What's in my lunch box: Lesson 5

Stage/ Year	K-2	Lesson Number	5	Duration	45 mins

Key Learning Area(s)	Science, HSIE

Syllabus outcome/objectives(s)	Additional Key Learning Areas
STE-SCI-01: Identifies and describes characteristics of living things, properties of materials, and movement **STE-PQU-01:** Poses questions based on observations to collect data **ST1-PQU-01:** Poses questions based on observations and information to investigate cause and effect **ST1-DAT-01:** Collects, represents and uses data to identify patterns and relationships **HS1-GEO-01:** Describes ways people connect to and care for places, water environments and each other, using geographical information	**ENE-OLC-01 –** Communicates effectively by using interpersonal conventions and language with familiar peers and adults **ENE- VOCAB-01 –** Understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts **EN1-OLC-01-** Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions **EN1- VOCAB-01** – Understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas **MAO-WM-01** – Working mathematically **MAE-RWN-02** – Reads numerals and represents whole numbers to at least 20 **MAE-DATA-01** – Contributes to collecting data and interprets data displays made from objects **MAE-CSQ-01** – Reasons about number relations to model addition and subtraction by combining and separating, and comparing collections **MAE-FG-02** – Forms equal groups by sharing and counting collections of objects **MA1-RWN-02** – Reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values **MA1-DATA-01:** Gathers and organises data, displays data in lists, tables and picture graphs **MA1-DATA-02**: Reasons about data representations to describe and interpret results. These directly match representing data and interpreting displays created from objects

Syllabus outcome/objectives(s)	Additional Key Learning Areas
	PHE-IHW-01 – Identifies factors that contribute to identity, health and wellbeing **PHE-SM1-01 –** Identifies and demonstrates self-management and interpersonal skills **PH1-IHW-01 –** Describes factors that contribute to identity, health and wellbeing **PH1-SMI-01 –** Describes and demonstrates self-management and interpersonal skills in a range of contexts

Sequence of Teaching/Learning experiences	Teaching strategies	Assessment	Resources
Introduction **Recap** last lesson by discussing the 5 R's (refuse, reduce, reuse, recycle, rethink/repurpose) • Discuss the different ways we can sort rubbish depending on its components (paper, landfill, compost, plastic, glass, metal etc.) • Discuss how much waste we bring to school in our lunch boxes (what sought of wrappings do we bring?) • **Introduce concept of 'nude food'-** what this means, what foods don't need wrappings? Use of plastic containers? **Activity 1** **Nude Food** • Teacher shows students a lunchbox - identifying elements they are wasteful, and is 'nude food' • In small groups, look at each student's lunch box, discussing the amount of paper/plastic/ nude food **Activity 2** **Graph making** • Students given pre-printed graph on A3 piece of paper (column graph, showing headings for each type of lunch box product) • Students use coloured unifix cubes to make a 3D graph on top of the sheet, based on the groups content of their lunch boxes • Colours: *blue= paper recycling; red=landfill; green= compost; yellow= containers* • Transfer this graph into their maths books (using ruling and appropriate scaling) • Collaboratively compare 3D and written graph with the lunch box contents	Whole class	Students discuss previous lesson, have they learnt the basics of 5 R's? Can students recall the different ways rubbish is sorted? Do students confidently communicate using mathematical language to describe the content of their lunch boxes?	- 5 R's poster - Rubbish bin signs - Pre-prepared teacher lunch box - Students bring in lunch boxes themselves