

## Grade 1 Lesson Outline

<b>Lesson Title:</b> How to Reduce, Reuse, and Recycle	<b>Duration:</b> 30 minutes
<b>Description:</b>	
In this lesson, students will learn about how to care for the environment through practicing the 3R's in their daily lives. This lesson includes a song, action planning activity, and waste sorting games.	
<b>Resources Provided:</b>	
<ul style="list-style-type: none"> <li>• <b>Grade 1 Presentation</b> <ul style="list-style-type: none"> <li>○ Includes PowerPoint slideshow, speaking notes, videos, and links required for the lesson</li> </ul> </li> <li>• <b>Worksheets:</b> <ul style="list-style-type: none"> <li>○ Can be used in an in-class or online setting, or as follow up activities to do at home</li> </ul> </li> <li>• <b>Waste Sorting Posters:</b> <ul style="list-style-type: none"> <li>○ Pdf versions</li> <li>○ If physical copies are required, please click to order: <a href="#">Region of Peel School Waste Sorting Posters</a></li> </ul> </li> </ul>	
<b>Key Messages:</b>	
<ul style="list-style-type: none"> <li>• What happens to our garbage, recycling, and green bin waste?</li> <li>• Applying the 3R's to reduce waste generation at home and school</li> <li>• Waste Sorting</li> </ul>	
<b>Curriculum Connections:</b>	
<p>The following subjects are linked in this lesson plan:</p> <p><b>Science &amp; Technology:</b></p> <ul style="list-style-type: none"> <li>• Understanding Life Systems</li> <li>• Understanding Matter &amp; Energy</li> <li>• Understanding Earth &amp; Space Systems</li> </ul> <p><b>Social Science:</b></p> <ul style="list-style-type: none"> <li>• Heritage and Identity</li> <li>• People and Environments</li> </ul> <p>See <a href="#">Appendix</a> for detailed curriculum connections.</p>	
<b>Lesson Outline linked with PowerPoint</b>	
<b>Slide 1: Introduction</b>	
<b>Slide 2: The Region of Peel</b>	
<ul style="list-style-type: none"> <li>• Ask students – what city or town do they live in? <ul style="list-style-type: none"> <li>○ Let students know the city or town they mentioned is part of a larger area that is called the Region of Peel</li> <li>○ Region of Peel includes the Town of Caledon and 2 cities – City of Brampton and City of Mississauga</li> <li>○ Some of the programs and services that the Region of Peel provides to our communities includes: <ul style="list-style-type: none"> <li>▪ Clean drinking water</li> <li>▪ Maintaining Regional roads, including snowploughing in the winter and paving in the summer</li> <li>▪ Paramedics (ambulance)</li> </ul> </li> </ul> </li> </ul>	

- Police
- Providing garbage, recycling and organics collection.

### Slide 3: Types of waste

- Ask students about the different types of waste they create
- Explain to students that waste refers to the different types of places that we throw away our stuff when we are done with it.
- What are the three different types of places that we put our waste?
  - Green bin
  - Recycling
  - Garbage
- Note that students may use a different type of cart/bin for waste at home compared to what they use at school
  - Green bins are not available at condominiums and apartments in the Region of Peel at this time
- Today we are going to talk about things that we use every day and what happens to them when we are done with them.

### Slide 4: Green bin

Brainstorm a few items that we put in the green bin:

- Any type of food waste (banana peels, apple cores, chicken bones, etc.)
- Tissues
- Paper towel
- Napkins
- Paper scraps

Note to students:

- As there is no green bin at schools, a better place to put food scraps and tissues and napkins, etc., would be in the garbage. But if you are at home and you have a green bin, make sure to put the right items in there.

### Slide 5: Green bin – From this to that

What happens to the stuff we put in the green bin?

- Everything that goes in the green bin goes to a factory where the items get heated and broken down which turns them into soil.
- Explain the use of soil to students

### Slide 6: Recycling

Refer to the recycling bin in your classroom.

Brainstorm items that we put in the recycling bin:

- Paper
- Plastic bottles
  - Juice bottles
  - Water bottles
- Juice boxes
- Yogurt cups, pudding cups
- Aluminum cans, metal cans

Recycling tips for students:

- Everything that goes in the recycling must be cleaned first; for example:
  - Make sure your juice box is empty before recycling
- Paper can be used on both sides before recycling
- Bottle caps go in the garbage
- Yogurt tops go in the garbage
- Straws go in the garbage

#### **Slide 7: Recycling – From this to that**

What happens to our recycling?

- Everything goes to a factory where the items get sorted so that all the same items are together, and then they get changed into something new
- Examples:
  - Aluminum gets turned into new aluminum cans or parts of bicycles
  - Paper gets turned into new paper like newspaper
  - Plastic bottles can get turned into clothing like t-shirts, winter jackets, mittens, etc.
  - Different parts of a juice box can be separated and turned into items like the paper of a juice box can be turned into toilet paper.
- Explain to students that recycling is important as it gives items we throw away a new life
  - By recycling we turn old items into new things which makes the life of items last longer

#### **Slide 8: Garbage**

Refer to the garbage bin in your classroom.

Brainstorm items that we put in the garbage bin:

- Snack packaging (anything that is shiny on the inside, and colourful on the inside):
  - Chip bags
  - Granola bar wrappers
  - Candy wrappers
  - Chocolate wrappers
- Straws
- Aluminum foil
- Kool Aid Jammers
- Plastic wrap
- Take out cups (Tim Hortons)

#### **Slide 9: Landfill**

What happens to our garbage?

- Ask students if they know where everything we put in the garbage goes?

Explain landfill to students

- A landfill is a very large hole we dig into the ground where we throw all our garbage.
- Everything in a landfill stays there forever. Once a landfill is all full, we make new landfills.

Ask students what they see in the image of a landfill.

- Students might say:
  - Animals
  - Garbage
  - Cardboard, paper that should have been put in the recycling so that it can turn into something new

- Note to students: If we place items that can be recycled or composted into the garbage, we take up space and the landfills will fill up very fast. If landfills fill up, then we have to keep finding new places to create more landfills which takes away from the homes of many different animals.

#### **Slide 10: 3R's – Reduce, Reuse, Recycle**

Ask students what they think we can do to make less garbage.

Explain the 3R's to students:

- Reduce means to make less of something. So we can reduce our garbage by making smart choices so that we don't have so many things that need to be thrown away
- Reuse means to use over and over again. Ex. Students using a reusable water bottle instead of single use plastic waste bottle
- Recycle means to use old waste and to make new things out of it. Ex. When we recycle paper, it gets turned into new paper.

#### **Slide 11: 3R's song**

Introduce the 3R's song to help students remember the 3Rs.

Guide students to do actions while singing song:

- Reduce: Place hands out wide and then closer together, just as if you are to clap but stop before clapping. This indicates making something smaller.
- Reuse: Make a big circle with your pointer finger.
- Recycle: Roll your fists around each other again and again.

Song link: <https://www.youtube.com/watch?v=5V3ap8QrLJg>

#### **Slide 12: Let's create a Green Goal - Action Planning the 3R's**

For this activity, students will be creating an action plan for one of the 3R's of their choice.

Explain what an action plan is.

- An action plan is a set of actions or things that you will follow to help solve a problem.
- Example: I will eat my apple when I'm hungry. I will take home any food that I don't finish at lunch.

Explain the 3R's in detail.

Ask each student to pick an R to focus on and write or draw actions showing how they will do that R.

- "I will Reduce/ Reuse/ Recycle by..."
- "I will reduce my waste by drawing on two sides of the paper, not just one".
- "I will reuse my water bottle everyday".
- "I will recycle all my paper".

**Worksheet required:**

- Grade 1 Worksheet – Green Goals Action Planning

#### **Slide 13: Grade 1 Waste Sorting**

**Virtual Waste Sorting**

- [Region of Peel's Waste Sorting Game \(Online\)](#)
  - Encourage students to do Waste Sorting on their own at home; and/or do the Waste Sorting Game together as a class.

**Worksheet**

- Grade 1 Worksheet – Waste Matchup

#### Slide 14: Closing Reminders

- Closing Reminders:
  - Remember to practice your Green Goals everyday and to follow the 3R's.
    - Reduce
    - Reuse
    - Recycle
  - Before you throw something away, think about where should it go:
    - Garbage
    - Recycling
    - Green bin
  - Last but not least – Tell your parents about what you learned today. Practice the online game with them or use one of the worksheets to sort your waste together.

#### Slide 15: Additional Resources

- Looking for ways to extend your learning, check out:
  - [peelregion.ca/enviroed](http://peelregion.ca/enviroed)
  - [Teach Green in Peel](http://Teach Green in Peel)
  - [peelregion.ca/waste](http://peelregion.ca/waste)

## Appendix

Curriculum Connections – Grade 1			
Subject/ Frame	Strand	Section	Curriculum Expectation
Science and Technology	Understanding Life Systems	1.1	identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans
Science and Technology	Understanding Life Systems	3.4	describe the characteristics of a healthy environment, including clean air and water and nutritious food, and explain why it is important for all living things to have a healthy environment
Science and Technology	Understanding Structures and Mechanisms	1	assess the impact on people and the environment of objects and structures and the materials used in them
Science and Technology	Understanding Structures and Mechanisms	1.1	identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important
Science and Technology	Understanding Structures and Mechanisms	1.2	assess objects in their environment that are constructed for similar purposes (e.g., chairs at home and at school; different kinds of shoes; different kinds of floor coverings) in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed
Science and Technology	Understanding Structures and Mechanisms	3.5	identify the materials that make up objects and structures (e.g., wood, plastic, steel, paper, polystyrene foam, cloth)
Science and Technology	Understanding Structures and Mechanisms	3.9	identify the sources in nature of some common materials that are used in making structures (e.g., paper and rubber come from trees; plastic comes from petroleum; steel comes from metals and minerals in the ground)
Social Studies	Heritage and Identity	A3.4	identify some elements of respectful behaviour that they can practise in their everyday life (e.g., sharing, cooperating, being courteous, not damaging the natural or built environment) and/or that other people practise
Social Studies	Heritage and Identity	A3.5	demonstrate an understanding that it is important to treat other people and the environment with respect
Social Studies	People and Environments	B1.1	describe some of the ways in which people make use of natural and built features of, and human services in, the

			local community to meet their needs, and what might happen if these features/services did not exist
Social Studies	People and Environments	B1.2	identify some services and service-related occupations in their community (e.g., occupations such as sanitation worker, store clerk, restaurant server, repair person; services provided by the post office, the band office, the water treatment plant, grocery stores, gas stations), and describe how they meet people's needs, including their own needs
Social Studies	People and Environments	B1.3	create a plan that outlines some specific ways in which they can responsibly interact with the built and/or natural environment in the local community (e.g., map out the location of garbage and recycling cans in parks so they can properly dispose of their waste; help plan a garden at home, composting in the school, or other ways of reducing their environmental footprint; plan ways to participate in clean-up days), and describe how their actions might enhance the features of the local environment
Social Studies	People and Environments	B2.1	formulate questions to guide investigations into some aspects of the interrelationship between people and the natural and built features of their community, with a focus on some of the short- and long-term effects of this interrelationship (e.g., brainstorm with their peers to formulate simple questions related to the effects of not using garbage cans or not cleaning up after their dogs on the playground, of a community tree-planting event, of the building of a new road or big-box store on what was once green space, or of shutting down a local store)
Social Studies	People and Environments	B3.7	identify some of the services in the community for which the government is responsible (e.g., postal service, police services, fire services, hospitals, garbage collection, ploughing snow, maintenance of public areas, water treatment), and describe key responsibilities of people in the community in relation to those services (e.g., to properly sort garbage and recycling and place the bins on the street for pick up; to shovel snow off their sidewalks; to dispose of hazardous waste at collection sites; to install and maintain smoke detectors; to keep noise down after hours)