



Lesson Plan: Reduce, Grade 7 Geography

Activity

Carry your waste challenge.

Introduction

We can generate a lot of waste based on the decisions we make in our lives every day. Once we dispose of our waste, we often do not give any additional thought to these materials - including how much waste we generate as individuals. In this lesson, students are challenged to carry the waste they create throughout a one week period to bring awareness to their own waste generation. Students will examine their personal waste at the end of the week and determine how they can make lifestyle choices with waste reduction in mind to help minimize the amount of waste they generate.

Curriculum Connections

Geography, 2018 (revised)

Grade 7

- Strand B: Natural Resources Around the World: Use and Sustainability

Learning Objectives

1. Explain Reduce and provide examples
2. Examine their personal waste generation
3. Recommend actions to reduce waste generation
4. Create a personal waste reduction action plan
5. Discuss the benefits of waste reduction as it relates to the use of natural resources and sustainability

Resources Provided (available in the resource file)

- Video: Reduce

Materials Required

- A reusable bag to carry daily waste (1 per student)
- A reusable bag or box to store waste throughout the week (1 per student)

Activity Instructions

1. Each day for a one week period, students will place the waste they generate in a reusable bag and are challenged to carry it with them throughout the day. Students will not collect hygiene products or food waste due to health and safety concerns but should log food waste in a logbook.

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2. At the end of each day, each student will empty their waste into a second bag or box that they will use to store all their personal waste generated throughout the week.
3. At the end of the week, each student will examine their accumulated waste and logbook notes and answer the following questions:
 - a) How did the requirement to hold onto your waste influence your consumer habits throughout the week?
 - b) Did you generate more or less waste than expected?
 - c) How much of your generated waste can be diverted from the garbage by using alternative programs such as the blue box, reuse, etc.?
 - d) What did you find most challenging about this activity?
 - e) What activities throughout the week created the most amount of waste? This might include eating take-out, eating single-use snacks, purchasing new products that were over packaged, etc.
 - f) How do you feel about the waste you generated throughout the week?

4. Introduce student to the second “R” – **Reduce**.

Durham Region promotes Reduce as the second “R” in the waste hierarchy. Waste reduction is about minimizing waste at the source - decreasing or eliminating waste by reducing the number of products we produce and purchase.

Waste reduction:

- Decreases the need to harvest and process new raw materials (natural resources)
 - Reduces pressure on the environment by decreasing or eliminating activities related to consumer goods such as resource extraction, transportation, processing, and disposal
 - Delays the need to purchase new equipment and expand waste management infrastructure
 - Saves energy and money
5. With their waste items in mind, students will create a written personal plan of action to reduce the amount of waste they create on a daily basis. Their response must discuss the benefits of waste reduction as it relates to the use of natural resources and sustainability. Students are encouraged to research local groups, agencies, and/or organizations that offer waste reduction options while preparing their personal action plan.

Extension Activity

Take one item that you created during the week, research how it’s made and look at the additional waste created even before the item gets to you.

Summary

By becoming more aware of the amount of waste we create, and by making informed decisions about the products we purchase, we can work towards making a positive impact on our planet and its future – reducing waste before it is even created.

Expanded Curriculum Connections

Grade 7, Geography, 2018 (revised)

B. Natural Resources Around the World: Use and Sustainability

B1. Application: Natural Resources and Sustainability

- B1.3 assess the efforts of some groups, agencies, and/or organizations in helping to preserve natural resources
- B1.4 create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use

B2. Inquiry: Investigating Issues Related to Natural Resources

- B2.1 formulate questions to guide investigations into issues related to the impact of extraction/harvesting and/or use of natural resources around the world from a geographic perspective
- B2.2 gather and organize data and information from a variety of sources on the impact of resource extraction/harvesting and/or use, ensuring that their sources reflect more than one perspective
- B2.5 evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world
- B2.6 communicate the results of their inquiries using appropriate vocabulary (e.g., non-renewable, renewable, flow resources; extraction; sustainability; deforestation; fossil fuels; aquifer) and formats appropriate for specific audiences

B3. Understanding Geographic Context: Using Natural Resources

- B3.1 identify Earth's renewable, non-renewable, and flow resources (e.g., renewable: trees, natural fish stocks, soil, plants; non-renewable fossil fuels, metallic minerals; flow: solar, running water, ocean currents, tides, wind) and explain their relationship to Earth's physical features
- B3.3 identify short-and long-term effects of natural resource extraction/harvesting and on people and the environment
- B3.5 describe some responses to social and/or environmental challenges arising from the use of natural resources

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