

# Type of waste and possibilities of their separation



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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 motivate students and find out their previous knowledge about this theme.

#### STEP 1.

Brief description of the activity:

The teacher tells the pupils the purpose of this introductory part of the lesson and students will write their knowledge about different kinds of waste and their separation.

Instruction (what you need to tell the students):

Please work individually. On your piece of paper write what comes to your mind when you hear the words "Type of waste and possibilities of their separation". You have 3 minutes for writing.

#### STEP 2.

Brief description of the activity:

The teacher reminds the students the rules of "free typing" (please see the rules in NOTES part) and will place them on a visible place (e.g. the board).

Instruction (what you need to tell the students):

While writing, please keep in mind the rules.

#### STEP 3.

Brief description of the activity:

The teacher asks the students some of their written ideas and writes them on a visible place (e.g. the board), and then the ideas are summarized by the teacher to link this activity with the next ones.

Instruction (what you need to tell the students):

Please, share your ideas if you like.

**Tools for the activity (everything you need to take to the classroom):** Pen, paper and the rules of free typing written on flipchart paper or presented on interactive board

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

**Notes:** The teacher can remind students of the importance of waste separation and how we can help to protect the environment with a responsible attitude.

**RULES OF FREE TYPING:**

- Write everything what comes to your mind about this topic.
- Do not plan ahead, just simply write.
- Do not review, if it is correct or not, just write.
- Write throughout the specified period of time - do not stop writing, even if you have the impression that you have nothing else on mind.
- You write only for yourself. You can decide whether to read it to the others or whether it remains for you only.

## Activity No. 2

### Part of the lesson: **APPRECIATION**

**The aim of the activity:** To help students get more specific information about waste separation. To let students learn from each other about waste separation as much as possible.

#### **STEP 1.**

Brief description of the activity:

The class will be divided in teams of 4-5 pupils who will be provided with information about different ways of waste separation.

(e.g. text in EN: <http://www.halifax.ca/recycle/documents/HouseholdersGuide2015.pdf>)

Instruction (what you need to tell the students):

Please, sit down in teams and I will provide you with some information you need for this activity.

#### **STEP 2.**

Brief description of the activity:

The teacher will assign each student of every team a part of the text to read and learn about (e.g. organics) – ANNEX 1 or relevant information on internet. It means each team will work on all types of waste, but each member on the different one.

Instruction (what you need to tell the students):

Please, each of you read and learn as much as possible about your assigned part. Take as many notes as necessary.

#### **STEP 3.**

Brief description of the activity:

With a “peer to peer” method, each member of the team explains their mates all they know about their assigned part of the text about waste separation and its containers (based on the previous text, each student could study one part of it: organics, recycling, garbage and special waste to explain it to the others).

Instruction (what you need to tell the students):

Following the order of the text I have provided you with, each one of you will explain your team partners all you know about your assigned part. Take notes if you need.

#### **STEP 4.**

Brief description of the activity:

The teacher will offer help to the students, and will remind them that paying attention is really important for the next activity.

Instruction (what you need to tell the students):

If you have any doubt about your explanation, please ask me. Respect each other and pay attention to your mates, keeping silence while they are explaining their part. This activity is necessary to be carried out properly in order to do the next one.

**Tools for the activity (everything you need to take to the classroom):** Information to provide the students with – ANNEX 1, paper and pen

If possible, use computers and search on internet

**Estimated time** (max. 40 min.): 17 minutes

## Activity No. 3

**The aim of the activity:** To motivate students through game, to find out what they have really understood about the theme and correct their mistakes.

### STEP 1.

Brief description of the activity:

The teacher explains the students the rules of the game “Let’s separate”. The teacher provides some boxes of different colours which will be placed in a line, simulating the waste containers. Each team is also provided with some flashcards with pictures of different types of waste (glass bottles, paper, plastic bottles, bags, tins, bricks, organic waste, electric bulbs, paint waste, electric cable, glue, used oil ...) – see examples in ANNEX 2. Then, they will have to match each card with the appropriate simulated container.

Instruction (what you need to tell the students):

Please, look at the boxes and imagine that each one of them is a waste container. Now I will provide you with some flashcards with images of different types of waste. You will have to match each one of them with the appropriate box.

### STEP 2.

Brief description of the activity:

The pupils have five minutes to decide in teams how to match the boxes and the simulated waste.

Instruction (what you need to tell the students):

With your team members, you have five minutes to decide how the containers and waste match.

### STEP 3.

Brief description of the activity:

The students put each card into its corresponding container and then the teacher gets them out one by one. When a mistake is detected, it will be clarified.

Instruction (what you need to tell the students):

Please put the cards into the containers.

**Tools for the activity (everything you need to take to the classroom):** Different coloured boxes (simulating waste bins), flashcards with images of waste, for instance, each team will have a colour: red, green, blue or yellow - examples in ANNEX 2 (to be able to match the detected mistake with particular group)

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

**Notes:** This game could be played in the schoolyard with real waste materials and bins.

Examples for flashcards could be found in ANNEX 2. Please make more flashcards and prefer those, which are collected/separated in your town/village/surroundings.

## Part of the lesson: APPRECIATION

## Activity No. 4

### Part of the lesson: REFLECTION

**The aim of the activity:** To make pupils think about the consequences of poor waste management.

#### STEP 1.

Brief description of the activity:

The teacher will show the students some pictures of the effects of waste in nature. (e.g. <http://www.theguardian.com/environment/gallery/2009/jun/05/waste-world-environment-day>).

Although the website is in English, there are no words needed to understand it.

Instruction (what you need to tell the students):

Please look at these images carefully and think about them.

#### STEP 2.

Brief description of the activity:

The pupils will share their thoughts and feelings about it. The teacher can guide them with some questions.

Instruction (what you need to tell the students):

Please, if you want, tell us what you have thought about and felt when looking at these images. What do these images bring to your mind? What do they mean for you? How you think we can help to avoid similar situations to happen?

**Tools for the activity (everything you need to take to the classroom):** Computer and screen to show the images

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

**Notes:** The teacher can remind students that, for instance, plastic items can take years, even centuries to decompose ...

Lesson could be linked to English lesson by providing them with the great video: Story of stuff: <https://www.youtube.com/watch?v=9GorqroigqM>. If possible, discuss this possibility with the English language teacher in your school.

## Activity No. 5

### Part of the lesson: REFLECTION

**The aim of the activity:** To make students reflect about what they have learnt and explain.

#### STEP 1.

Brief description of the activity:

The teacher will assign the pupils some homework. It will consist of writing a simulated letter. There will be three kinds of letters, and the teacher will assign each student one of them.

They will write the letters to:

- The school principal, telling him their ideas to improve the way of waste separating at school and reasons for it.
- The city mayor, with their ideas for the neighbourhood.
- Their parents, explaining them how they should behave at home regarding waste separation.

Instruction (what you need to tell the students):

For your homework:

You have to write a letter to the city mayor/the school principal/your parents, telling them how to improve regarding waste separation, in your neighbourhood/school/home and the lacks you have detected.

Please bring the letter to the next lesson to read it.

**Tools for the activity (everything you need to take to the classroom):** The students will need paper and pen.

**Estimated time** (max. 40 min.): 3 minutes for instructions

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

## Annex 1

### ORGANICS

- All Food Waste: fruit and vegetable peeling, meat, fish, dairy products, bread, rice, pasta, bones, coffee grounds, filters, ashes (cold), tea bags and eggs shells.
- Yard Waste: withered leaves, flowers, brush and plants.
- Soiled Paper: food napkins, kitchen paper towels.
- Other: sawdust and wood shavings.

### RECYCLING

**1 - Blue Bag Recyclables:** Place in a see-through blue bag.

- All deposit-bearing containers (place all caps in garbage)
- All plastic containers
- Glass bottles and jars
- Steel and aluminium cans
- Clean aluminium foil and plates
- All milk containers
- Mini Sips and Tetra Juice Packs

Plastic bags including: grocery, retail, bread, bubble wrap, dry cleaning and frozen food bags. Remember to remove all receipts. Please stuff all bags inside a grocery bag, tie and place in blue bag.

**2 - Paper Recycling:** Place in a grocery bag, retail or clear bag.

Cry and clean paper, newspaper, flyers, glossy magazines, catalogues, envelopes, paper egg cartons, paperbacks, phonebooks, shredded paper, receipts and boxboard (i.e. cereal boxes).

**3 - Corrugated Cardboard.** Fold boxes flat. Tie in bundles. Appliance boxes and pizza boxes.

### GARBAGE

Garbage must be contained in a clear bag. Bags must be secured in a metal or plastic garbage container. Scattered garbage due to bags that are broken open is the responsibility of the householder.

- Aerosol cans (empty)
- Aluminium foil (soiled)
- Broken glass (Wrapped)
- Ceramics
- Coffee cups (disposable)
- Diapers (disposable)
- Dishes
- Latex gloves
- Light bulbs
- Mattress and box spring
- Motor oil containers (empty)
- Packaging (non-recyclable)
- Paint cans (empty or dry)
- Potato chips bags
- Toys (broken)
- Vacuum cleaner bags

## **SPECIAL WASTE (dangerous/ toxic waste)**

Take these items to the HSW Depot:

- Aerosol cans containing hazardous substances
- Batteries of all types
- BBQ propane tanks
- Fuel oil
- Gasoline
- Leftover corrosive cleaners
- Motor oil
- Pesticides/herbicides
- Pharmaceuticals and drugs
- Small propane cylinders (e.g. camp fuel)
- Solvents and thinners



## ANNEX 2

Flashcards examples:

4 groups: Reds, Greens, Blues and Yellow groups



# NOTES

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