



SCIC

SASKATCHEWAN COUNCIL
FOR INTERNATIONAL COOPERATION

Personal Waste Assessment

Grade: 6, 7, 8, 9

Subject: Social Studies

Time: 1 Hour

Critical Issues - Lesson Plan

Unit: Module 2 - Waste Generation

Specific Topic: Sustainability; Composting

URL (*Note: Lesson procedure can be found here): <http://earthbeat.sk.ca/wp-content/blogs.dir/10/files/2017/05/Sustainable-Schools-manual-shrunk.pdf>

Lesson Description: The *Sustainable Schools Teacher's Guide* challenges schools to shift sustainability from textbooks into classrooms. It helps facilitate skills, such as eco-literacy, global awareness, and critical thought, which students need to make sustainable decisions. Sustainability is all about learning to share resources with future global generations. Today's youth have an important role to play in creating an environmentally sound and socially just world. So, there's no better place to start with than youth education and understanding leading to action for a greener future.

Personal Waste Assessment (p. 16)

In this activity, students record and chart the amount of daily waste they produce. Students can gather personal waste data by collecting the waste they produce throughout the day. This activity is divided into three parts, giving teachers the option for extension opportunities.

Student Action Activity: Class Composting Project (p. 20)

Composting can be an excellent part of a school waste reduction strategy. Composting transforms biodegradable waste that would otherwise be sent to the landfill.

Curriculum Outcomes:

Grade 6

Outcome - IN6.1: Evaluate and represent personal beliefs and values by determining how culture and place influence them.

- Identify personal roles in, and responsibilities toward, the family and local community.

Outcome - IN6.4: Explore aspects of cultural change over time, including:

- Reasons for cultural change
- Examples of cultural change
- How cultural change affects youth
- How you respond to cultural change

Outcome - DR6.3: Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.

Outcome - RW6.1: Examine and analyze factors that contribute to quality of life, including material and non-material factors.

Outcome - RW6.2: Contribute to initiating and guiding changes in local and global communities regarding environmental, social, and economic sustainability.

Grade 8

Outcome - DR8.1: Develop an understanding of the significance of land on the evolution of Canadian identity.

Outcome - RW8.1: Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism.

Outcome - RW8.2: Assess the implications of personal consumer choices.

Outcome - RW8.3: Critique the approaches of Canada and Canadians to environmental stewardship and sustainability.

Grade 9

Outcome - IN9.3: Analyze the ways a worldview is expressed in the daily life of a society.

Outcome - IN9.4: Determine the influence of worldview on the choices, decisions, and interactions in a society.

Grade 10

- Learn to describe cause and effect relationships.

Additional Cross-Curricular Connections: Science, English Language Arts, Food Studies

Assessment:

- Provided within lesson.

Materials:

- See lesson plan for list of materials (URL).

Extension Resource: For further information on Global Citizenship Education (GCE) and additional resources, see **SCIC's Global Citizenship Education Modules.**