



# Lesson Plan: Reuse, Grade 1 Social Studies

## Activity

Community helpers and waste management in our community.

## Introduction

We use a lot of different products and items every day, many of which create waste including garbage, recyclables, or compostable materials. Durham Region (the community where we live) is growing rapidly, with a population that's expected to surpass 1.3 million by 2051. More people means that we will have more waste that needs to be managed. In this lesson, students will explore how practicing reuse can extend the lifespan of an item, minimize the amount of waste we generate, and conserve natural resources. Students will discuss waste management in their community by looking at natural and built features, community helpers, and waste generation with a focus on the third "R" in the Region's Waste Management Hierarchy – Reuse.

## Curriculum Connections

Social Studies. 2018 (revised)

### Grade 1

- Strand A: Heritage and Identity: Our Changing Roles and Responsibilities
- Strand B: People and Environments: Global Communities

## Learning Objectives

1. Define waste diversion, reuse and single-use items and explain different reuse practices (e.g., donating, repurposing, refurbishing, upcycling etc.)
2. Categorize natural versus built features
3. Identify and explore community helpers related to waste management
4. Illustrate why reuse is important
5. Identify reuse options available within a community and identify actions you can take to reuse
6. Recommended alternatives to single-use items

## Resources Provided (located in the resource folder)

### Infographics:

- Waste Management Hierarchy

### Videos:

- Waste Management Career videos

## Activity Instructions

1. Introduce students to waste management.

## The Regional Municipality of Durham - Waste Management Services

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Today we are going to focus on waste management in our community. **Waste** includes items that we no longer need or want, including the garbage, recyclables, and compostable materials (like food scraps) that we create at home and at school. **Waste management** includes all the activities required to handle this material including collection, transportation, sorting, processing, energy recovery and disposal.

2. Introduce the students to **natural** and **built features**.

**Natural features** are part of the land. Examples include mountains, streams, beaches, and forests.

**Built features** are made by people. Examples include roads, bridges, playgrounds, and houses.

3. As a class, make a list of natural features that might be affected by improper waste management in their community and built features that help us manage waste properly. What might happen if these features didn't exist?
4. There are many jobs that people do in our community that help make sure that we have a clean, safe place to live. Are there any **community helpers** that you have seen, or that you can think of, that help with waste management in our community? Share some of the Waste Management Career videos to illustrate some important waste management roles within the Region.
5. Residents of a community, including all the members of this classroom, are also helpers when managing waste. What is our role as residents in waste management in our community?

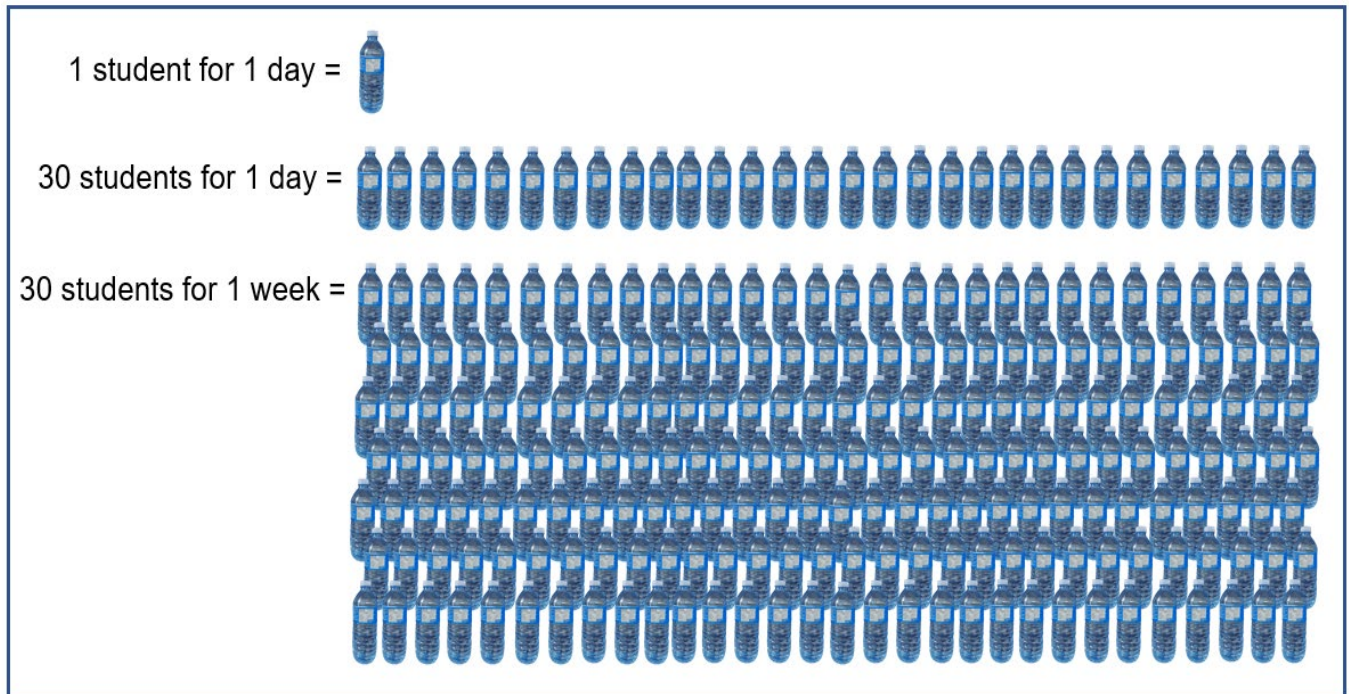
We can make choices every day that impact the amount of waste we create and the amount of waste that needs to be managed. Here in the Region, we use five "Rs" to manage our waste – rethink, reduce, reuse, recycle (including compost), and recover. This plays an important role in our waste diversion efforts.

***Waste diversion** means keeping as many items away from the garbage as possible. This can include choosing items that can be used repeatedly instead of items that are designed to only be used once before throwing them away.*

6. As a class, make a list of some single-use items that they might use at home or at school.  
A **single-use item** is something that is only meant to be used once before being thrown away.
7. Imagine each of us using a disposable plastic bottle every day for one week. How many single-use plastic bottles would your classroom use? What if each student in our classroom used a one single-use plastic bottle each day for one week? How many bottles would our classroom use?

Individually, if we use a single-use item it doesn't look like that much waste. But when we put all our single-use waste together, the pile of waste starts to grow.

8. Use the image of single-use plastic bottles to show the class how quickly waste can accumulate and explain why it is preferable to choose well-made items that can be used repeatedly, over single-use disposable items like plastic bottles.



9. Explain that by using a refillable beverage container, we could eliminate all the waste we created in the single-use water bottle example above.
10. Introduce **reuse** to the class and explain the different methods of reuse that exist. This includes **donating, selling, sharing, lending, upcycling, repurposing, refurbishing, and repairing**.
11. Revisit the list of single-use items you created as a class. Can your students identify any alternatives that would reduce the amount of waste created by these single-use items?
12. Ask students to identify services in the community that promote reuse and sharing items.

Examples include:

- Local thrift stores practice reuse by reselling donated clothing and furniture.
- Library allows residents to borrow and reuse books instead of buying them on their own.
- Many coffee shops accept reusable cups from home to purchase beverages instead of filling disposable cups.
- Schools have water bottle filling stations to decrease the need for disposable bottles.
- Hardware stores allow residents rent equipment like wheelbarrows, shovels, and power tools for residents to complete their projects.

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## Summary

Considering the possibility of reuse at all stages of consumption is important. Before purchasing an item, consider if you already have something else that you can reuse or repurpose to suit your need. If you don't, select a durable item that will last you a long time. When the item no longer serves its intended purpose or is outgrown by the user, consider repurposing or upcycling it, or, handing it off to a friend.

## Expanded Curriculum Connections

Grade 1, Social Studies, 2018 (revised)

### A. Heritage and Identity: Our Changing Roles and Responsibilities

#### A3. Understanding Context: Roles, Relationships, and Respect

- A3.1 describe some of their own roles, relationships, and responsibilities
- A3.4 identify some elements of respectful behaviour that they can practise in their everyday life
- A3.5 demonstrate an understanding that it is important to treat other people and the environment with respect

### B. People and Environments: Global Communities

#### B1. Application: Interrelationships within the Community

- 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
- B1.2 identify some services and service-related occupations in their community and describe how they meet people's needs, including their own needs
- 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, and describe how their actions might enhance the features of the local environment

#### B2. Inquiry: Interrelationships and Their Impact

- 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
- B2.2 gather and organize information on the interrelationship between people and the natural and built features of their community, and on the effects of this interrelationship, using sources that they have located themselves or that have been provided to them
- B2.5 evaluate evidence and draw conclusions about some aspects of the interrelationship between people and natural and built features of their local community, and some of the effects of this interrelations

#### B3. Understanding Context: The Elements of the Local Community

- B3.1 identify some of the natural and built features of their community
- B3.7 identify some of the services in the community for which the government is responsible and describe key responsibilities of people in the community in relation to those services

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