

Unit 8 Managing waste

1. Whole class instruction

Objective: Introduce students to the large amount of waste that is produced everyday. Students will understand that it takes energy and resources to make everything, and that waste is a 'waste' of these resources. Waste also creates a mess and takes energy to get rid of.



1.1. Textbook pages 32-39

“What different types of waste are there?”

- ▶ Review the ideas in the textbook. Ask students how they would arrange the waste you have brought in. You may want to suggest categories, such as food waste, garden waste, things that can be recycled, things that cannot be recycled.
- ▶ You can also hold up a food package, such as a box of cereal. Discuss the different types of packaging used in the product, and why it is used. For example, the inner bag holds the cereal in the box, and the box makes it easier to stack the cereal. Some types of cereal are sold just in bags, without boxes. Discuss how this creates less waste, but may not be practical for all types of cereal.

It would be useful to have some different types of common packaging and products, such as cereal boxes, cans, paper, juice boxes and plastic bottles, plastic packaging, vegetable peelings and other food waste (in a sealed bag for hygiene, or you could use food such as apples and bread to represent food waste), weeds and leaves.

1.2. Multimedia section 'Managing our Waste'

“Where does our rubbish go after it leaves our house?”

- ▶ Students will probably know that their rubbish goes to a big rubbish tip, or landfill, but they may not realize just how big these rubbish tips are. Students can go through the screens on their own, or together as a whole class activity.
- ▶ Ask students if they have ever seen rubbish thrown onto the side of the road or dumped in a park or other area. Discuss why this makes it difficult to clean up the waste (it is scattered around).

This is the Multimedia section 3.

2a. Group exploration

2.1. Design an environmentally friendly product

- ▶ Ask students to design an environmentally friendly product that could be used instead of something plastic. Their product should be made of something that decomposes more easily than plastic. They may like to start by thinking of a common disposable product that is made of plastic.

Groups could design a more environmentally friendly replacement for the plastic version. They could then make up a poster or advertisement for the new product, telling why it is better to use than the plastic version.



2b. Literacy activity

Unit Making better use of food

- ▶ Think of the idea of 'waste not, want not' and how this can apply to cooking.

3. Plenary session

- ▶ Review the importance of managing waste – if we do not reuse and recycle some of our waste, it would take up even more space.

4. Further work/homework

- ▶ Keep a waste diary. Students may like to keep track of the things they throw away each day for a week. They can then list whether those things can be recycled or reused in some way.

**Comprehension
workbook
Unit 7
Making better use
of food**