

## Kindergarten Lesson Outline – Waste

<b>Lesson Title:</b> All About Waste	<b>Duration:</b> 30 minutes – 1 hour
<b>Description:</b>	
Through song, story, and play, this lesson teaches students about the importance of the 3R's and how to care for the environment. Students will learn about how to sort their garbage, recycling, and green bin waste.	
<b>Resources Provided:</b>	
<ul style="list-style-type: none"> <li>• <b>Kindergarten Presentation</b> <ul style="list-style-type: none"> <li>○ Includes all slides, 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>• Introduction to the 3R's</li> <li>• Waste Sorting</li> </ul>	
<b>Curriculum Connections:</b>	
<p>The following Kindergarten program frames have been linked:</p> <ul style="list-style-type: none"> <li>A. Belonging and Contributing</li> <li>B. Self-Regulation and Well-Being</li> <li>C. Demonstrating Literacy and Mathematics Behaviours</li> <li>D. Problem Solving and Innovating</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> </ul> </li> <li>• Ask students if they have seen a garbage truck before? <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> <li>• 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.</li> </ul>	

### 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 : Imagine...Green bin

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 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, 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. Now, let’s imagine that it is the very next day. It’s lunch time and you are very hungry! You open your lunch bag and you find 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 bite of the orange because it is so sweet! Once it is all done, you are left with the orange peel.”

Question:

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

Answer(s):

- 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?”

#### Slide 5: Green bin

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
- Soil can be used to plant new flowers. Soil can also be used to grow fruits and vegetables.

#### Slide 6: Imagine...Recycling

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. After 20 minutes of walking, you get thirsty. You stop and sit on a bench and open up your backpack to find a juice box. 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 plastic water bottle belongs in the recycling bin.
- Put the empty juice box back in your backpack and throw it in the recycling bin at home.

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?"

#### Slide 7: Recycling

- 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
- Explain to students that recycling is important as it gives items that 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: Imagine...Garbage

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:

- “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! 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

Question:

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

### Slide 9: Garbage and Landfill

- 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.
- 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: Imagine...3R’s

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.”

Question:

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

Answer(s):

- (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 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 blocks 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

#### **Slide 11: 3R’s – Reduce, Reuse, 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, our 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.

#### Slide 12: 3R's song - Option 1

Option 1: For teachers that want to sing with the students.

Song is linked in PowerPoint.

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.

3R's "The More We Get Together" –

Song link: [https://www.youtube.com/watch?v=sp5r9YRm\\_dw](https://www.youtube.com/watch?v=sp5r9YRm_dw)

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.*

#### Slide 13: 3R's song – Option 2

Option 2: For teachers that do not want to sing with the students.

Song is linked in PowerPoint.

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 14: Book: "Why Should I Recycle?"

Optional book "Why Should I Recycle" to students.

Book is linked to PowerPoint.

"Why Should I Recycle", Author: Jen Green

Book link: [https://www.youtube.com/watch?v=vaHmtCA\\_BjM](https://www.youtube.com/watch?v=vaHmtCA_BjM)

#### Slide 15: Kindergarten 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.

##### Worksheets

- Kindergarten Worksheet – Let's Sort It Out

#### **Slide 16: Closing Reminders**

- Closing Reminders:
  - Remember to follow the 3R's.
    - Reduce
    - Reuse
    - Recycle
  - Before you throw something away, think about where it should 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.

#### **Additional Resources**

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

## Appendix

Curriculum Connections – Kindergarten			
Frame	Strand	Section	Curriculum Expectation
Belonging and Contributing; Demonstrating Literacy and Mathematics Behaviours; Problem Solving and Innovating	1. communicate with other in a variety of ways, for a variety of purposes, and in a variety of contexts	1.2	listen and respond to others, both verbally and non-verbally, for a variety of purposes and in a variety of contexts
Demonstrating Literacy and Mathematics Behaviours; Problem Solving and Innovating	1. communicate with other in a variety of ways, for a variety of purposes, and in a variety of contexts	1.4	sustain interactions in different contexts (e.g., with materials, with other children, with adults)
Demonstrating Literacy and Mathematics Behaviours; Problem Solving and Innovating	1. communicate with other in a variety of ways, for a variety of purposes, and in a variety of contexts	1.5	use language (verbal and non-verbal communication) in various contexts to connect new experiences with what they already know (e.g., contribute ideas during shared or interactive writing; contribute to conversations in learning areas; respond to educator prompts)
Self-Regulation and Well-Being; Demonstrating Literacy and Mathematics Behaviours; Problem Solving and Innovating	1. communicate with other in a variety of ways, for a variety of purposes, and in a variety of contexts	1.6	use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems
Demonstrating Literacy and Mathematics Behaviours; Problem Solving and Innovating	1. communicate with other in a variety of ways, for a variety of purposes, and in a variety of contexts	1.7	use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using)
Self-Regulation and Well-Being	2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours	2.1	demonstrate self-reliance and a sense of responsibility (e.g., make choices and decisions on their own; take care of personal belongings; know when to seek assistance; know how to get materials they need)
Self-Regulation and Well-Being	2. demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours	2.5	develop empathy for others, and acknowledge and respond to each other's feelings (e.g., tell an adult when another child is hurt/sick/ upset; have an imaginary conversation with a tree or an insect; role-play emotions with dolls and puppets)
Demonstrating Literacy and Mathematics Behaviours	14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings	14.1	ask questions about and describe some natural occurrences, using their own observations and representations (e.g., drawings, writing)



Problem Solving and Innovating	14. demonstrate an awareness of the natural and built environment through hands-on investigations, observations, questions, and representations of their findings	14.2	sort and classify groups of living and non-living things in their own way (e.g., using sorting tools such as hula hoops, sorting circles, paper plates, T-charts, Venn diagrams)
Problem Solving and Innovating	23. use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts	23.2	use problem-solving skills and their imagination to create visual art forms (e.g., choose materials to make a three-dimensional structure stable; choose an alternative way to fasten their materials if the first way is unsuccessful)
Belonging and Contributing	28. Demonstrate an awareness of their surroundings	28.2	recognize places and buildings within their community, both natural and human-made, and talk about their functions (e.g., farm, church, hospital, mosque, sweat lodge, arena, mine, cave)
Belonging and Contributing	29. demonstrate an understanding of the natural world and the need to care for and respect the environment	29.3	identify ways in which they can care for and show respect for the environment (e.g., feeding the birds in winter, reusing and recycling, turning off unnecessary lights at home, walking to school instead of getting a ride)
Belonging and Contributing	29. demonstrate an understanding of the natural world and the need to care for and respect the environment	29.4	participate in environmentally friendly experiences in the classroom and the schoolyard (e.g., plant and tend to plants; use local products for snack time; properly sort recycling)