

Your lesson plan

Topic/Lesson Title: Reusing waste solids to produce art

Author: Noémia Pereira

Methodology: group, brainstorming

Aims/Goals or SWBATs (Students will be able to.....)

- learn what kind of waste the school produces
- understand how this waste is treated
- identify ways of reusing it
- master the 3 r's policy
- produce materials from waste

Age group: 8th grader students (can be adapted to any age)

Level:

Time (Lesson duration): 150 minutes

Materials:

a mobile phone/tablet per group, a projector and a laptop/PC
Paper and pens and/or pencils, scissors and other materials.
Cans and cardboard (retrieved by the students)

Lead-in *What's going to happen here to introduce your students to the topic?* Time 40 min
Show a short presentation/video on waste management

An interactive game will be created on goosechase to introduce students to the content. This game will take students to the various points in the school where waste is produced. As an alternative, or complement, students can create a story in storymate where the possibilities of choice take them to different points in the school. Here the students understand the type of waste produced and at the end share the results of their game.

What can students predict or do to get started with the lesson? Time 10 min

- *realize how much waste is produced every day per person*

- *realize how inefficient waste treatment is when waste is not separated*
- *understand that waste management begins at the point of purchase*

What vocabulary could teachers focus on? What needs to be pre-taught? Time 10 min
This year's students are learning the basics of waste management, so they will already have acquired knowledge in class.
For younger students, a refresher on the 3'R' policy

What kinds of activities can students do to deepen their knowledge? Time _____
Depending on how and where the activity takes place, study visits to landfills and waste collection and treatment centers can be arranged with teachers from other classes. Students will be encouraged to use the school library and resources for autonomous research.

What kinds of questions can students answer from the activities? What should they notice or analyze? Time _____
Discover new ways to reuse resources
Gain insights into how to reduce waste at the point of purchase

What are other follow up (or homework) activities that can be included?
Students have to create an object with waste that they gather during the game under the guidance of the teacher

Other thoughts about this lesson plan:
It's a game that can be adapted to different ages and audiences.
This is a very rough draft that will need more work.