

## Lesson 1 ~ Rethink. How much garbage do we produce?

Big idea: Complex global problems require international cooperation to make difficult choices for the future.

Curricular competency: Use Social Studies inquiry processes and skills to ~ ask questions; gather, interpret, and analyze ideas; and communicate findings.

Driving questions: How much garbage do we produce? What goes into the garbage? What can we do differently?

Materials needed: post-it notes, Question Focus Mats, computer, projector and speakers.

Learning targets: I can ask open-ended questions and gather information. I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.

Establishing a need to know:

Question Focus Mat - students work in teams to ask their own deep-thinking questions in response to the following image and statement: The average Canadian produces 2 kilograms of trash per day.

*"...leading a process in which your students will be thinking and working by asking their own questions rather than responding to the questions you ask."* (Rothstein & Santana, 2017, p.4)



The average Canadian creates 2 Kilograms of trash per day.

Provide students with the following guidelines for asking questions:

Ask and jot down as many questions as you can.

Do not stop to discuss, judge, or answer any of the questions posed.

Write down every question exactly as it is stated.

Change any statement into a question.

Quick Questions	Deep-Thinking Questions
<ul style="list-style-type: none"><li>• Quick to answer</li><li>• Answers found in the book</li><li>• Usually one correct answer</li><li>• Helps to clarify content</li><li>• Once you know the answer your thinking stops</li></ul>	<ul style="list-style-type: none"><li>• Takes more time to answer (deep-thinking pose)</li><li>• Answer not in the text; from another source (another book, or your own thinking)</li><li>• Often not one correct answer</li><li>• Helps to deepen understanding</li><li>• Because you don't know the answer, your thinking keeps going</li></ul>

Next, invite students to review their questions and consider, "Is this a quick question or a deep-thinking question?"

Explore and celebrate students' questions. These questions can help guide the inquiry.

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Digging Deeper: Share the video clip Trash Me (1:13)

What would it look like to hold onto every piece of trash you create for an entire month? For 30 days, Rob Greenfield is wearing every single piece of trash that he creates while living just like the average American which creates 4.5 pounds of trash per day.

[https://www.youtube.com/watch?v=KH20tkp\\_EhY&t=3s](https://www.youtube.com/watch?v=KH20tkp_EhY&t=3s)



Set a purpose for viewing ~ students are invited to notice, think and wonder.

After viewing the short clip jot down your ideas in pictures and words on post-it notes:

- What did you notice? ~ Paying close attention to the evidence in the clip and communicating exactly what you saw.
- What do you think? ~ Inferring and connecting. Sharing connections, background knowledge, and ideas based on the evidence in the video clip (evidence + my thinking = inference).
- What do you wonder? ~ Asking questions. After closely examining the evidence in the video clip, what are you wondering? What questions do you have?

After viewing the clip:

*Independent reflection time:* Invite students to jot down their ideas; what they noticed, what they think or what they wonder on a post-it note using pictures and/or words.

*Partner turn and talk/listen:* Invite students to turn to someone near to them and ask them to share what caught their attention in the clip.

Sorting Activity: as a whole group, invite students to consider and respond to the questions, “What’s in your lunch? Where will your snack and lunch waste go today? Can some of it be recycled? Can some of it be reused? Can some of it be taken home and composted?” (Be mindful of not shaming children about their lunches).

Perhaps explore two “teacher lunches” as examples. Have a collection of waste items from a typical bag lunch - empty containers, granola bar wrappers, sandwich baggies, wax paper, apple core, orange peels, etc, and invite students to help you sort these items as garbage, recycling and compostable items.



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Reflect and rethink: How much garbage do we produce? What can we do differently?

Possible next steps:

Create a zero-waste lunch menu. Organize a zero-waste lunch in your classroom / at your school (see suggestions that follow this page). To learn more about waste-free lunches, explore the website <http://wastefreelunches.org>

Go Green Express Menu: Provide time for students to explore the options on the takeaway menu. When student completes an activity, mark their takeaway punch cards. When students complete 10 activities celebrate their accomplishments.



**GO Green Express**  
**Takeaway Menu**  
Authentic stewardship,  
independent learning and  
reflective cuisine

Welcome to the homework menu, delivering  
fresh, hot and delicious homework tasks straight  
to your doorstep!  
**How to order**

Choose your homework task from the menu. The  
chilli rating indicates the difficulty of each task,  
ranging from 'mild' to 'spicy' to 'hot'. You can only  
try each dish once and you must order a different  
course each time! Enjoy your food!

**Stirring Starters**  
A spicy selection of starters to develop your taste  
for sustainability.

- Tweet and Sour** ..... 1 chili  
Write a tweet (no more than 140 characters)  
explaining a local environmental issue.
- Word Ton Soup** ..... 1 chili  
Choose 3 of the 5 Rs and explain an example of  
how you can apply each one.
- Mixed Environmental  
Platter** ..... 1 chili  
Watch an environmental programme and summarise  
the content.
- Mini Spring Rules** ..... 1 chili  
Create a poster explaining rules for curb-side recycling  
in your community.
- Speech Cocktail** ..... 1 chili  
Find an environmental news article and summarise it  
in your own words.
- Spicy Baked Science** ..... 2 chilis  
Choose a science topic and show how it can be used  
to create a more sustainable home.
- Yu Teach Tu** ..... 2 chilis  
Choose an environmentally friendly skill we have  
studied this year and design a task for the class to  
complete.
- Aromatic Audit** ..... 2 chilis  
Interview a friend, neighbour or family member on  
what goes in their trash and recycling!
- Photo Phuey** ..... 2 chilis  
Take a photograph of a composting organism and  
describe its life and habitat.

**Main Courses**  
Hit your homework hunger hard with this selection of  
main courses!

- Spicy Song Sauce** ..... 1 chili  
Write a song or a poem inspired by an environmental  
issue.
- Foo Yung Facebook** ..... 1 chili  
Create a Facebook Profile Page for "The world's worst  
litterbug"
- Assorted Quiz Questions** ..... 1 chili  
Create a ten question quiz for your classmates based on  
your lessons.
- Garden Deluxe** ..... 2 chilis  
Make a meal using only local foods. Take a photo of it  
and share it with the class.
- Cross Curricular Curry** ..... 2 chilis  
Choose a topic from any subject (Math, Language Arts,  
Science, Social Studies, Art, Music) and show how you  
can link it to environmental stewardship.
- Crispy Crossword** ..... 2 chilis  
Make a crossword using key terms from environmental  
topics.
- Clothes Slow** ..... 2 chilis  
Instead of throwing out your old clothing, host a  
clothing swap with friends! Bonus if you serve healthy  
food while you gather!
- Creative Cracker** ..... 2 chilis  
Produce a piece of artwork out of upcycled items.
- King Plan Platter** ..... 2 chilis  
Imagine you are teaching your grandparents'  
generation about today's trash issues! Create a lesson  
plan telling them what the future will be like and how  
to avoid ending up in the position we're in today!
- Spare Ribs** ..... 2 chilis  
Create a board game that teaches others about the 5  
Rs.

**Takeaway Punch Card**

				
				