

Lesson 2 ~ Reduce. Where does our garbage go?

Big idea: Everything in the environment is one/connected (e.g., sun, sky, plants and animals) and we have a responsibility to care for it.

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

Driving questions: Where does our garbage go? What is garbage? What isn't garbage?

Learning target: 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.

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

Co-constructing ideas: Where does our garbage go after we put it to the curb for pick up? Invite students to turn and talk with a partner. Then, invite ideas to be shared whole group.

Where does our garbage go? The Comox Valley Waste Management Centre ~ What do they mean by waste management? Where is the Comox Valley Waste Management Centre? 3699 Bevan Road, Cumberland.

Share and explore the map found here:

<https://www.cswm.ca/garbage/facilities-hours/comox-valley-waste-management-centre>

Share the video clip:

Comox Strathcona Waste Management Engineered Landfill Project (1:59).

https://www.youtube.com/watch?time_continue=9&v=bfaLdZWzip8



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?

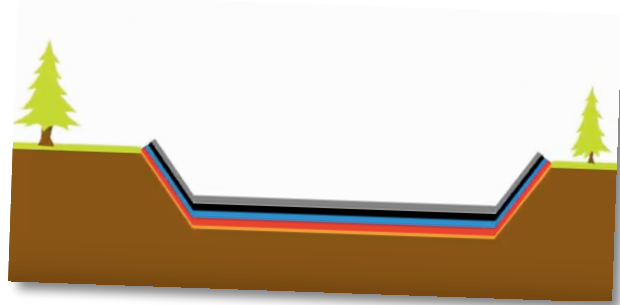
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Whole group conversation: The new landfill's liner is the size of 11 CFL football fields! One CFL football field is 150 yards (137 m) long and 65 yards (59 m) wide, within which the goal areas are 20 yards (18 m) deep, and the goal lines are 110 yards (101 m) apart. Including the end zones, the total area of the field is 87,750 square feet (8 152 m²). How big is the new landfill? (One acre = 4 047 m²)

Share the video clip:

Taking Care of Our Landfill (1:48)

https://www.youtube.com/watch?time_continue=6&v=gTErsIF_Blw



Co-constructing ideas: 50% of waste can be kept out of the landfill! How can we reduce what's going in the landfill? What can go in the landfill? What shouldn't? Invite students to contribute to a two column anchor chart:

<i>Stuff that can go in the landfill:</i>	<i>Stuff that shouldn't go in the landfill:</i>

Consider the difference between nature's waste and man-made waste:

or·gan·ic

/ôr'ganik/ 🔊

adjective

adjective: **organic**

- relating to or derived from living matter.
"organic soils"
synonyms: living, live, animate, biological, biotic
"organic matter"

in·or·gan·ic

/,inôr'ganik/ 🔊

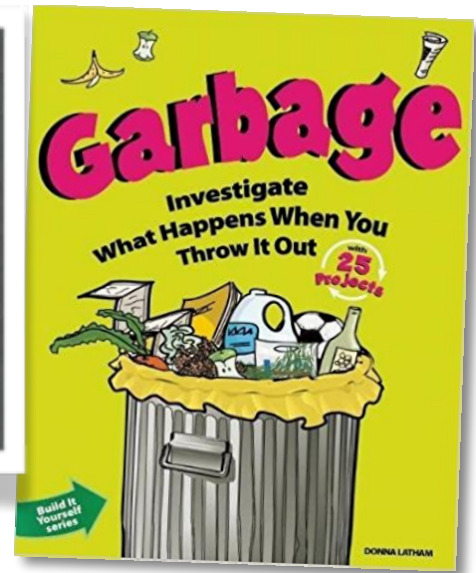
adjective

- not consisting of or deriving from living matter.

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Look at this list of items many families might throw away.
Decide if each is organic or inorganic waste.

• coffee grounds	• scrap paper	• tea bags
• newspapers	• old magazines	• egg shells
• lettuce and tomato scraps	• empty vitamin bottles	• carrot and cucumber peels
• hamburger buns	• empty tubes of toothpaste	• fabric softener sheets
• batteries	• tubes from paper towels and toilet paper	• empty containers of laundry detergent
• dryer lint		
• plastic grocery bags		



Top divertible waste:

1. Food Waste ~ What food waste can be composted?
2. Paper/Plastics/Packaging ~ What can be recycled? What is garbage?
3. Yard waste ~ What should we do with yard waste? Where does it go?

di·vert

/dəˈvɜrt, dɪˈvɜrt/ 

verb

1. cause (someone or something) to change course or turn from one direction to another.
"a scheme to **divert** water from the river to irrigate agricultural land"
synonyms: **reroute**, **redirect**, change the course of, **deflect**, **channel**
"a plan to divert the Fraser River"

Independent Reflection: What are some ways to produce less garbage? What can I do differently?

Possible next steps:

- Visit the following webpage to explore the idea of creating a *Zero Waste Starter Kit*
<https://zerowastecanada.ca/wp-content/uploads/2018/01/Zero-Waste-Starter-Kit.pdf>
- How much food am I wasting? Explore the following lesson ~
<http://cdn.worldslargestlesson.globalgoals.org/2017/07/Reducing-Food-Waste-For-the-Global-Goals-.pdf>
- Create a landfill in a bottle and make observations over a period of time ~
What simple changes you can make in order to keep items that don't break down out of landfill or ways to keep harmful items out of the landfill?
https://www.speakcdn.com/assets/2332/oef_landfillbottle.pdf