

GRADE 1 LEARNING EXPERIENCE

Posters that “POP”

Summary

Students will learn about the concept and importance of recycling. Students will encourage peers to recycle by creating posters to be displayed around the school.

Objective

To teach students about environmentally responsible behaviour and to promote recycling.

Pre-Activity

WHAT IS RECYCLING?

DIRECTIONS

DISCUSSION ABOUT WASTE

The discussion may be led by a teacher with students at their seats or in a circle.

Ask students what they do with things they no longer need or want. You can suggest specific objects such as a toy, a granola bar wrapper, a juice box, or a piece of clothing.

- I give it away
- I put it in my blue bag for recycling
- I give it to my little brother/sister
- I put it in the garbage

Ask students what happens to things they put in the garbage. If no one says it, explain that garbage goes to a place called a “LANDFILL.” Write this word on the board and explain that a landfill is “a place where garbage is buried in the ground.”

Most Canadian kids make about 1.8 kgs (4 lbs) of garbage a day. Pass around something that weighs about 1.8 kgs (such as several hardcover books) so that students understand the reference.

Explain that everybody they know makes about that much waste EVERY DAY, and all of it goes into the ground!

MATERIALS

Something that weighs roughly 1.8 kgs (4 lbs) (e.g. 4 hardcover books or a 2 kg bag of sugar)

Whiteboard and markers

MAIN LEARNING OUTCOME

GRADE:

1

SUBJECT:

Social Studies



Outcome 2: Students will take age-appropriate action to practice responsible behaviour in caring for the environment.

Indicators

- Ask questions to gain information about the need to protect the environment
- Discuss responsible behaviour and caring for the environment [Teacher note: Be mindful of Mi'kmaw beliefs and practices in relation to the environment.]
- Create positive images and/or short phrases (both print and digital) to convey understandings/ideas/perceptions/learnings of actions to practise responsible behaviour in caring for the environment
- Engage in a practice(s) that can help to solve problems and promote environmental sustainability in their community

CROSS-CURRICULAR LINKS

Art



Outcome 1: Students will explore and manipulate a range of materials, technologies, and processes to create a variety of artworks that express feelings, ideas, and understandings.

Language Arts



Outcome 1: Students will communicate effectively and clearly and respond personally and critically.

Math



Number: Outcome 1: Students will be expected to say number sequences.

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WHAT IS RECYCLING? (cont'd)

DIRECTIONS

OPTION:

Put a 2 kg bag of sugar in a garbage bag. Pass it around so all students understand its weight.

Explain that items such as paper, or anything made out of food, breaks down quickly but that anything made of plastic or metal takes much longer. As there is only so much space in a landfill, if people keep making that much waste there will not be any room left.

GROUP WORK

Break students into small groups to brainstorm ways to reduce garbage. Ask students to share their solutions with the class.

As the words **Reduce, Reuse, Recycle** are mentioned by the students, write them on the board and explain.

Tell the students it is important to recycle because then the waste is made into something new instead of going to the landfill.

Activity

WHAT GOES WHERE

DIRECTIONS

GROUP WORK

Break students into five groups to brainstorm what goes where. Assign one category of waste to each group:

PAPER RECYCLABLES REFUNDABLES ORGANICS GARBAGE

Ask the groups to list the waste materials they think belong in their category.

- *e.g. Any food waste, like an apple core or banana peel, belongs in organics. Chip bags, straws and plastic spoons belong in the garbage.*

Ask students to share their lists with the class

RECYCLING RELAY

Collect a variety of clean recyclables, paper and garbage, and separate it into three equal quantities, in three different bags.

Split the class into three teams, and have each team get in a line. Give a bag of waste to each team. The first team member must reach into the bag and grab a piece of waste, run up to the front of the class and place it in the correct bin. The first team to sort all of their waste wins.

You can inspect the sorting. If there is any item in the wrong bin, declare a rematch.

MATERIALS

Something that weighs roughly 1.8 kgs (4 lbs) (e.g. 4 mid-sized hard cover books or a bag of sugar)

DURATION

10 min

MATERIALS

n/a

DURATION

20-30 min

MATERIALS

Clean waste & recyclables

Bins for:

Paper
Recyclables
Organics
Garbage
Refundables

DURATION

20-30 min

WHAT GOES WHERE (cont'd)

DIRECTIONS

WHAT GOES WHERE?

Give students the two-page activity **What goes where? (Appendix 2)** and have them complete it.

NOTE: Page 1 of the activity shows the bins and columns where the students will glue the objects. Page 2 shows the objects that the students will cut out.

For assistance with “what goes where,” you can refer to the Divert NS **Sorting Guide for Schools** divertns.ca/resources/brochures-guides

Post-Activity

CREATE A POSTER THAT “POPS”

DIRECTIONS

Break students into five groups. Give each group a piece of poster board and several items from each of the five waste streams:

- **ORGANICS** – pictures of an apple core, orange peel and a banana peel
- **GARBAGE** – chip bag, wrapper, straw
- **PAPER** – looseleaf, envelope, newspaper
- **REFUNDABLES** – juice box, water bottle
- **RECYCLABLES** – plastic bag, tin can, milk carton

Ask the students to divide their poster board into five sections and to write the following headings at the top: Recyclables, Organics, Paper, Garbage and Refundables. The teacher may do this step ahead of time.

Have the students glue or tape the waste items onto the poster board under the correct heading.

Hang the posters above recycling centres around the school.

Assessment

FORMATIVE Evaluate student learning over the course of the class discussion, through the cut and paste sorting activity, the relay race and the poster.

SUMMATIVE (OPTIONAL) Evaluate the cut and paste sorting activity and/or the poster.

MATERIALS

Scissors and glue

Appendix 1

What goes where?
2-page activity

DURATION

20–30 min

MATERIALS

Five pieces of poster board

A variety of clean waste items including bottles, cartons, juice boxes, newspaper, magazines, chip bags, a straw, a granola bar wrapper

DURATION

60 min

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Share on social media!
#NothingWasted

ABOUT DIVERT NS

Divert NS is a not-for-profit organization championing recycling in Nova Scotia. For over 20 years we've helped build a culture of recycling through environmental stewardship, education, and innovation.

Divert NS operates the Beverage Container Deposit-Refund Program and the Used Tire Management Program. In addition, we work in collaboration with government, industry, and academia to divert waste-resources from landfill.

Divert NS, in partnership with municipalities, delivers education and awareness programs to schools, businesses, and community groups. Divert NS also works to develop stewardship agreements and funds innovative research and development initiatives.



We welcome feedback from students and teachers on these lesson plans and resources. Please send your feedback to:

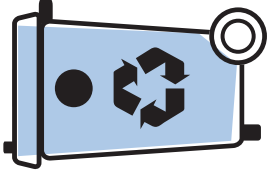
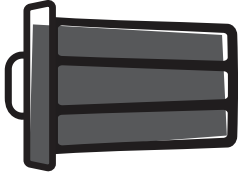
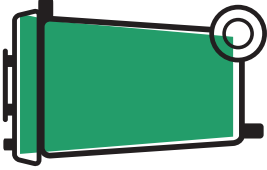
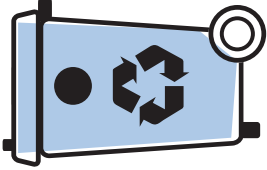
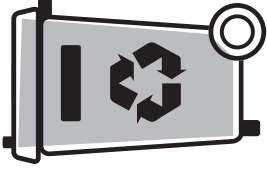
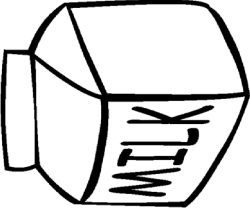
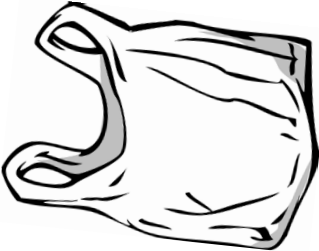
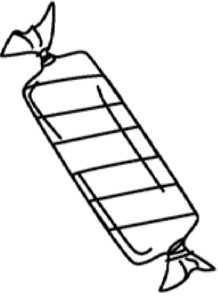

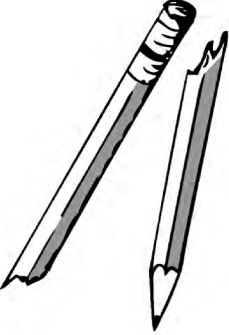

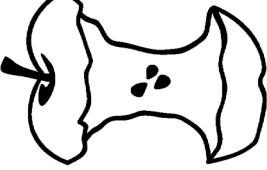


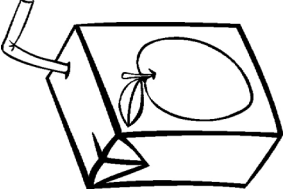
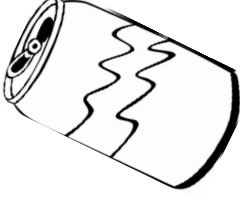

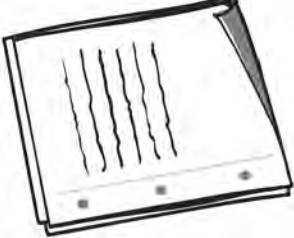
Toll-free
1.877.313.7732
info@divertns.ca

What goes where?

ANSWER KEY

Name: _____

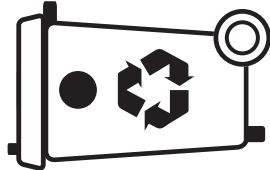
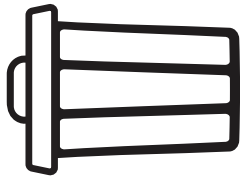
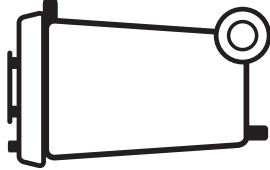
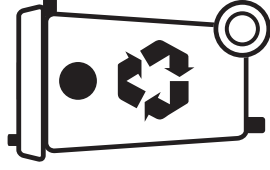
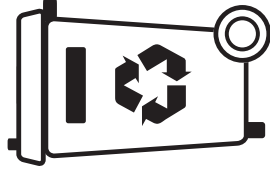
APPENDIX 1: POSTERS THAT "POP"

Recyclables	Garbage	Organics	Refundables	Paper
 Colour this bin BLUE	 Colour this bin BLACK	 Colour this bin GREEN	 Colour this bin BLUE	 Colour this bin GREY
 	  	  	  	 

What goes where?

APPENDIX 1: POSTERS THAT "POP"

Name: _____

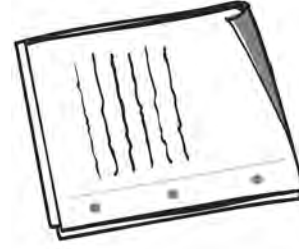
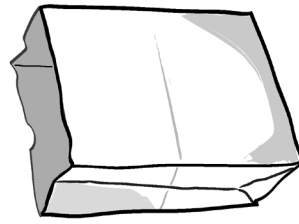
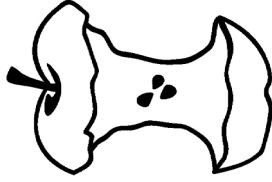
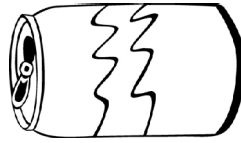
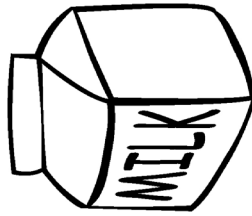
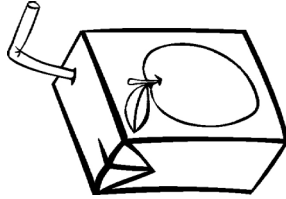
<p>Recyclables</p>  <p>Colour this bin BLUE</p>	<p>Garbage</p>  <p>Colour this bin BLACK</p>	<p>Organics</p>  <p>Colour this bin GREEN</p>	<p>Refundables</p>  <p>Colour this bin BLUE</p>	<p>Paper</p>  <p>Colour this bin GREY</p>
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Cut out the objects on the next page. Then, glue each object under its correct bin.

What goes where?

APPENDIX 1: POSTERS THAT "POP"

Cut out these objects. Glue each object under its correct bin.



Photos for Post-Activity

Cut out these images of food waste to use on your poster (in place of real organics!)

