

Why do we need to know about Waste?

Years

Early (R – 2)

Time

40 minutes + video (15-30 minutes)

Overview

Students explore their understanding of waste as an introduction to studying solid waste management. They explore this through writing – and drawing – based activities.

Materials

- Classroom space
- TV / VCR
- Chart paper
- 3 different coloured makers for teacher (red, green, blue)
- paper for students to write and draw with
- textas, pencils and crayons for students to work with.
- 3Rs video, available from KESAB - cued to first section.

Procedure

Warm up – sit the students in a circle.

Write “What is waste?” In a blue marker on chart paper, record student responses in red.

On a second piece of chart paper, write again in blue “Why do we need to think about waste? Again, write student responses in red.

Have students return to their individual places. Review the charts and encourage students to take ideas from the discussion charts to answer the question: “What do you think about waste?” on their own. Depending on their own abilities, have students take a few moments to draw and/or write their responses to the question on their own charts. Students hand in their work – you can display it later.

Explain to class, “ We’re going to watch a video today called the 3Rs”. As you watch it, think about everything we’ve said about waste, and see if you can find any new information in the video.

After viewing section 1 of “The 3Rs”, return students to circle and ask about the new information they picked up. Ask, “What did we learn about reducing, reusing and recycling from the kids in the video?” Write their responses on a third chart in green marker.

Once you have all the responses, review the ones written in green with the students. Tell them, “We have learned a lot today. Look at all of this new information that you discovered about reducing, reusing and recycling. You should all be very impressed with what great learners you are. “ The goal of this exchange is to excite the students into seeking out new information about recycling.

Wrap up – Hang the students’ charts around the classroom. Explain, “Our class will be studying waste for the next [indicate time period]. As we learn more about waste and recycling, we can add to our charts. If you discover any new information as we go along, please add it to our chart, or ask me or a friend to help you.”

Sources

Adapted from *Let’s Reduce and Recycle: Curriculum for Solid waste Awareness*, U.S. EPA, Washing 1990, pp 55 – 56
And *RRR You Ready: The NYC Teachers RRRResource Guide*, 2001

**Learnings
Areas**

LEARNING AREA	STRAND	KEY IDEAS
English	<i>Strategies</i>	1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. 1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations.
Society & Environment	<i>Place, Space and Environment Social Systems</i>	1.4 Explains and communicates how people interact and identify with environments. 1.11 Identifies the sources of some goods and services, and can explain the ways our daily living depends on them.
Design and Technology	<i>Critiquing</i>	1.1 Makes judgments about the significance of different characteristics of products, processes and systems made by themselves and others.
	<i>Making</i>	1.5 Explores current and alternative uses of materials and equipment in creating products, processes and systems.
Science		1.6 Understands the importance of simple organisation and safety issues in terms of their consciousness of people and fairness.
	<i>Matter</i>	1.7 Identifies properties of materials that are observable through the senses and recognises the uses of these materials.

**Key
Competencies**

KC1, KC2, KC3, KC6