

ecoMentors Lesson Plan Template: Helping kids explore the planet! www.ecomentors.ca		
Title: The 3 R's	Grade Level(s): 5-6	Time/Date:
School:	Teacher:	
Directions to school, class:		
Contact Info:		
Ontario Curriculum Connection: Science and Technology (Matter and Materials) , Social Studies (Canada and World Connections)		
Vocabulary: Words & Concepts your class may be learning, look these up yourself too!		
Reduce – to use less or make less, decrease		
Reuse – to use again		
Recycle – to change and use again in a different form		
Materials and Equipment: List these before and while you plan and revise so you're prepared.		
<ul style="list-style-type: none"> - Use the recycle work sheet and cut out: Paper – 37%, Yard Waste - 18%, Metal - 10%, Glass - 10%, Food Waste - 8%, Plastics - 7%, Other -7%. Make 4 sets. - Bring in a number of different grocery shop fliers, at least enough for two student to have one flier - Bring cards with different types of waste and sticky tape for compost-game - Some sort of reusable container 		
What is your class accomplishing?: Learning & Activity Goals, Objectives		
<ul style="list-style-type: none"> • Identify ways to reduce, recycle and reuse different objects. • Identify the amount of packaging used in commercial products. • Understand the different materials that are disposed of in a typical garbage dump. 		

PROCEDURE	
The Spark: Introductions, Demonstrations, Show and Tell, Topic Intro (Break the ice!) ~5-10min	
Introduce yourself.	
Have students introduce themselves along with an answer to the questions: <i>What kind of garbage did you or your parents throw away this morning?</i> Or : <i>What was the last thing you threw away?</i>	
Brainstorming, Getting ideas, Connecting ideas (assess their knowledge!) ~10-20min	
Discussion	
<i>Does anyone know what we mean with 'The 3 R's'? Let the class come up with the definitions of reduce, reuse and recycle. How are they different? Which one of the 'R's', makes the biggest difference? Can you describe the steps of a recycling cycle?</i>	
Make two columns on the board, one with the title ' Reasons people don't do the 3 'R's' and the other ' Solutions' Ask the students: <i>What stops people from doing each of the 3 R's? What are some ways we can encourage people to recycle, reuse and reduce?</i>	
Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play ~10-30mins	
In a dump...	
Ask students – is there a dump in your area?	
Fun fact: When you smell a dump, what you're actually smelling is the paper in the dump!	
Explain instructions before you play.	
1. There are 7 general categories in a dump what do you think they are? Ask students to brainstorm on the 7 groups, tell them that one of the groups is 'Other'.	
2. Divide the class into 4 groups. Give each group a set of the cards you've prepared ahead of time with some sticky tack or tape.	
3. Tell them they must match up the percentage to the garbage category and that they must discuss which categories have the most and reason why. Give them 2 minutes.	
4. Go around to each team and put a checkmark above the properly matched garbage categories.	
5. The team to properly match all garbage categories with the percentage wins!	

Reflection questions: *What statistics are the most surprising? Why? How can we Reduce, Recycle and Reuse to reduce each garbage category in dumps? Write down all answers in table on the black board.*

Fun fact: Americans use 2,500,000 plastic bottles every hour!

Breakdown: • Plastic bags – 20-1000 years • Plastic bottles –Indefinitely

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play(Pt. II or Cont...) ~10-30mins

Good things come with no packaging

- Ask students to go through the fliers and find 2-3 items that have 1 layer of packaging.
Why does this product have this layer of packaging? Is it necessary? How can this be reduced?
- Ask students to go through the fliers and find 2-3 items that have 2-3 layers of packaging.
Why does this product have this layer of packaging? Is it necessary? How can this be reduced?
- Ask students to go through the fliers and find products with the least and most packaging.
Why do products have so much packaging? How can we reduce this amount?

Re-use it! Circulate a re-usable container, each student must come up with a new way to re-use it.

Activity, Game, Exercise, Debate, Puzzles, Problem Solving, Role Play(Pt. II or Cont...) ~10-30mins

Recycling Trivia

Have the students form groups of 4 and write down the numbers 1-8 on a piece of (recycled) paper. Ask the students the following questions. Ask students to trade sheets afterwards to correct.

1. Recycling one aluminum can save enough energy to run a TV for 1. 3 mins, 2. 30 mins, **3. 3hrs**
2. This animal helps organic matter like vegetables turn into soil 1. caterpillars, **2. worms**, 3. Beetles
3. The amount of food wasted in North America is 1. 17%, **2. 27%**, 3. 37%
4. If you put cardboard out to be recycled, it must first be 1. soaked in water, 2. shred **3. tied in bundles**
5. Which of the following products cannot be put into the blue bin for recycling? 1. Empty paint cans, **2. motor oil jugs** 3. Milk and juice cartons
6. Which of the following products cannot be put into the blue bin for recycling? **1. waxed cardboard** 2. Magazines 3. telephone books
7. Which of the following products cannot be put into the green bin for composting? 1. Diapers **2. Rugs and Carpets** 3. Kitty litter

Contingency, Plan B, extra game or activity (Back up plan) ~5-10mins

To compost or to not compost?

Go to <http://www.toronto.ca/greenbin/card.htm> and write items from the ‘What goes in the Green bin’ and ‘What does not go in the Green bin’ on pieces of paper. Draw two columns give the students some tape and allow them to go up and put items in their correct columns. Prepare cards in advance.

Celebrating the Earth

Put students in 6 groups. Ask each group to write down a sentence that expresses something that they promise to do. 2 groups write on reducing, 2 on reusing and 2 on recycling. Students in the group read their promise together. Write down this sentence structure on the board for their promise –

We promise to help Reduce/Reuse/Recycle by _____. Have students read out their promises

Review, Conclusion and steps towards continued action ~5-10mins

What are some new things that you'll do to exercise the 3 R's?

References

1. City of Toronto – www.toronto.ca/recycle
Recycling Fun Facts - <http://members.aol.com/Ramola15/funfacts.html>

Great work ecoMentor! After use of Lesson Plan revise, add ideas and repeat!