

Kindergarten: All About Waste

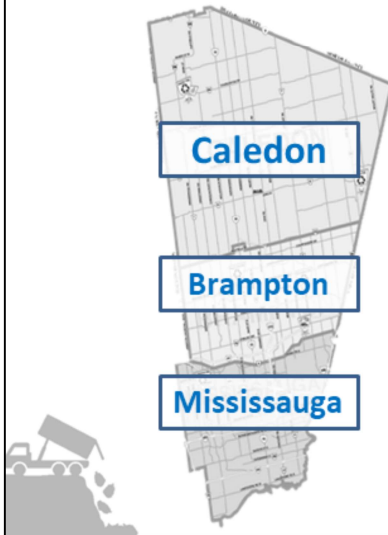


Environmental Education
Website: peelregion.ca/enviroed

Teacher Notes:

- “Click” refers to next animation

Region of Peel Services



Teacher Notes:

- Ask students – what city or town do they live in?
 - Let students know the city or town they mentioned is part of a larger area that is called the Region of Peel
 - Region of Peel includes the Town of Caledon and 2 cities – City of Brampton and City of Mississauga
- Ask students if they have seen a garbage truck before?
 - Explain to students, workers at the Region of Peel drive to everyone's homes and pick ups everyone's garbage, recycling, and green bin waste
- Today we are going to talk about garbage, recycling, and organics which is called waste management. We are going to learn about what happens to our waste and how to sort it properly.



Teacher Notes:

- Explain to students that waste refers to the different types of places that we throw away our stuff when we are done with it, such as Garbage, Recycling, and Green bin waste.
- Ask students about the different types of waste they create
- 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 bin's 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.



Teacher Notes:

To begin, encourage students to use their imagination as each scenario is read out.

Read short story to students:

- “Our first short story is about an orange.”
- “How many of you like to eat oranges?”

Story #1:

- “Imagine! It’s snack time! You open your lunch bag and find 3 items in it. Some (Click-1) crackers, an orange, and a granola bar. You decide that you don’t want to eat the orange, so you go for the granola bar and the crackers! Yum! Once you’ve finished the delicious granola bar and crackers (Click-2), you are very full. You now are left with the orange”.

Question:

- “What should you do with the orange?”

Answer(s):

- Take it home for an after school snack
- Take it home for someone else to eat
- Save it for lunch tomorrow.

Story #2:

“Let’s say you decided to save the orange for lunch tomorrow. (Click-3) Now, let’s imagine that it is the very next day. It’s lunch time and you are very hungry! You open up your lunch bag and you find (Click-4) the same orange in it! You are very excited to eat the fruit today as a snack today, so that’s exactly what you do. You eat every last bit of the orange because it is so sweet! Once it is all done (Click-5), you are left with the orange peel.” (Click-6)

Question:

- “What should you do with the orange peel?”

Answer:

- Throw it in the garbage at school
- The better option: Take it home to throw it in the green bin (so long as students have a green bin at home)

Question:

“Why is it important to put the orange peel in the green bin if we have one?”



From this...to that



Teacher Notes:

- Explain what happens to the waste we put in the green bin:
 - Everything we put into the green bin goes to a facility where the items get heated and broken down which turns into soil (Click-1)
 - Soil can be used to plant new flowers. Soil can also be used to grow fruits and vegetables. (Click-2)



Teacher Notes:

Continue to encourage students to use their imagination as each scenario is read out.

Read short story to students:

- “Our second short story is about something I think we all like to drink.”
- “How many of you like to juice?”
- “Clap once if you like orange juice. Clap 2 times if you like apple juice. Clap 3 times if you like grape juice.”

Story #1:

- “Imagine! You and your family are out for a walk in the park (Click-1). After 20 minutes of walking, you arrive back at home. You have worked up a sweat and are very thirsty. You open up the fridge to find a juice box(Click-2). You take out the straw, poke it into the juice box and dive right in! You were so thirsty that you drink the whole thing in less than 1 minute! Now that all the delicious juice is gone, you are left with a straw and the juice box.”

Question:

- “What should you do with the juice box?”

Answer(s):

- Throw it out in the garbage that is closest to you.
 - Note: Only the straw goes in the garbage, the juice box belongs in the recycling bin.
- Throw the juice box in the recycling bin at home.
- “The best option would be to throw it in the recycling bin” (Click-3)

Question:

- “What would have been better to drink than this juice box?”

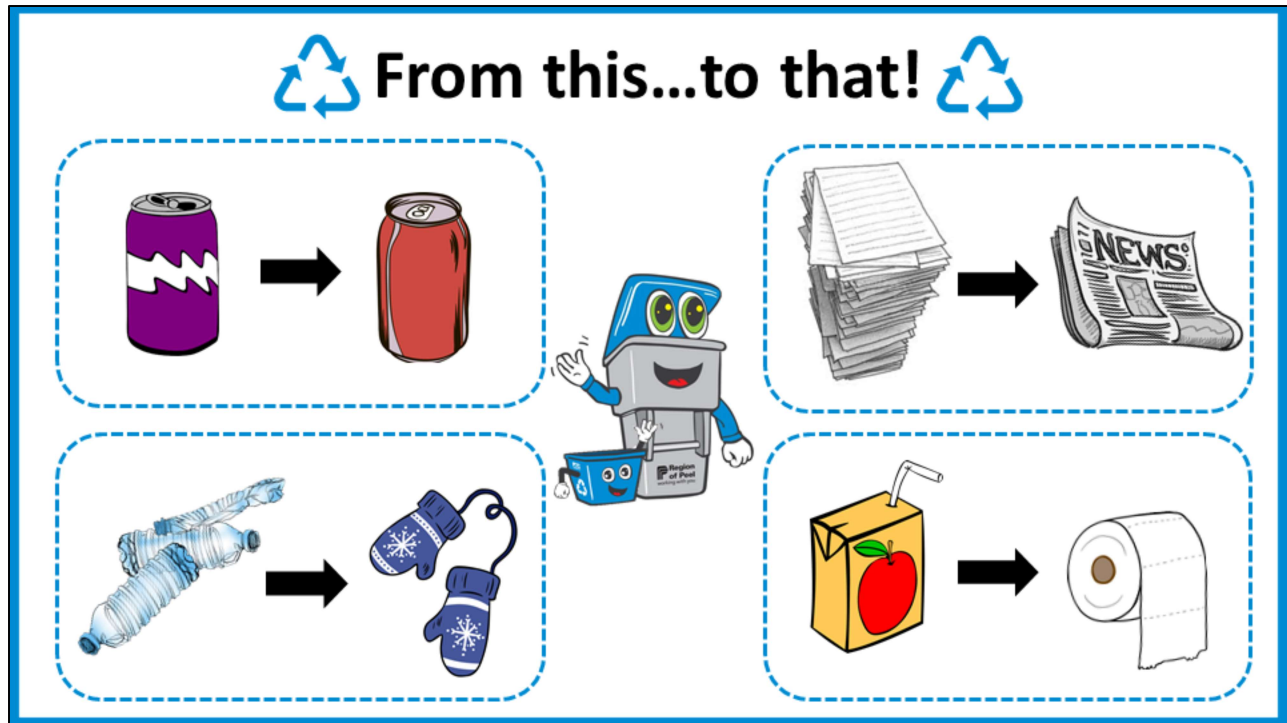
Answer(s):

- Filling up a reusable water bottle with tap water because it creates no garbage or recycling.
- Reusable water bottles can be used over and over again so it reduces the amount of garbage and recycling we are making.

Question:

“Back to the juice box: Why is it important to put only the juice box in the recycling?”

From this...to that!



Teacher Notes:

- 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:
 - (Click-1) Aluminum gets turned into new aluminum cans or parts of bicycles
 - (Click-2) Paper gets turned into new paper like newspaper
 - (Click-3) Plastic bottles can get turned into clothing like t-shirts, winter jackets, mittens, etc.
 - (Click-4) 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

Imagine....



Teacher Notes:

Continue to encourage students to use their imagination as each scenario is read out.

Read short story to students:

- “How many of you like to eat chocolate?”

Story #1:

- “Imagine! The school day is done and you are home! When you walk into the kitchen you find a treat that has your name on it! It’s a chocolate bar! (Click-1) You can’t wait to dive in and enjoy the sweet, yummy chocolate. Once it’s all done, you are left with the chocolate bar wrapper.”

Question:

- “What should you do with the chocolate bar wrapper?”

Answer(s):

- Throw it out in the garbage
- “The best place for the wrappers would be in the (Click-2) garbage bin.”

Question:

“Why is it important to put the chocolate bar wrapper in the garbage only?”



Teacher Notes:

- Ask students if they know where everything we put in the garbage goes?
 - “It’s important that we sort our waste properly. Everything that we put in the garbage, goes to a big hole in that ground that is filled with garbage. This is called a landfill, which looks like this (Click-1).”
- 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.



Teacher Notes:

Continue to encourage students to use their imagination as each scenario is read out.

Read short story to students:

- “How many of you like to play with toys?”

Story #1:

- “Imagine! It’s play time at school! You love building things, so you choose to play with the building blocks and Lego’s.” (Click-1)

Question:

- “If I gave you each a set of building blocks, what would you build out of it?”

Answer:

- (as they see fit)

Story continued...:

- “As you are all building your creative ideas, a few of the building block pieces break. Oh no! Unfortunately, this happens sometimes!”

Question:

- “What should you do with the broken pieces?”

Answer:

- Make a new game out of the broken pieces (Reuse them)
- Remember that the rest of the pieces can still be fun to play with
- If you can’t think of any other way to reuse the pieces, throw it out in the garbage.

Story continued...:

- “If you remember, everything we put in the garbage goes to a landfill. Because landfills take away space from the homes of animals, we want to make sure that we reuse the pieces as many times as we can before it has to go into landfill.”

Story #2:

- “Let’s imagine a different scenario! It’s play time again at home! One day you were playing with the blocks but then you decided that you would rather read a book and practice your letters. The very next day it’s play time again. You see the building blocks, and you don’t want to play with them anymore. You feel that you have grown out of playing with the blocks and would rather read a book. ”

Question:

- “What do you think you should do with the block that you no longer want to play with?”

Answer:

- Ask a friend if they want to play with the building blocks,
- Maybe no one else wants to play with them so we can donate it so someone else can reuse it, or give it to someone else (a friend, cousin, family member)

Question:

- “Why do we donate it?”

Answer:

- So that we can give it a new life. If not, it will go to the garbage which goes to landfill. What happens at the landfill? It takes away space from animal’s homes
- When we donate things or give things to other people to use, we are practicing the 3R’s

The 3R's

#1 REDUCE

1st PLACE

#2 REUSE

2nd PLACE

#3 RECYCLE

3rd PLACE

Teacher Notes:

- The 3 R's are (Click-1) Reduce, (Click-2) Reuse, and (Click-3) Recycle
- The 3R's help us make less garbage which is good for plants, animals, and people
- Explain the 3R's to students:
 - These are the 3R's – Reduce, Reuse, and Recycle
 - 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. Ex. Think before you ask for a new toy, ask yourself if you need it.
 - 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 take things that we can put in the recycling bin and make new things out of it. Ex. When we recycle paper, it gets turned into new paper.
 - Remember: Only put items that are supposed to go in the recycling bin in there.
- Explain to students:
 - Making sure that we put our fruit peels like banana peels and apples cores in the green bin, juice boxes and paper in the recycling, and our snack wrappers like chocolate bar wrappers in the garbage is a way that we can practice the 3R's.
 - When we all practice reducing and reusing and recycling, we are allowing less garbage to go to landfills. This is good because it stops landfills from taking away from the homes of many animals and plants.



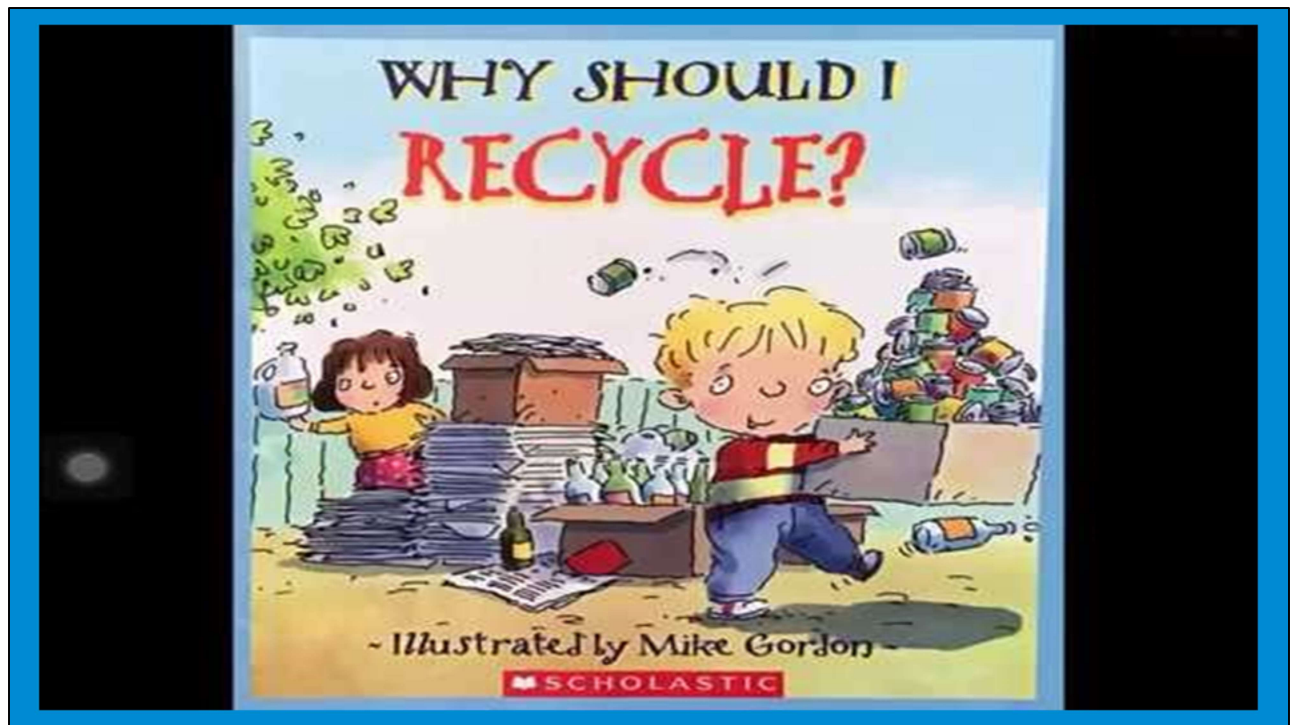
Teacher Notes:

- 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.
- Lyrics: *To the tune "The More We Get Together"
 - *Reduce, Reuse, Recycle, Recycle, Recycle.*
 - *Reduce, Reuse, Recycle, it's easy to do.*
 - *For your trash and my trash make up way too much trash.*
 - *Reduce, Reuse, recycle, it's easy to do.*



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Teacher Notes:

- Optional book "Why Should I Recycle" to students

Sort it out! Where should your waste go?



Teacher Notes:

Select an option from below to teach students about sorting garbage, recycling, and green bin:

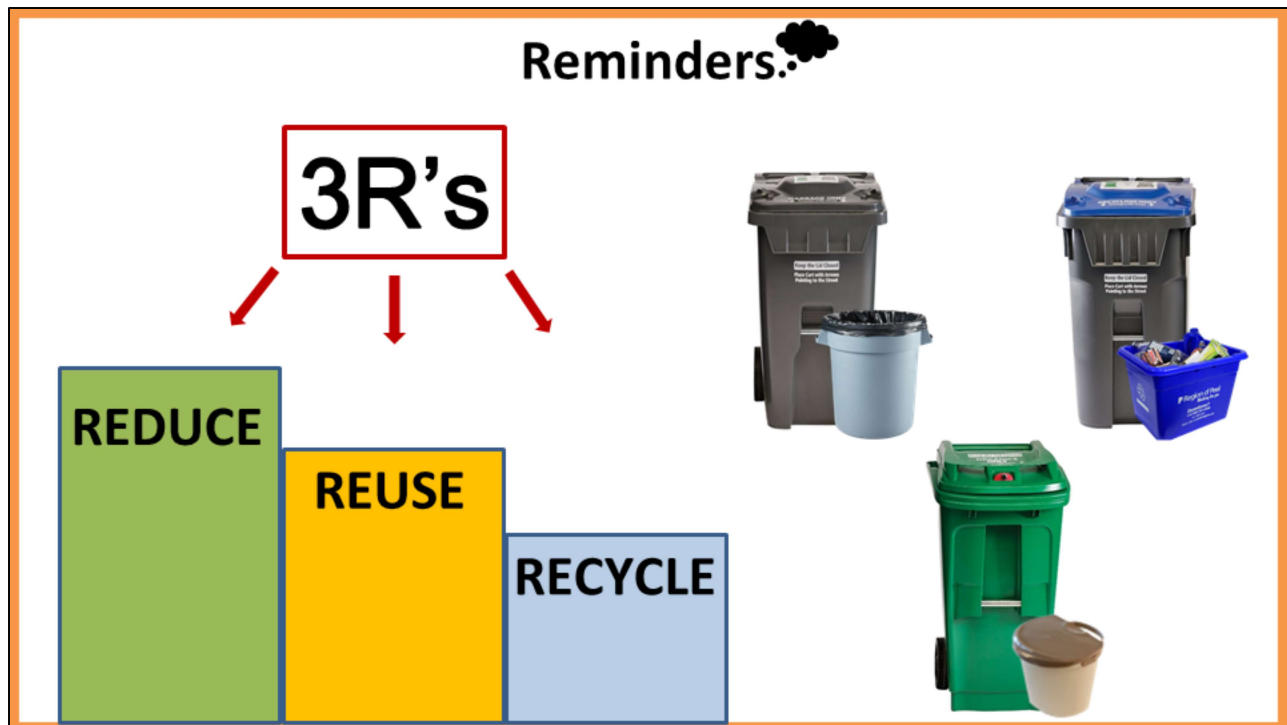
Virtual Waste Sorting

[Region of Peel's Waste Sorting Game \(Online\)](#)

- Allow students to do Waste Sorting on their own at home; and/or encourage doing the Waste Sorting Game together as a class.

Worksheet

- Kindergarten – Let's sort it out



Teacher Notes:

- Closing Reminders:
 - Remember to practice and follow the 3R's.
 - (Click-1) Reduce
 - (Click-2) Reuse
 - (Click-3) Recycle
 - Before you throw something away, think about where it should go:
 - (Click – 4) 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.

Additional Resources

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

