological operations of individual sub-projects and the quality of their implementation. Key role is given to the practical-applied activities of the students.

The summary stage includes correcting and eliminating deficiencies, shaping the sub-projects according to the chosen and accepted criteria, preparation, presentation and defense of the final result. Students have an unlimited opportunity as individual teams to choose the final products that can be presented - posters, presentations, boards, drawings on glass, waste compositions, reports. Each team presents and stands for its product before a jury, consisting of three members - a class representative (chosen by the students), the project manager and a biology and health education lecturer. The evaluation of the final

products is based on pre-defined criteria. During the summary stage, the jury gives a total score from 1 to 10 points to each team. The points are added up to form the overall score. The teacher finally gives from 0 to 10 points to each of the teams, thus forming the final ranking. Based on the scores, the best project from each group is determined. Each of the teams fills out a general self-evaluation card for their team's performance and each team member makes a self-evaluation of his own participation. The leading groups of criteria in the evaluation are related to the proof display as a logical method.

Evaluation criteria by the jury and the audience:

- ✓ Authenticity of the project title - 2 points;
- ✓ Project design - 2 points;
- ✓ Presentation of the project - 3 points;
- ✓ Arguments and defence - 3 points.

The Evaluative – reflexive stage is mainly manifested in the summary stage of the project, where the evaluations of the teams are presented, argued and the self-assessment cards are filled out (a card for the team's work and an individual self-assessment card). The implicit manifestation of this stage in the student's activity is related to the formation, development and demonstration of knowledge, skills and relationships, which gives an idea of the level of environmental competence formed in general, as well as the formation of attitude and behaviour patterns in relation to the problem of waste and its recycling. The teacher's final comment is based on an assessment of the skills of meeting deadlines, responsibility in completing tasks, relationships between team members, conflict resolution and decision-making ability.

Self-monitoring and self-evaluation accompany each stage of the activities in the project in general, and in the sub-projects that compose it. The activities by stages and in general are carried out in a specific communicative environment that contributes to the formation of affective and social skills, to increase students' interest in the specific topic and provides conditions for a change in the behavior pattern. The assessment is made by the two entities (by elements of each of the sub-projects) and a self-assessment by each scientist of the individual teams according to predetermined criteria (Fig. 2).

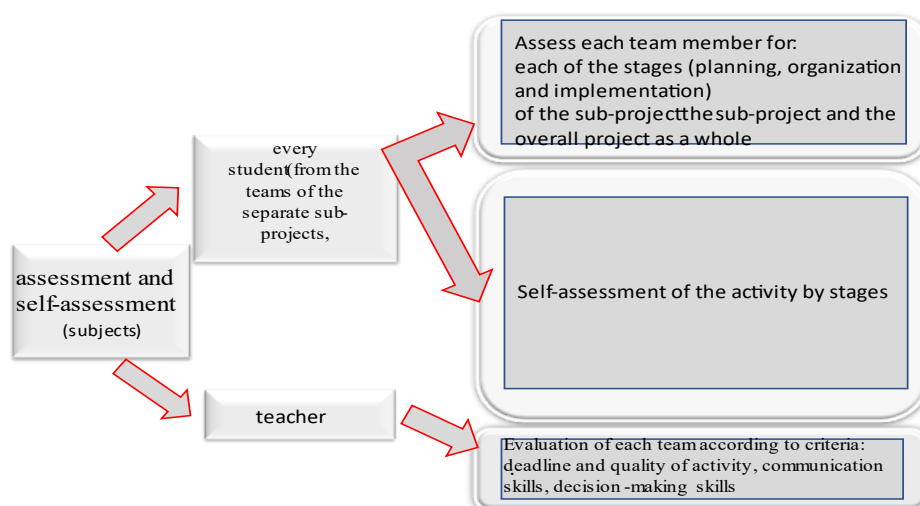


Figure 2. Evaluation Concept and self-assessment within the summary stage of the project method

Results of the study

Analysis of some of the results of the applied survey.

The survey contains 15 questions and gives an idea of the students' awareness in respect of waste and its recycling (see the Annex). All questions are related to the basic knowledge that students have regarding the types of waste, their grouping, the concepts of 'separate collection' and 'recycling', as well as possible problem points, which to focus on, attitude raised and a certain behavior pattern with regards to the 'waste' problem.

The analysis of the results on the questions related to the students' basic knowledge of the problem shows the following:

- Students have knowledge even before the experiment on which materials can be recycled and which ones are easiest to recycle – 57,1% answered that they knew for sure and 27.1% said they are partially unaware about the problem. After the experiment, the percentage of students who are confident in their knowledge of the materials that can be recycled increased by 85,7% (Fig. 3).

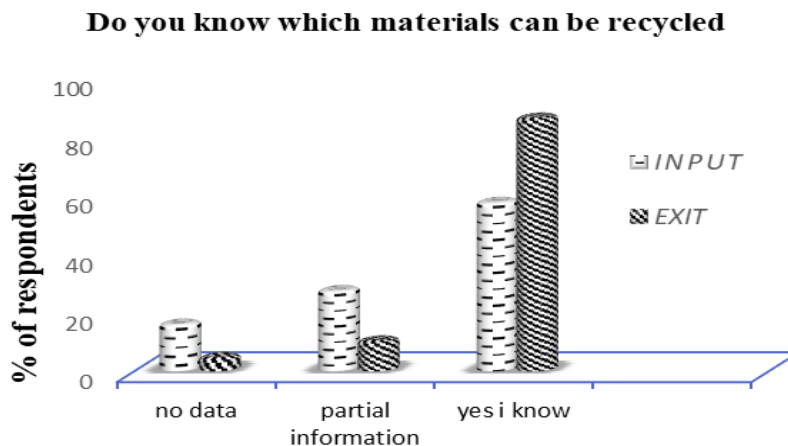


Figure 3. Input-output results on question 5 of the survey

- At the very beginning, the students are guided that paper is the easiest to recycle, but after the experiment, the percentage of students who indicate this answer increased significantly, from 40% at the beginning, to 67% at the end of the experiment. The fact that at the beginning 10% indicated that they could not answer, and at the end there were no students who indicated this answer, is also striking. There is no statistically significant difference in the proportion of students choosing the other answers – respectively glass, aluminum and plastic (Fig. 4).

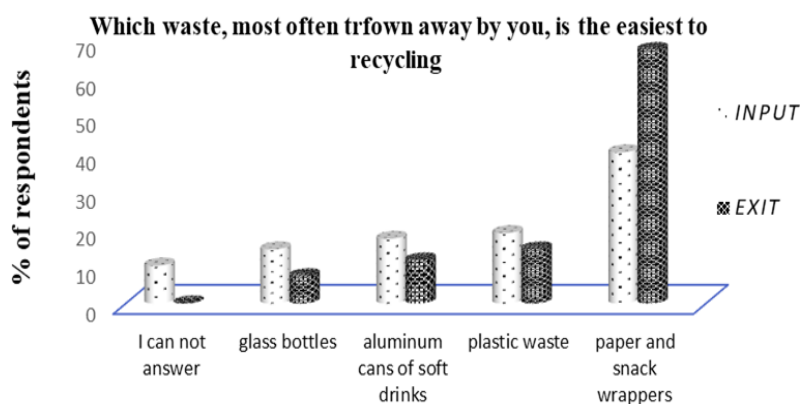


Figure 4. Input-output results on question 9 of the survey

- In the initial survey, percentage of students who do not collect separately is significantly higher – 44,9%, and after the experiment a higher percentage is covered by the students who indicate that they collect separately every week – 74,3% (Fig. 5).

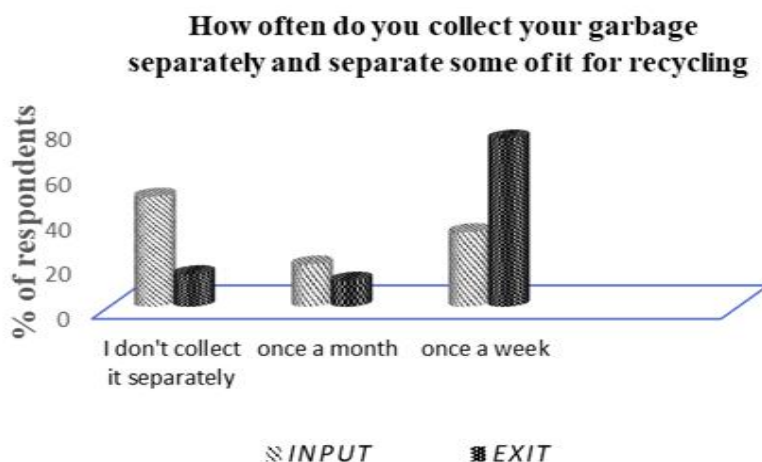


Figure 5. Input-output results on question 6 of the survey

- In the question related to giving a proposal for initiatives related to the affirmation of values regarding the wise use of resources, students show that after working on the projects they analyze the problem deeply and as a result can better justify their proposals. In the beginning, students find it difficult to figure out a way to propose a topic on which to focus the attention. 44,3% do not offer any topic, in 15,7% topic is partially justified, and 40% present a justified topic. After the application of the technological model built by us, it can be seen that there is a statistically significant increase in the percentage of students who give a reasoned proposal - 68.6% (Fig. 6).

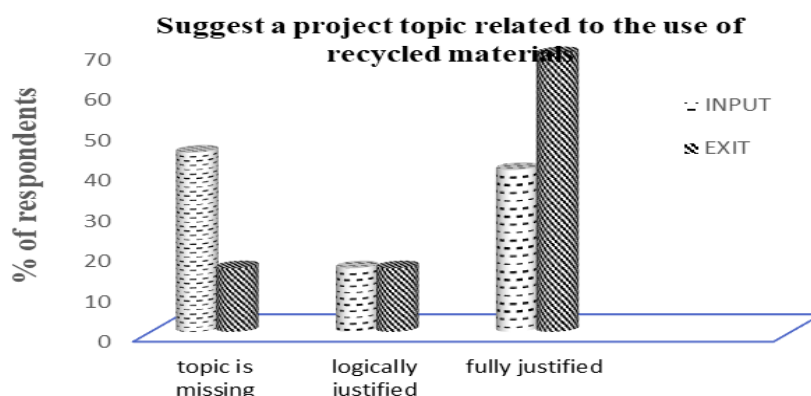


Figure 6. Input-output results on question 7 of the survey

When asked about specific actions that would take – such as handing over old notebooks, old toys, or plastic bottles for recycling – about 37.8-40% of the students indicated that they would not do it. After their participation in the project there is a fundamental change in the attitude and behavior pattern towards the problem under consideration – 87% would bring old notebooks (Fig. 7). Students realize that everyone should take more care of the surrounding environment, a change of habits, and formation of a new behavior pattern aimed at waste reduction and recovery.

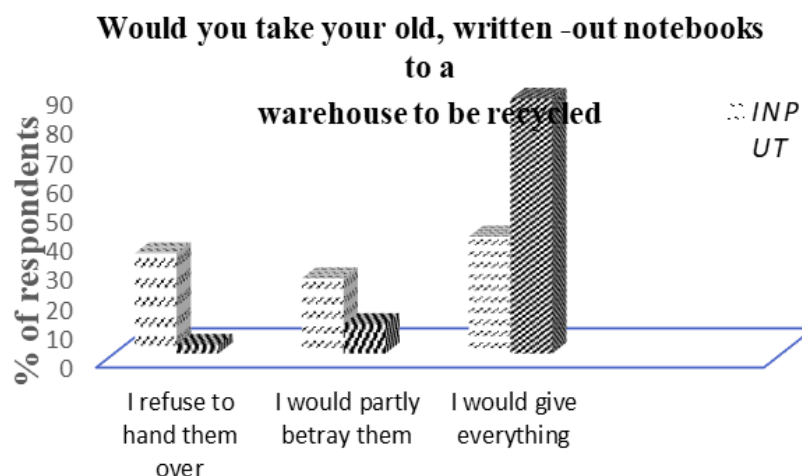


Figure 7. Input-output results on question 8 of the survey

Analysis of the self-assessment activity results by stages

During the first stage – the organizational preparatory - the theoretical part of the research is carried out. It relates to the collection of information on the types of waste, the need for their recycling and the importance of separate collection of the following sub-topics, divided by group:

- Main types of waste.
- Impact of waste on the environment.
- Why to collect separately?
- What are the benefits of re-using materials?
- The role of the individual as a determining factor in reducing the amount of waste.

The results show that most of the students were actively involved in the organizational and preparatory stage of the experiment (Fig. 8). The percentage of participants in the individual sub-stages varies between 33-40%. The highest percentage of participants who are actively involved in offering ideas and

options is 53%. This can be explained by the fact that the opportunity to make a final decision is given entirely to them and helps in the formation of teamwork in individual groups. Students realize that the final product of their work will depend on the selection of a current idea and the preparation of an appropriate work plan. Formulating a project title and setting tasks is an opportunity for students to express themselves, show their skills and talents to others by creating and presenting original products.

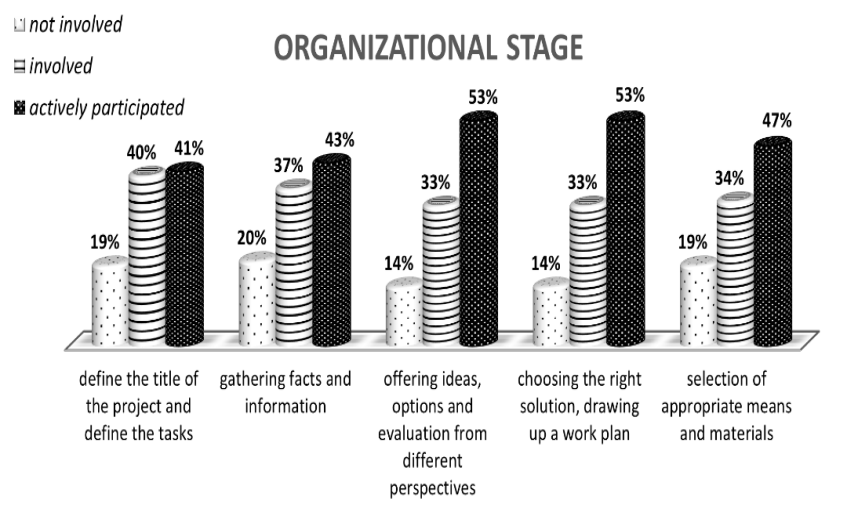


Figure 8. Self-assessment of students in the organizational stage

The technological stage includes the implementation of the individual technological operations during the implementation of the selected sub-project. An essential part of the project activity is active research which includes monitoring, processing and systemizing the collected information, using data collection tools, offering explanations, predictions and sharing data. Each member of the relevant team has the opportunity to control the work and quality of performance of the others, to be informed whether the deadline specified in the schedule is being respected, to monitor and, if necessary, to correct some of the actions of the rest of the team [15]. The analysis of the results, once again shows that the percentage of active participants is high - 53%, taking into consideration that the participants are 34%. Regarding the control of performance – the result was 37% participated and 49% – actively participated (Fig. 9). This shows the formation of a positive attitude towards the use of project-based training as a way of expression and formation of environmental competence in terms of waste and its recycling

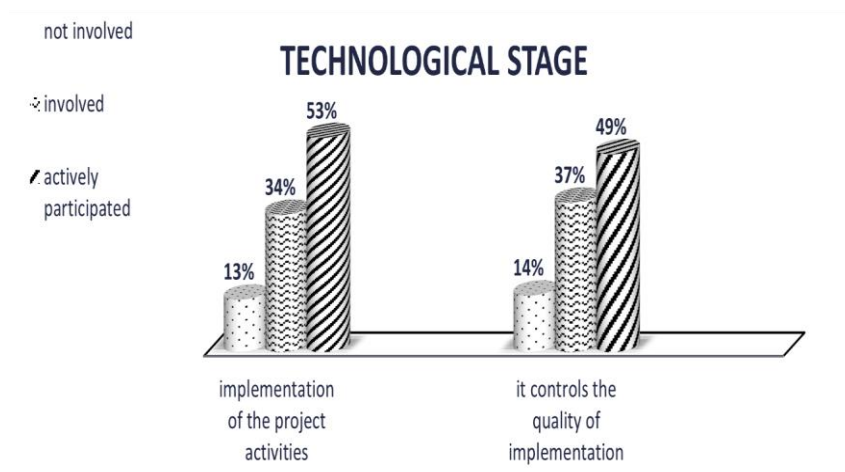


Figure 9. Self-assessment of students in the technological stage

The summary stage includes correcting and eliminating deficiencies, design of sub-projects according to the requirements, presentation and protection of the final result. In this stage, students analyze the advantages and discover the mistakes they have made in the process of elaboration, discuss future perspectives. In the summary stage, the participation of the majority of students was again observed - 37% of them participated in the finalization of the project, in the analysis of the advantages and in the presentation, and 44% of them actively participated in the respective sub-stages. The percentage of those who actively participated in the presentation and defense of the project is the largest - 51% (Fig. 10). We can say that participation in projects forms and develops presentation and research skills, helps students overcome their anxiety about speaking in front of an audience, defend their argumentative thesis, develop their innovative and critical thinking. The percentage of non-participating students compared to the other two stages is higher – 21–26%. This may be related to the lack of interest in the particular topic or the inability to present their ideas in a way that would satisfy them.

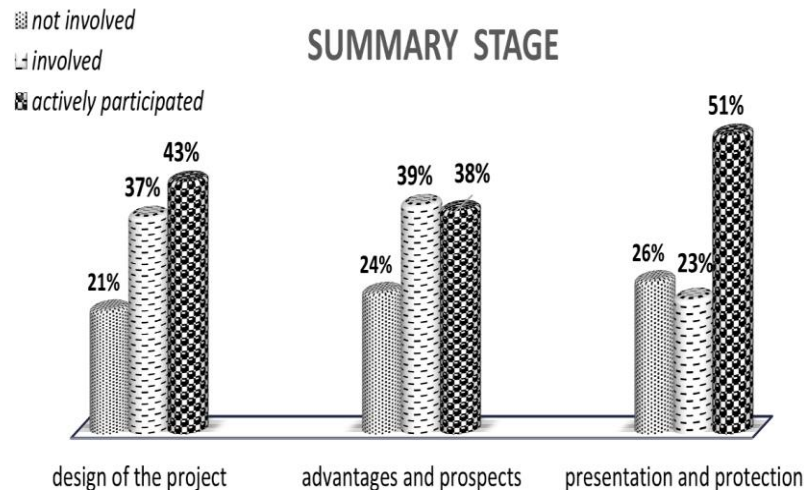


Figure 10. Self-assessment of students in the summary stage

Analysis of the results of self-assessment by criteria

Briefly, the elements of the complex are as follows:

- Assessment by elements of each of the sub-projects and self-assessment of each student of the individual teams as per the predetermined criteria.
- The analysis of the results related to the assessment of personal involvement shows 22.8% of the students who evaluated their own participation with the highest degree. It was found that these students were in fact the leaders in the overall process of organizing, creating and presenting original end products to their teams (Fig. 11).

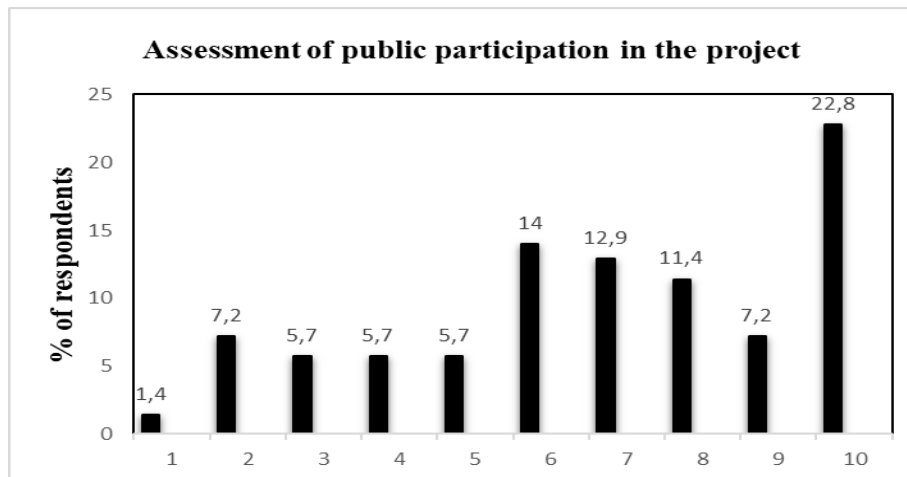


Figure 11. Assessment of own participation in the project

• When evaluating the work of the team, overall, 55.7% rated their participation in the project as very good. The percentage of those who are dissatisfied and evaluate the work of the teams as very weak is 1.4%. A group of teams (15,6%) among the participants in this experiment was outlined, in which very good organization and complete synchrony were observed in the three stages, respectively giving a score of ‘8’ for their work (Fig. 12). When asked: **‘Write down the ideas you had about the project?’** a wide variety of interesting suggestions was observed: ‘Let’s make a tree out of metal boxes; pots, animals from plastic tubes; panel of different glasses, etc. When asked: *What advantages and disadvantages does your project have?*, students are objective in their assessment. Most of them believe that the projects were interesting and attractive, another part made their remarks in relation to the structured presentation of the information. Some students believe that the projects were quite difficult to implement, but this encouraged them to work harder. When asked: *‘What recommendations would you give for a successful performance if you were involved in another project?’*, students show a conscious way of behaviour and relationship. As recommendations, they indicate: better teamwork, more serious attitude to the tasks assigned, to be better informed, to listen, to become more consistent, to work together, to be responsible and cooperative (Fig. 12).

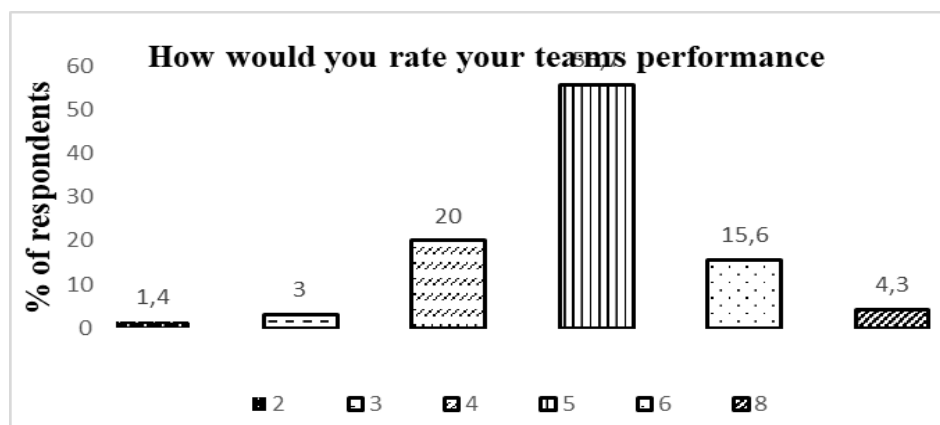


Figure 12. Self-assessment of the team

Conclusion

The use of the project method is an effective technological solution for the development of students’ environmental culture and expression of personality qualities such as independence, cooperation, tolerance and belief in one’s own possibilities for solving real problems. The activities included in the project correspond to significant environmental topics – sustainable development, waste, recycling, separate collection. The application of the project method makes it possible to integrate environmental education in the

direction of increasing the environmental competence of students and changing the pattern of behaviour with a tendency to reduce the amount of waste and its reuse.

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Annex

Questionnaire card for surveying opinion, attitude and creativity related to recycled materials in everyday life

- 1. Names (initials)**
- 2. Gender**
- 3. Years**
- 4. Place of residence**
- 5. Do you know which materials can be recycled?**
 - a/ no data
 - b/ partial informacion
 - c/ yes I know
- 6. How often do you collect your garbage separately and separate some of it for recycling?**
 - a/ I don't collect it separately
 - b/ once a month
 - c/ once a week
 - d/ не го събирам разделно
- 7. Suggest a project topic related to the use of recycled materials ?..**
- 8. Would you take your old, written- out notebooks to a warehouse to be recycled?**
 - a/ I refuse to hand them over
 - b/ I would partly betrau them
 - c/ I would give everything
- 9. Which waste, most often thrown away by you, is the easiest to recycle ?**

- a/ I can not answer
- b/ glass bottles
- c/ aluminum cans of soft drinks
- d/ plastic waste
- e/ paper and snack wrappers

10. Would you please collect the plastic juice and mineral water bottles at school to be recycled?

- a/ I would not collect
- b/ I would partially collect
- c/ I would totally collect

11. Would you like to hand in old plastic toys or other items for recycling??

- a/ I wouldn't betray
- b/ I would partially pass
- c/ I would give away all the toys

12. What do you prefer to read - books on paper or electronic media?

- a/ does not matter
- b/ I prefer paper
- c/ an electronic medium is easier

13. You find trash on the Black Sea beach. Would you collect the waste separately?

- a/ I would not collect
- b/ I would partially collect
- c/ I would make an effort to collect separately

14. Do you think that recycling waste helps the balance of nature?

- a/ does not matter
- b/ partly helps balance
- c/ fully supports the balance in nature

15. Would you switch to a retail outlet that sells snacks mostly in recyclable packaging?

- a/ I wouldn't change it
- b/ I would partially replace it
- c/ I would totally replace it