



Waste: How can I reduce the amount of garbage in my bin? How do I keep plastic waste from contaminating our rivers and oceans?

Take photos of the actions you are taking to compost or recycle or keep a list or journal of what you are doing to reduce waste. Weigh and chart the waste and make a change. Share your actions with your teacher, family, and friends.

I compost fruit and vegetable scraps

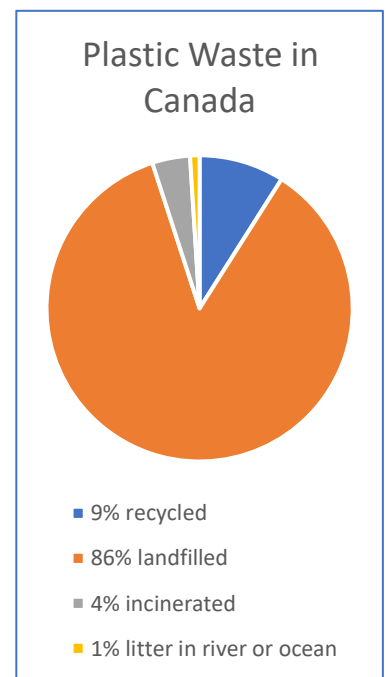
- Investigate ways to compost household organics. [Saskatchewan Waste Reduction Council](#) describes lots of choices or, get a [green cart](#).
- Inside your home:
 - Collect fruit and vegetable scraps in a container with a lid (like an ice cream pail).
- Outside your home:
 - Add your compostable materials to your green cart (from May to Oct), or your outdoor compost (year 'round).
 - You can compost yard waste like grass clippings, leaves and weeds; and food waste like fruit and vegetable scraps, bread, eggshells, coffee grounds, paper towels, paper bags and muffin wrappers and more.

I reduce single use plastics

- Day 1 – Pre-audit: How much plastic do I use now? Save all the single use plastics you used today (zip-locks, plastic film, straws, etc.), count them or take a photo of the pile.
- Day 2 – Make a change. Find substitutions that can be washed and reused or composted. (empty yogurt containers, beeswax wrap or wax paper, etc.)
- Day 3 – Post-audit: Did I reduce single use plastics? Save all the single use plastics you used today and count again. Were there less? What else could you do to reduce your use of plastics?

I recycle

- Blue bin recycling – what goes in the bin?
 - Plastic containers #1-7 (no black plastic or Styrofoam),
 - Cardboard – flattened, clean boxes,
 - Beverage containers – milk and drink cartons,
 - Aluminum and tin – foil, cans, pie plates,
 - Mixed paper – newsprint, magazines, printer paper, envelopes, cereal boxes.
- Step 1 – What is in your garbage right now? Are any of the items recyclable?
- Step 2 – Tell the people in your house what can go in the blue bin. To remind them – make a poster to tack on the fridge or put near the recycling bin.
- Step 3 – Look at your garbage every day for a week. How are you doing? Are there still things in there that should be recycled?



Source: Recycling Council of Ontario, 2016

Curriculum Connections

<p>Grade 4 Mathematics P4.1 Demonstrate an understanding of patterns and relations by: identifying and describing patterns and relations in a chart, table or diagram, reproducing patterns and relations in a chart, table, or diagram using manipulatives, creating charts, tables, or diagrams to represent patterns and relations, solving problems involving patterns and relations SS4.1 Demonstrate an understanding of time by: reading and recording time using digital and analog clocks (including 24 hour clocks), reading and recording calendar dates in a variety of formats. SP4.1 Demonstrate an understanding of many-to-one correspondence by: comparing correspondences on graphs, justifying the use of many-to-one correspondences, interpreting data shown using a many-to-one correspondence, creating bar graphs and pictographs using many-to-one correspondence.</p> <p>Science HC4.1 Investigate the interdependence of plants and animals, including humans, within habitats and communities. HC4.2 Analyze the structures and behaviours of plants and animals that enable them to exist in various habitats. HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.</p>
<p>Grade 5 Mathematics SS5.3 Demonstrate an understanding of volume by: selecting and justifying referents for cm^3 or m^3 units, estimating volume by using referents for cm^3 or m^3, measuring and recording volume (cm^3 or m^3), constructing rectangular prisms for a given volume. S5.4 Demonstrate understanding of capacity by: describing the relationship between mL and L, selecting and justifying referents for mL or L units, estimating capacity by using referents for mL or L, measuring and recording capacity (mL or L). SP5.1 Differentiate between first-hand and second-hand data. SP5.2 Construct and interpret double bar graphs to draw conclusions. SP5.3 Describe, compare, predict, and test the likelihood of outcomes in probability situations.</p> <p>Science MC5.2 Investigate how reversible and non-reversible changes, including changes of state, alter materials. MC5.3 Assess how the production, use, and disposal of raw materials and manufactured products affects self, society, and the environment.</p> <p>Social Studies RW5.1 Explain the importance of sustainable management of the environment to Canada's future. RW5.2 Hypothesize about economic changes that Canada may experience in the future.</p>
<p>Grade 6 Mathematics P6.1 Extend understanding of patterns and relationships in tables of values and graphs. SP6.1 Extend understanding of data analysis to include: line graphs, graphs of discrete data, data collection through questionnaires, experiments, databases, and electronic media, interpolation and extrapolation.</p> <p>Science DL6.4 Examine and describe structures and behaviours that help: individual living organisms survive in their environments in the short term, species of living organisms adapt to their environments in the long term. DL6.5 Assess effects of micro-organisms on past and present society, and contributions of science and technology to human understanding of micro-organisms.</p> <p>Social Studies RW6.1 Examine and analyze factors that contribute to quality of life, including material and non-material factors. RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.</p>
<p>Grade 7 Mathematics P7.1 Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations.</p> <p>Science IE7.1 Relate key aspects of Indigenous knowledge to their understanding of ecosystems. IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities. IE7.3 Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems. IE7.4 Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem. MS7.1 Distinguish between pure substances and mixtures (mechanical mixtures and solutions) using the particle model of matter. MS7.2 Investigate methods of separating the components of mechanical mixtures and solutions, and analyze the impact of industrial and agricultural applications of those methods. MS7.3 Investigate the properties and applications of solutions, including solubility and concentration.</p> <p>Social Studies RW7.3 Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.</p>
<p>Grade 8 Health Education USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. AP8.10 Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.</p> <p>Mathematics SP8.1 Analyze the modes of displaying data and the reasonableness of conclusions. SP8.2 Demonstrate understanding of the probability of independent events concretely, pictorially, orally, and symbolically.</p> <p>Social Studies RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism. RW8.2 Assess the implications of personal consumer choices. RW8.3 Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.</p>