

## GRADE 1 LEARNING EXPERIENCE

# Waste Comes Alive

### Summary

Students collect waste items from school and make them “come alive.” Students will develop a creative biography for their garbage buddy, and learn what the item can be recycled into after it is collected.

### Objective

Students will think critically about the disposal of everyday items. The activities will promote proper waste sorting habits by engaging and educating students about what happens after items are collected.

### Pre-Activity

## WHERE DOES WASTE GO?

#### DIRECTIONS

### CLASS DISCUSSION

Explain that there are five types of waste that need to be sorted at school and at home. As a class, name the five categories of waste:

**PAPER RECYCLABLES REFUNDABLES ORGANICS GARBAGE**

For more information, refer to the Divert NS **Sorting Guide for Schools** [divertns.ca/resources/brochures-guides](http://divertns.ca/resources/brochures-guides)

### GROUPS

Break the students into five groups and assign each group one waste category. Each group will guess what types of materials belong in their category. Ask them to predict what happens with the material in their category once it has been sorted.

Each group can discuss the following questions:

- Do the items go to the curb or get dropped off somewhere else?
- What type of facility receives the material? (e.g. landfill, ENVIRO-DEPOT™)
- Where is this facility located in their community?
  - Have any of the students visited this facility?
  - What processes and equipment are used at this facility?

#### MATERIALS

Whiteboard and markers

#### DURATION

10 mins

#### DURATION

20 mins

#### MAIN LEARNING OUTCOME

**GRADE:**

1

**SUBJECTS:**

**Science**



Learners will construct a device in response to a problem.

#### SKILLS

##### Investigate

Ask a question; locate 4–5 obvious details to support an answer; communicate findings.

##### Evaluate

Review steps and results from an investigation or problem solving; Reflect on and communicate solutions or findings.

**Social Studies**



Learners will implement age-appropriate actions for responsible behaviour in caring for the environment.

#### SKILLS

##### Investigate

Ask a question; locate 4–5 obvious details to support an answer; communicate findings.

##### Question

Generate broad questions that arise from a problem.

#### CROSS-CURRICULAR LINKS

**English Language Arts**



Learners will respond personally and critically to a range of culturally diverse texts.

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## WHERE DOES WASTE GO? (cont'd)

### DIRECTIONS

#### ANSWERS TO PRE-ACTIVITY QUESTIONS

- GARBAGE** Curbside collection, landfill facility – Material is buried
- PAPER** Curbside collection, recycling facility – Products are sorted by workers into different categories of paper (cardboard, boxboard, newspaper, etc).
- RECYCLABLES** Curbside collection, recycling facility – Products are sorted by workers into different categories of recyclables (plastic, metal, glass, etc).
- ORGANICS** Curbside collection, composting facility – Food and yard waste is shredded and composted
- REFUNDABLES** Drop off at ENVIRO-DEPOT™ – Products are sorted by workers into plastic, glass, aluminum, etc.

### MATERIALS

Internet access

### DURATION

20 mins

Do an internet search to find out where waste management facilities are located in your community.

## Activity

### GARBAGE BUDDY BIOGRAPHIES

#### DIRECTIONS

#### CRAFT TIME

Explain that to help learn the importance of recycling, students will create new friends out of waste items and bring them to life.

Provide a waste item to each student in the class. The items should be clean and dry, and have a flat surface for gluing on eyes, or for drawing a face.

- *Examples: pop or water bottle, paper towel roll, tin can, milk carton, cracker box*

Students attach pipe cleaners and googly eyes to create a garbage buddy, then give their garbage buddy a name.

**OPTION** Instead of googly eyes and pipe cleaners, students can make their Garbage Buddies using scrap paper/glue and markers

#### BIOGRAPHIES

Each student (or pair of students) will create a life story for their new garbage buddy. Explain that when a life story is written down, it is called a "biography." Since students will be writing their garbage buddy's life story down on paper, they will be writing biographies.

- *Students can use the **Biography Blitz worksheet (Appendix 3)** as a template for their story.*

**OPTION** Have students act out the biography as an alternative to writing

### MATERIALS

Waste items, markers, scrap paper, glue/tape and scissors

Pipe cleaners, googly eyes (optional)

### DURATION

10 mins

### MATERIALS

Appendix 2  
Biography Blitz  
worksheet

### DURATION

20 mins

## GARBAGE BUDDY BIOGRAPHIES (cont'd)

### DIRECTIONS

Here is a sample story outline:

- The first part of the life story can be fun and imaginative.  
Example: The pop can was bought by Billy's mom at \_\_\_\_\_ store, and then Billy drank it at \_\_\_\_\_ Elementary School, and put in the recycling bin.
- The second part of the story will be based on what actually happens to the waste item after it is picked up by the collection truck or dropped at the ENVIRO-DEPOT™ (e.g. goes to a recycling plant).
- The end of the story will explore what their garbage buddy gets turned into (e.g. new pop bottle, carpet, egg carton)

Print the **What is it Made Into Chart (Appendix 2)** and circulate among the students to help them figure out what their item will become once it is recycled. If the student's item is not on the chart, research it on the internet.

## Post-Activity

## SHARING BIOGRAPHIES

### DIRECTIONS

Ask students to draw a picture of their garbage buddy's biography.

Pair students and have them share their story and pictures with their classmate.

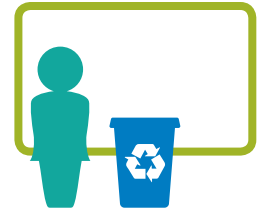
## Assessment

**FORMATIVE** Evaluate student learning by observing them during the group discussion and writing activity.

**SUMMATIVE (OPTIONAL)** Collect and evaluate the Garbage Buddy Biography pictures.

### MATERIALS

**Appendix 1**  
What is it Made Into? chart



### WASTE REDUCTION EDUCATORS

Divert NS provides funding to municipalities to deliver waste reduction education to schools across the province. Your local waste reduction educator(s) provides the following services, and more, free of charge!

- classroom presentations
- green team set up
- advice on bins and signage
- tours of local waste facilities
- school waste audits

To find out more, visit [divertns.ca](http://divertns.ca)

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## 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.

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# What is it Made into?

Print or project this chart for the class.

Recyclable Item	What it can be turned into
Pop Can	New pop can, bicycle parts
Juice Box	Paper towel, plastic pellets
Plastic bag	New plastic bags, plastic containers
Cracker box	New boxes
Water/juice bottle	New plastic bottles, clothing, carpet, stuffing for sleeping bags
Milk Carton	Cardboard, toilet paper
Newspaper	Carry out trays, egg cartons
Tin can	New tin can, bicycle parts
Looseleaf paper	Newspaper, toilet paper, boxboard or cereal or cracker boxes

# Biography Blitz Worksheet

I have a "Garbage Buddy." His/her name is \_\_\_\_\_.

He/she was bought at \_\_\_\_\_.

He/she was brought to \_\_\_\_\_  
(NAME OF SCHOOL)

Elementary School by \_\_\_\_\_ and put into  
(NAME OF CLASSMATE)

the recycling bin.

When the recycling truck picks up \_\_\_\_\_  
(NAME OF RECYCLABLE MATERIAL)

my buddy will be taken to \_\_\_\_\_  
(NAME OF CLOSEST RECYCLING DEPOT)

and turned into a \_\_\_\_\_.

It is a good thing \_\_\_\_\_  
(BUDDY'S NAME)

will get recycled, otherwise he/she would end up in

\_\_\_\_\_ landfill near here, in \_\_\_\_\_.  
(NAME OF NEAREST LANDFILL) (LOCATION OF LANDFILL)