



## Round and Round it Goes!

Students will explore the circular economy and take a closer look at programs that are seeking to reduce waste.



### Learning outcomes

By the end of this activity, students will:

- ✓ discuss the importance of a circular economy
- ✓ understand the how to present a persuasive argument (option 2)

Complete **ONE** of the following options.

You will only be able to submit work and get credit for one option.



### Option 1

#### Learn about the circular economy

Students will explore the circular economy and create a poster or infographic showing the steps and materials involved.

### Option 2

#### Encourage companies to participate in a circular economy

Students will choose a company and encourage that company to participate in the circular economy through a letter or video.

## Important

Please respect all school and governmental guidelines and restrictions surrounding COVID-19. Review the 2021 CDC COVID-19 policy [here](#). This challenge does NOT require students to participate in an in-person event.





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## Option 1

### Learn about the circular economy.

Students will explore the circular economy and create a poster or infographic showing the steps involved.

## Materials

Circular economy diagram (attached), computers with Internet access for research, paper, markers, crayons, pencils and/or pencil crayons for the poster and/or infographic.

## Proof to be submitted

Pictures of your circular economy infographic or poster.

## Activity

Discuss and define the term “circular economy”.

Do a think-pair-share activity. Start by having students think about all the things that they can and cannot recycle in their classroom or home. Create a list as a class. Discuss the amount of items that cannot be recycled, or are designed for one use only. Explain to students that although recycling is important, many items cannot be or are difficult to recycle.

Discuss with students the current linear economy model of take, make, use and discard, and what this would look like with a common item. Now introduce students to the circular economy model of make, reuse (and repair), and recycle. Have students brainstorm how a circular economy would help conserve energy. As a group, in pairs, or individually, research the steps of the circular economy or an item’s journey through the circular economy. Using the circular economy diagram (attached) or their own poster paper, have students create a poster or infographic highlighting and explaining the different stages of the circular economy, or those of the selected item. Posters and infographics can be placed around the class, school or home (if possible) for others to see.

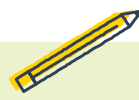


### Teacher tip

Visit the resources at [energydiet.ca](http://energydiet.ca) for articles, videos, and infographics explaining the circular economy. For younger students, encourage them to draw the steps of the cycle.



Classroom Energy Diet Challenge



Energydiet.ca

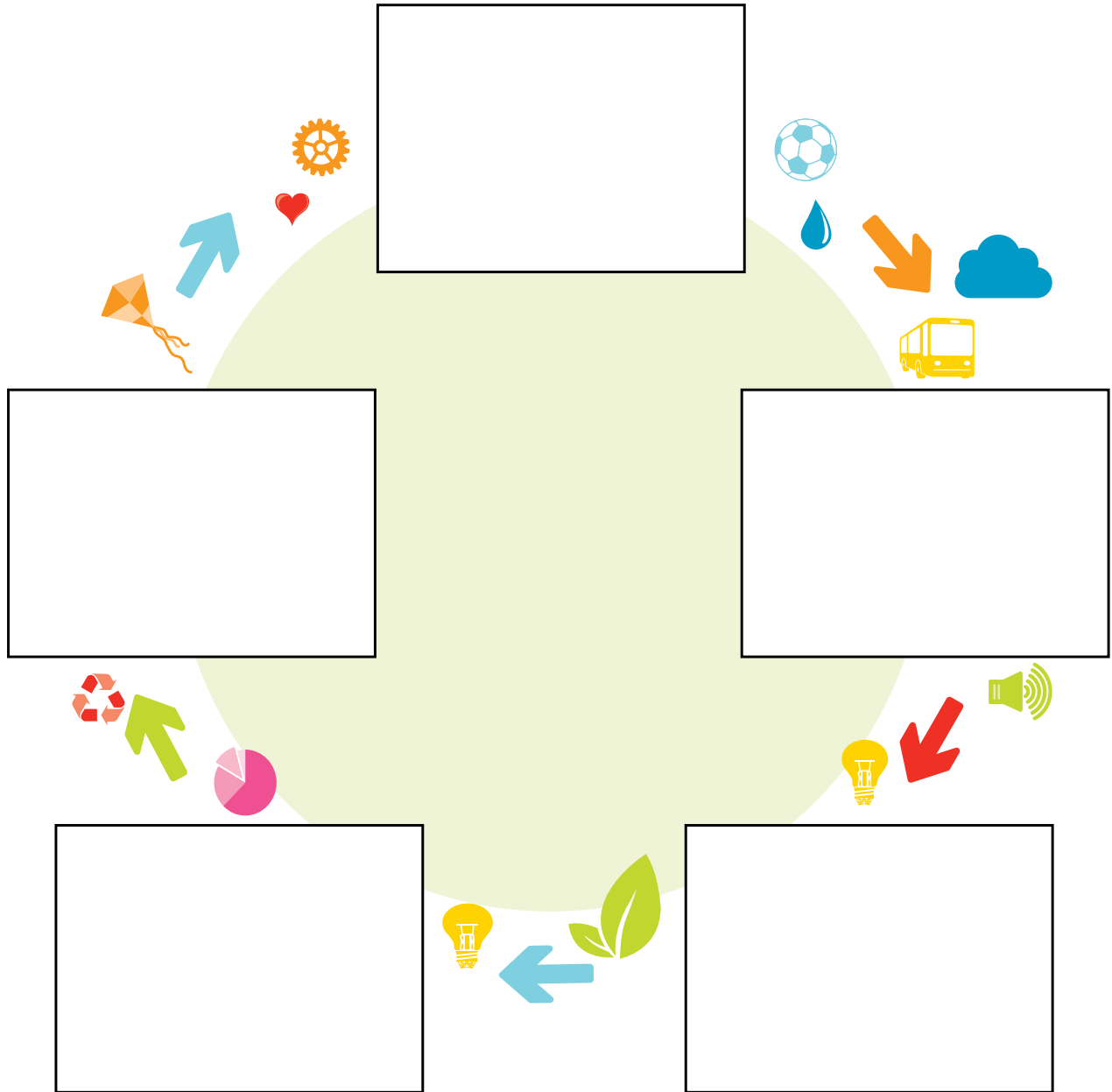


# Round and Round it Goes!

Name \_\_\_\_\_

## Circular economy diagram

Date \_\_\_\_\_





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## Option 2

### Encourage companies to participate in a circular economy.

Students will choose a company and encourage that company to participate in a circular economy through a letter or video.

## Materials

Computers with Internet access for research, paper and writing utensils, equipment required to make a video (optional).

## Proof to be submitted

Pictures of student letters to companies or student videos.

## Activity

Discuss and define the term “circular economy”.

Discuss with students the current linear economy model of take, make, use and discard, and what this would look like with a common item. Now introduce students to the circular economy model of make, reuse (and repair), and recycle. Have students brainstorm how a circular economy would help conserve energy.

Have students research, or as a group discuss, different companies that are investing in the circular economy. See Canadian Geographic’s [Circular Economy](#) lesson plan for ideas. Have students select a company that manufactures a product and brainstorm ways that company can close the loop on its product, moving from a linear to circular economy. Discuss with students how to create a persuasive letter or video, and have students create either a letter or video urging this company to move towards a circular economy model, and suggestions of how it could be achieved.



### Teacher tip

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