

# What's in my lunch box: Lesson 5

<b>Stage/ Year</b>	Early Stage One	<b>Lesson Number</b>	5	<b>Duration</b>	45 mins
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<b>Key Learning Area(s)</b>	Science, Mathematics
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Syllabus outcome/objectives(s)	Additional Key Learning Areas
<p><b>STe-1VA:</b> Shows interest in and enthusiasm for science and technology, responding to their curiosity, questions and perceived needs, wants and opportunities</p> <p><b>STe-4WS:</b> Explores their immediate surroundings by questioning, observing using their senses and communicating to share their observations and ideas</p> <p><b>STe-9ME:</b> Identifies that objects are made of materials that have observable properties</p>	<p><b>MAe-1WM:</b> develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning</p> <p><b>MAe-3WM:</b> develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning</p> <p><b>MAe-4NA:</b> Counts to 30, and orders, reads and represents numbers in the range 0-30</p> <p><b>MAe-17SP:</b> Represents data and interprets data displays made from objects</p>

Sequence of Teaching/Learning experiences	Teaching strategies	Assessment	Resources
<p style="text-align: center;"><b>Introduction</b></p> <p>Recap last lesson by discussing the 5 R's (refuse, reduce, reuse, recycle, rethink/repurpose)</p> <ul style="list-style-type: none"> <li>• Show video?</li> <li>• Discuss the different ways we can sort rubbish depending on its components (paper, landfill, compost, plastic, glass, metal etc.)</li> <li>• Discuss how much waste we bring to school in our lunch boxes (what sort of wrappings do we bring?)</li> <li>• Introduce concept of 'nude food'- what this means, what foods don't need wrappings? Use of plastic containers?</li> </ul> <p style="text-align: center;"><b>Activity 1</b></p> <p>Nude Food</p> <ul style="list-style-type: none"> <li>• Teacher shows students a lunchbox - identifying elements they are wasteful, and is 'nude food'</li> <li>• In small groups, look at each student's lunch box, discussing the amount of paper/plastic/ nude food</li> </ul> <p style="text-align: center;"><b>Activity 2</b></p> <p>Graph making</p> <ul style="list-style-type: none"> <li>• Students given pre - printed graph on A3 piece of paper (column graph, showing headings for each type of lunch box product)</li> <li>• Students use coloured unifix cubes to make a 3D graph on top of the sheet, based on the groups content of their lunch boxes</li> <li>• Colours: <i>blue= paper recycling; red=landfill; green= compost; yellow= containers</i></li> <li>• Transfer this graph into their maths books (using ruling and appropriate scaling)</li> <li>• Collaboratively compare 3D and written graph with the lunch box contents</li> </ul>	<p style="text-align: center;">Whole class</p>	<p>Students discuss previous lesson, have they learnt the basics of 5 R's?</p> <p>Can students recall the different ways rubbish is sorted?</p> <p>Do students confidentially communicate using mathematical language to describe the content of their lunch boxes?</p>	<ul style="list-style-type: none"> <li>- 5 R's poster</li> <li>- Rubbish bin signs</li> <li>- Pre-prepared teacher lunch box</li> <li>- Students bring in lunch boxes themselves</li> </ul>