



Lesson Plan: Reuse, Grade 4 Social Studies

Activity

Students will participate in a Book Swap.

Introduction

Canada's physical landscape is highly diverse. As a result, many industries have developed across the nation including forestry, farming, energy, and mining. Many of the items we use everyday are made up of natural resources from these industries. To conserve the use of land and resources, it is important to use an item more than once, either for its original purpose or for a different one. In this lesson, students will investigate Canada's forestry sector and participate in a book swap to highlight the Region's second "R" in the Waste Management Hierarchy – Reuse.

Curriculum Connections

Social Studies, 2018 (revised)

Grade 4

- Strand B: People and Environment: Political and Physical Regions of Canada

Learning Objectives

1. Illustrate the importance of Reuse
2. Identify actions both industry and citizens can take to use land and resources more sustainably
3. Explain the environmental and economic benefits of a book swap
4. Discuss natural resources in your community
5. Investigate the forestry sector in Canada

Resources Provided (located in the resource folder)

- Waste Management Hierarchy
- Sample book swap message slip to be sent home with students

Materials Required

- Lightly used books

Activity Instructions

Prior to Activity

1. Introduce students to natural resources.

Many of the items we use everyday are made up of natural resources. **Natural resources** are resources that are drawn from nature and can be used by people. These resources include rocks, minerals, soil, animals, plants, and trees to name a few.

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2. As a class, create a list of products or items that are made from trees. Encourage students to think beyond simple paper products.

Some examples of products and items that come from trees include fruits, nuts, coffee, tea, olive oil, and maple syrup, houses, fences, decks, cabinets doors, wine corks, toothpicks, pencils, clothespins, musical instruments, egg cartons, toilet paper, newspaper, tissues, coffee filters, tea bags – and so much more!

3. Where do these trees come from? Have students investigate the forestry sector within Canada. During this investigation, students will identify the following:
 - a) Where is the largest forest in Canada?
 - b) Which province has the largest forestry sector?
 - c) What characteristics of this province make it suitable for large-scale logging?
 - d) What are some environmental impacts that may result from the forestry sector?
 - e) What actions has the forestry industry taken to sustainably manage forests? Are these actions enough to preserve forests for the future?
4. We as individuals also have the responsibility to protect our forests. As a class, brainstorm ways that we as individuals or as a community can help to reduce our use of products that come from the forestry industry.
5. Discuss the difference between a **need** and a **want**.
6. By a show of hands, ask students how many of them want a brand-new book from the store. Now, ask students to really think about if they need a new book. Did any of the students change their minds?
7. We often purchase books from the store, read them once, then put them on the shelf where they are left without being read again. Shortly after, we often want a new book. Ask the class how many students have done this. Now, have students imagine how these bookshelves will pile up over time as they get more books. I bet some students have the same books as their peers sitting on their shelves at home. Ask students to name some of their favourite books they have at home and see if anyone else also has the same books.
8. As a class, brainstorm how they can get a book to read without purchasing a brand new one.

Examples include borrowing from their local public library or a small free library in their neighbourhood, buying second-hand, using virtual copies online, or borrowing from a family member or friend.
9. Introduce **reuse** to the class. Borrowing, lending, sharing, donating, are all great examples of Reuse.
10. Introduce the concept of a **book swap**.
11. Send a letter home to inform parents and/or guardians about the book swap and to request students bring in gently used books. A sample message slip has been provided.

Day of Activity

1. For every book a student brings in, offer them a credit for a book in the exchange.
2. Lay out the available books around the classroom and give students 20-30 minutes to circulate and select books that interest them.
3. Once students have chosen their books, have them stand in line to checkout using their credit(s).
4. Students can return to their desks and read their new books. Optional: While reading, play soft music and provide treats or encourage students to bring in snacks to transform the classroom into a Reading Café for the afternoon!

Summary

Many of the items that we no longer want, or need are still in working condition and may be useful to others. Before tossing out an item, consider reusing it. This can be through donation to a local charity shop, a fun upcycling activity, or a swap! Reuse reduces the generation of unnecessary waste and conserves the harvesting of raw materials.

Expanded Curriculum Connections

Grade 4, Social Studies, 2018 (revised)

B. People and Environment: Political and Physical Regions of Canada

B1. Application: Industrial Development and the Environment

- B1.1 analyze some of the general ways in which the natural environment of regions in Canada has affected the development of industry
- B1.2 assess aspects of the environmental impact of different industries in two or more physical and/or political regions in Canada
- B1.3 describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources, and assess their effectiveness

B2. Inquiry: Balancing Human Needs and Environmental Stewardship

- B2.1 formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada
- B2.5 evaluate evidence and draw conclusions about issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in Canada

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