

# Put it in the RIGHT bin: Lesson 6

Stage/ Year	K-2	Lesson Number	6	Duration	45 mins
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Key Learning Area(s)	Science, HSIE
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Syllabus outcome/objectives(s)	Additional Key Learning Areas
<b>STE-SCI-01:</b> Identifies and describes characteristics of living things, properties of materials, and movement	<b>ENE-OLC-01</b> – Communicates effectively by using interpersonal conventions and language with familiar peers and adults
<b>STE-PQU-01:</b> Poses questions based on observations to collect data	<b>ENE- VOCAB-01</b> – Understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts
<b>ST1-SCI-01:</b> Measures and describes changes in living things, materials, movement, Earth and the sky	<b>ENE-CWT-01</b> - Creates written texts that include at least two related ideas and correct simple sentences
<b>ST1-PQU-01:</b> Poses questions based on observations and information to investigate cause and effect	<b>EN1-OLC-01</b> - Communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions
<b>ST1-DAT-01:</b> Collects, represents and uses data to identify patterns and relationships	<b>EN1- VOCAB-01</b> – Understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas
<b>HS1-GEO-01:</b> Describes ways people connect to and care for places, water environments and each other, using geographical information	<b>EN1-CWT-01</b> - Plans, creates and revises texts written for different purposes
	<b>MAE-DATA-01</b> – Contributes to collecting data and interprets data displays made from objects.
	<b>MA1-DATA-01</b> – Gathers and organises data, displays data in lists, tables and picture graphs.
	<b>PHE-SM1-01</b> – Identifies and demonstrates self-management and interpersonal skills
	<b>PHE-IHW-01</b> – Identifies factors that contribute to identity, health and wellbeing
	<b>PH1-IHW-01</b> – Describes factors that contribute to identity, health and wellbeing
	<b>PH1-SMI-01</b> – Describes and demonstrates self-management and interpersonal skills in a range of contexts

Sequence of Teaching/Learning experiences	Teaching strategies	Assessment	Resources
<p style="text-align: center;"><b>Introduction</b></p> <p>Recap Waste and 5Rs</p> <ul style="list-style-type: none"> <li>• What have we learnt about waste?</li> <li>• Brainstorm answers on whiteboard/Smart Board</li> </ul> <p>Ask students <b>what could WE do to encourage people at school to recycle and use reusable containers/nude food</b></p> <ul style="list-style-type: none"> <li>• What is 'nude food'? (food that doesn't have packaging)</li> <li>• E.g. talking at assembly, creating posters to stick around the school etc.</li> <li>• Brainstorm catch phrases/creative ideas</li> </ul>		<p>Whole class</p> <p>Demonstrate understanding for concept of 'nude food', and how this will help the environment? (e.g. does it cut down on wastage?)</p>	<ul style="list-style-type: none"> <li>- SmartBoard/Whiteboard</li> <li>- A3 Cardboard Posters (recycled paper)</li> </ul>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Poster creation</b></p> <p>Students work with buddies to create a poster to encourage others to bring reusable containers to school</p> <ul style="list-style-type: none"> <li>• Must provide information as to <i>why</i> it is important to cut down on our waste we bring in our school lunch boxes</li> <li>• Emphasis on what we can do to make a difference, instead of focusing on problem at large</li> <li>• Introduce notion of '<b>Waste Free Wednesday</b>' - how could we implement this into school?</li> </ul>	<p>Individual/small group</p> <p>Appealing to peers for assistance - use of emotive and expression language, with modality/importance</p>		