**Drastic tales of plastic**

**Grade 4 VIRTUAL Waste Workshop**

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| **Overview:**  Plastic products are useful to us in many ways, but where do they go when we throw them away? In this workshop, students will investigate the lifecycle of plastic products. Students will learn about the impacts of human interactions with natural habitats and communities, and what actions both industries and citizens can take to address the environmental impact of plastic production and disposal. | |
| **Grade Focus:** Grade 4 | **Duration:** 60 minutes |
| **Curriculum Connections:**  *Science and Technology: Understanding Earth and Space Systems*  1.1 assess the social and environmental costs and benefits of using objects in the built environment that are made from rocks and minerals  1.2 analyse the impact on society and the environment of extracting and refining rocks and minerals for human use, taking different perspectives into account  *Science and Technology: Understanding Life Systems*  1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities (e.g., human dependence on natural materials), taking different perspectives into account (e.g., the perspectives of a housing developer, a family in need of housing, an ecologist), and evaluate ways of minimizing the negative impacts  *Social Studies—People and Environments: Political and Physical Regions of Canada*  B1.2 assess aspects of the environmental impact of different industries in two or more physical and/or political regions of Canada  B1.3 describe some key actions taken by both industries and citizens to address the need for more sustainable use of land and resources  B2.1 formulate questions to guide investigations into some of the issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical regions of Canada | |
| **Topics of Focus:**   * Applying the 3Rs to reduce waste generation at home and school   + Through workshop activities, students will learn about the impacts of food packaging waste, proper waste sorting practices, and how to pack a wasteless lunch. * Landfill   + In this workshop, students will learn about where garbage goes, the environmental impacts of waste, and what can be done to divert waste from landfills (i.e. use of recycling and green carts) * Product life cycles   + Through activity #1, students will virtually explore the life cycles of various plastic items, learning about the resources and associated impacts of everyday products. | |
| **Key Messages:**   * Landfills and the environment * 3Rs of waste reduction * Proper use of garbage, recycling and green bins * Life cycle of aluminum products * Environmental impacts of manufacturing materials * Region of Peel recycling programs * Process and benefits of recycling | |
| **Platform(s) Used:**  A Prezi presentation will be casted virtually for participants using Google Classroom. | |
| **Interactive Components:**   * Follow along worksheet (optional) * Virtual lifecycle exploration * Virtual sorting game | |
| **Preparation and Set-up:**  Virtual workshops may take place in a classroom with access to a computer with internet as well as a Smartboard or projector. The virtual workshop may also take place from the homes of participants once a link to the Google classroom session is provided. Teachers will be provided with a follow along worksheet to distribute to all students prior to the start of the workshop. | |
| **Outline:**  *Introduction (10 mins)*   * Introduction of Educator, Region of Peel, and Ecosource * Virtual workshop guidelines * Review follow along worksheet with students   *Guided Questions (10 mins)*   * Waste bins, 3 R’s, landfill   *Activity #1: “Lifecycle of a yogurt cup” (15 mins)*   * During this activity students will virtually explore the lifecycle of a plastic yogurt cup. Students will be transported through all the steps of the lifecycle while discussing the environmental impacts associated with the creation and disposal of this item (which will appear on the screen) as well as brainstorming alternatives through the three R model. Pre-determined examples will appear on screen after the brainstorming session with students.   *Activity #2: “Sorting Activity” (15 mins)*   * This activity will challenge students to a timed waste sorting game. One by one, items on the screen will fall and they will have to first guess if the item is plastic or non plastic. All plastic items will then once again fall on the screen one by one and students will guess if that item belongs in the garbage or recycling.   *Debrief (10 mins)*   * Recap of learning and question period | |
| **Takeaways:**  At the end of the presentation, students will be provided with a fun and educational worksheet  related to the workshop content to help reinforce the message of reducing waste. Teachers will be  provided with a lesson plan related to the workshop to extend learning focusing on negative impacts  of incorrectly disposing plastic waste. | |

*The components of this lesson may be modified during delivery at the discretion of our educators. To book with us, please visit:* [https://ecosource.ca/waste-reduction-workshops/](https://can01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fecosource.ca%2Fwaste-reduction-workshops%2F&data=02%7C01%7Claura.lane%40peelregion.ca%7C896441cd7daf4703b71708d838ad3ff1%7C356f99f39d8647a182033b41b1cb0c68%7C0%7C0%7C637321664057394866&sdata=uTbVeIL7qRWNxqIS0L%2BBzEff%2FH34v5OIddnBBXIekSs%3D&reserved=0).