

► WASTE MINIMIZATION – GRADE 1

Big Ecological Idea #1:

Practicing the 3Rs keeps materials useful, reduces waste and helps the environment.

- a) *Reducing* means paying attention to the things we get – careful shopping is one way to reduce waste. It also means trying to avoid things we will want to throw away later (like packaging).
- b) *Reusing* reminds us that things can be used over and over again and doing this means we make less waste. If we reuse half-used paper we save trees and forests (and animals' homes). When we bring a reusable shopping bag to the store, we don't get a plastic bag to throw away. When we package lunch in reusable containers, we save a lot of wrapping materials. Toys and books can be reused by giving them away when we no longer need them. In this way they don't need to be thrown into the garbage.
- c) *Recycling* is a way to sort paper, cardboard and newspaper, and packaging made of glass, plastic or aluminum so that it can be re-manufactured into new things. Recycling saves lots of materials from being wasted, but uses lots of energy.
- d) Whenever we save materials from going to waste, it is good for the environment.

Clustering of Expectations

SCIENCE & TECHNOLOGY—Understanding Structures and Mechanisms: Materials, Objects, and Everyday Structures (2007)

- 1.1 identify the kinds of waste produced in the classroom, and plan and carry out a classroom course of action for minimizing waste, explaining why each action is important.
- 1.2 assess objects in their environment that are constructed for similar purposes in terms of the type of materials they are made from, the source of these materials, and what happens to these objects when they are worn out or no longer needed.
- 2.3 investigate, through experimentation, the properties of various materials (*e.g., the best materials for absorbing or repelling water*)
- 3.5 identify the materials that make up objects and structures (*e.g., wood, plastic, steel, paper, polystyrene foam, cloth*)
- 3.7 describe the properties of materials that enable the objects and structures made from them to perform their intended function
- 3.9 identify the sources in nature of some common materials that are used in making structures (*e.g., paper and rubber come from trees...*)

SOCIAL STUDIES: Heritage and Citizenship: Relationships, Rules, and Responsibilities (2005)

- 1z5 • explain why rules and responsibilities have been established (e.g., for protection and safety, for fair division of work);
- 1z6 • identify important relationships in their lives (e.g., with family members, friends, pets, teachers) and name some responsibilities that are part of these relationships;
- 1z7 • describe significant people and places in their lives (e.g., parents, sports figures; bedroom, park, playground, community centre) and the rules associated with them;
- 1z9 • describe how they follow the rules about respecting the rights and property of other people and about using the shared environment responsibly (e.g., by sharing, being courteous, cooperating, not littering).
- 1z16 • identify an area of concern (e.g., littering, sharing, conflicts), and suggest changes in rules or responsibilities to provide possible solutions;