

# Illegal dumping



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ENVI-MOBILE: Integration of mobile learning into environmental education fostering local communities' development

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## Activity No. 1

### Part of the lesson: EVOCATION

**The aim of the activity:** To find out the level of pupils' knowledge about the problem of illegal dumping. To develop their ability of working with the text.

#### STEP 1.

Brief description of the activity:

Ask the pupils brief motivation questions, such as: have you ever heard about the landfills, do you know that some waste ends up at so called illegal dumping/black landfills... Time for about 1 minute.

Instruction (what you need to tell the students):

Try to think through:

Where the waste from the households that cannot be separated ends up?

Do you know of any waste landfills in your surroundings?

Or do you know where the nearest landfill is located?

Not all the waste ends up on such a landfill. Do you know also other dumping?

#### STEP 2.

Brief description of the activity:

Pupils think about the questions and write down their ideas. Teacher writes down the key words on a blackboard so that pupils won't forget what should they write about – ILLEGAL DUMPING/ WHY IT IS THERE/ THE TYPES OF WASTE. Time: 3 minutes

Instruction (what you need to tell the students):

Think through and write down what comes to your mind in relation to the following questions:

1. Have you ever heard about the black landfill? And about illegal dumping?

2. Why does illegal dumping occur?

3. What kind of waste can be found at illegal dumping?

#### STEP 3.

Brief description of the activity:

Brief evaluation of the activity. Pupils read what they wrote.

Instruction (what you need to tell the students):

What did you write down?

**Tools for the activity (everything you need to take to the classroom):** blackboard, chalks, pen and paper, Annex 1 (according to the needs – see the notes below)

**Estimated time** (max. 40 min.): 5 minutes

**Notes:** If the pupils haven't heard about the black landfills/illegal dumping yet, provide them with the text in Annex 1 and before Step 2 let them read it. In such a case add for about 7 minutes more to this part of the lesson.

## Activity No. 2

**The aim of the activity:** To verify the pupils' knowledge of the illegal dumping in the place where they live based on their own experience. Support the cooperation of pupils through a group work. To realize the need to prevent the emergence of landfills through understanding of the concept of separation and recycling of used things.

### STEP 1.

Brief description of the activity:

On the previous lesson pupils were assigned homework – to find out whether there are any public places in their surroundings where the waste is gathered without any control. Teacher divides pupils in 5 groups and asks them to read individually Annex 1. Each group then works with the map of the area where they live. They mark the locations of the uncontrolled landfills into the map. The group, that finds most of such places, wins.

Instruction (what you need to tell the students):

Read the text from Annex 1. Your task for the homework was to find out whether there are any uncontrolled landfills in the area. Based on your findings and based on the text from Annex 1 mark into the map the places where the waste gathers, where possible illegal landfills may arise. Try to also think about why this waste is collected directly on these places and what kind of waste occurs there. Those of you, who find most locations, win.

### STEP 2.

Brief description of the activity:

Summary of pupils' findings in front of the classroom. Teacher writes down on a blackboard the list of marked locations, or marks them into the map on a blackboard. After the presentations one pupil writes down the types of waste gathered in these locations. Other pupils add the missing information.

Instruction (what you need to tell the students):

One member from each group presents their findings - why the waste is collected on the locations you found. The other pupil will come to write down the types of waste found on these places.

### STEP 3.

Brief description of the activity:

Pupils work in the same groups where they learn how to separate different types of waste and assign it to the correct containers. Teacher prepares for each group, according to Annex 2, following tools:

- Coloured papers to represent containers for separated waste – blue for paper, yellow for the plastic, red for the metals, orange for tetra packs, black for the other waste
- Cards with the names of different waste types (newspaper, PET bottle, tin, juice pack, glass, advertising leaflets, aluminium foil, old key, nail, plastic bottle from the washing detergent, can, window glass, plastic window frame, rubber, . . . and additional 5 empty cards on which the pupils add the chosen waste from the list on a blackboard. Be careful – each card/sets of cards should have the number of the group written down on a back side to be able to recognize later, who and how voted.
- Pupils separate the waste into correct containers. While they are working, teacher writes down the names of the containers on a blackboard and prepares the coloured containers on his/her desk for the next activity in Step 4.

Instruction (what you need to tell the students):

Each group sorts out the cards with different types on waste according to which container they belong to. Work with the cards of identical number assigned to your group. On the empty cards write down additional types of waste listed on a blackboard and try to match them with the relevant containers, too.

## Part of the lesson: APPRECIATION

## Activity No. 2

### STEP 4.

#### Brief description of the activity:

While pupils work on Step 3, teacher prepares on his/her desk the names and colours of containers as they were assigned to pupils in Step 3. Teacher asks pupils to bring the waste to the containers at his/her desk. As the cards are numbered on the back side, it will be easy to identify what cards belong to what group. When pupils separate all the waste, teacher asks the groups to take one container each group and find out whether there is only the correct waste in it. During this group work teacher draws a following table on a blackboard:

	Paper	Plastic	Metal	Tetra pack	Other	TOTAL
Group 1						
Group 2						
Group 3						
Group 4						
Group 5						

For each correctly matched card in the container he/she assigns a group +1 point, for each incorrect matching he assigns -1 point. At the end the group with most of the points – the highest score - wins. At the end discuss about the types of waste that was not matched correctly.

#### Instruction (what you need to tell the students):

Those who are ready with separation, bring your cards in the containers on my desk. Here you match them with the relevant container. Before doing this, please check whether you have the number of your group written on the backside of each card, in order to get points later on.

(after matching the cards with the containers) Now group 1 comes to the desk and takes a container titled "Paper". Your task is to find out whether all the waste matched to this container belongs to paper. At first take out those cards that do not belong there. Work with the table in Annex 3 and write down the number of the both correct and incorrect cards. Before writing down the notes, please check the group number on the backside of each card, in order to assign the points to the right group. Second group will do the same with the container "plastic", third group with "metal", fourth group – tetra pack and the fifth group with the "other" type of waste.

### STEP 5.

#### Brief description of the activity:

Ask the groups to present their findings. Teacher writes down the score on a blackboard. Finally evaluates the activity and the group with the most points.

#### Instruction (what you need to tell the students):

Present your findings. Which types of waste were not matched correctly to "your" container?

**Tools for the activity (everything you need to take to the classroom):** map of the town/village for each group (5x, or one more for the teacher), pen and paper, Annex 1 for each pupil, notes from the homework, blackboard, chalk

Annex 2 for each group/sets of cards with different types of waste written down and with the group number on their backside, coloured papers, Annex 3 for each group, pen and paper, coloured papers from Annex 2 for the teacher

#### **Estimated time** (max. 40 min.):

13 minutes Step 1, 2

12 minutes Step 3, 4, 5

## Part of the lesson: APPRECIATION

## Activity No. 3

### Part of the lesson: REFLECTION

**The aim of the activity:** To realize the need to remove the illegal dumping in the towns and villages and their prevention.

#### STEP 1.

Brief description of the activity:

Pupils in the groups work on the project "What to do with this", focused on the removal of the illegal landfills in their city/town/village. In this project pupils choose one concrete location marked in their map and suggest steps leading to illegal dumping removal.

Instruction (what you need to tell the students):

Work on the project "What to do with this", consisting of 3 steps:

1. With whom are we going to cooperate on the illegal dumping removal?
2. How are we going to remove existing illegal dumping?
3. How to persuade the public not to start the emergence of the new illegal dumping?

Write down your ideas. Suggest a project that could be easily manageable and that we together could implement.

#### STEP 2.

Brief description of the activity:

Each group presents their ideas in front of the other groups. After the presentations they may react and suggest changes in the proposed project, if needed.

Instruction (what you need to tell the students):

Present your ideas on how to remove illegal dumping on your chosen location. After each project presentation, the others can suggest changes, if needed.

#### STEP 3.

Brief description of the activity:

Pupils evaluate whether they can help to stop the emergence of new illegal dumping.

Instruction (what you need to tell the students):

Can you personally or we together do anything to help prevention of the emergence of the new illegal dumping?

**Tools for the activity (everything you need to take to the classroom):** pen, paper

**Estimated time** (max. 40 min.): 10 minutes

**Notes:** In the case of time shortage, pupils can continue working on Step 2 for their homework.

SOURCE: ENVI-MOBILE / [envi.stromzivota.sk](http://envi.stromzivota.sk)

## Annex 1

Uncontrolled, “black” landfills or illegal dumping are, by their nature, a serious environmental problem. They emerge for many years already, dumping of different types of waste at different locations close to the settlements without any respect for environmental protection. These landfills are inappropriately placed, with free access of animals and people while the composition of the waste is often unknown. Illegal dumping is a hazard also in terms of spreading diseases, enhancing reproduction of parasites, as well as the spread of invasive plant species, degradation of the surface and ground waters. Often spontaneous combustion occurs there, spreading not only smelling smoke, but especially large amounts of pollutants produced during combustion into the environment. Furthermore, such fires are a major risk of forest and grass fires in the dry summer months.

**Source (SK):** Bioprofily miest a obcí Slovenska: <http://sombio.stromzivota.sk/vzdelavacie-programy/rozsireny-vzdelavaci-standard-bioprofily/zakliata-hora/cierne-skladky>

## Príloha 2

PAPER	PLASTIC	METAL	TETRA PAK	OTHER WASTE
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Newspapers	PET bottle	Tin	Juice pack	Glass
Advertising leaflets	Spray containers	Magazine	Phone directory	Pot of yoghurt
Aluminium foil	Old key	Nail	Plastic bottle from the washing detergent	Wire
Can	Window glass	Plastic window frame	Rubber	Tires

## Príloha 3

TYPE OF WASTE			
	GROUP	BELONGS TO THE CONTAINER	DOES NOT BELONG TO THE CONTAINER
	1		
	2		
	3		
	4		
	5		

# NOTES