**Physical** **properties of rubbish**

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| Property | ‘Rubbished’ examples |
| Lustre  (shiny/dull) | Cutlery that has lost its lustre.  A mirror that cannot reflect properly. |
| Hardness  (hard/soft) | Timber that has been softened by dry rot.  Glue or paint that has hardened. |
| Tensile strength (strong/brittle/weak) | Metal that has become fatigued and unable to support loads.  Rubber that has become brittle and perished.  Springs that have lost their springiness. |
| Malleability  (bendiness) | Modelling clay, chewing gum, adhesive putty or rubber bands that have hardened or lost their stretchiness.  Cardboard that has lost its rigidity |
| Tear strength  (the ability to rip) | Fabric that has been affected by sun or chlorine and falls apart easily.  Paper (pepa) that has become soggy and has then disintegrated. |
| Colour | Fabrics and printed matter that have faded. |
| Smell  (the ease with which volatile molecules leave a surface and mix in the air) | Perfumed items whose scent has been altered or lost.  Clothing, furnishings and linen that have absorbed unpleasant smells that are difficult to remove.  Food that has begun to decay. |
| Texture  (sticky, smooth, rough, blunt, sharp) | A mattress or other soft furniture that has become hard and/or lumpy.  Sandpaper that has been worn smooth.  Clothing that has pilled or become rough.  Sticky tape that has lost its stickiness.  Smooth rubber that has perished and become sticky.  Cutting implements that have lost their sharpness. |
| Density  (mass per unit volume) | Balls that have lost compressed air (same volume, less mass). |

Information in this table comes from New Zealand Ministry of Education’s Building Science Concepts Book 60 [*Rubbish: How Do We Deal with It?*](https://scienceonline.tki.org.nz/Teaching-resources/Building-Science-Concepts/Titles-and-concept-overviews/Rubbish-How-Do-We-Deal-with-It)