




SOLID WASTE

WHAT CAN I DO ABOUT LITTER?

LESSON 1

SUBJECT	English
AGE / CYCLE	9-12 <i>Second cycle</i> 12-15 <i>Middle School</i> 16+
OBJECTIVES	Understand the dialogue of a movie or cartoon when the visuals provide contextual support. Follow instructions for protecting the environment from litter. Describe, using simple words, their opinion of a situation or event.
ESTIMATED TIME	40 minutes
MATERIALS	<i>PDF, Video.</i> <i>Teacher may use a trash can from inside the classroom, or put a variety of things into a trash bag and bring it to class that includes single-use plastics, disposable items (trash), biodegradable, organic, straws, food packaging, plastic bottles and glass, according to the vocabulary.</i>
ESSENTIAL QUESTION OR SCENARIO	<i>Why should we be concerned about litter?</i>
LEVEL - UNIT	6th grade, Unit 3
KEY WORDS	litter, single-use plastics, disposable items, biodegradable, organic, straws, food packaging, plastic bottle, glass
TYPES	PDF, Video
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EVALUATION GOALS

Students will be able to:

- 1 Discuss the amount of plastic trash in the world and how much is recycled.
- 2 Identify different categories of trash, and sort trash into those categories.
- 3 Write a list of trash they found in their group.

DEVELOPMENT

1 WARMUP

10 mins.

Write on the board:

1. How much plastic do you think humans had produced by 2015?
2. How much do you think was recycled?
3. How much do you think will be produced by 2050?

Ask students to talk to a partner to guess each number and share it with the class. Write the numbers on the board.

Then Ss watch the video <https://www.youtube.com/watch?v=jyLjUEOcLgg> and answer the 3 questions; write the answers on the board. You can play the video a second time to check the numbers, if necessary.

Now compare the numbers from the board with the numbers in the video. Whose guesses were closest?

Did they overestimate or underestimate the amount of plastic waste by 2015? What about by 2050? What do they think will happen if we have twice as much plastic waste as we have now? How do they feel about this?



2

10 mins.

Teacher shows pictures of a garbage dump, a recycling center, and examples of each of the items in the target vocabulary. Teacher writes on board: litter, single-use plastic, trash, biodegradable, organic stuff, recyclable, food packaging, plastic bottles, glass and asks students to find examples in the pictures. Teacher clarifies vocabulary and expressions by asking and answering questions:

1. Is this organic?
2. Is this food packaging biodegradable?
3. Is this litter?
4. Is this a single use plastic item?
5. How do you know?

Students draw lines from the pictures to the words.

3

20 mins.

Teacher takes a trash can or bag and empties it into the middle of the classroom. Teacher clarifies vocabulary and expressions by asking questions about some pieces of trash.

1. Is this organic?
2. Is this food packaging biodegradable?
3. Is this litter?
4. Is this a single use plastic item?
5. How do you know?

Divide students into 5 groups---organic, biodegradable, litter, single-use plastic, and recyclable. Groups sort the trash and write a list of what they found in their category. Share examples of the types of trash in their category with the class.

EXTRA

You could coordinate with other English teachers for students to visit their classes and show them examples of the target vocabulary and then empty the trash and sort into categories with the class. You could also talk with your students about ways to support more recycling in their schools, homes and communities.

Annex I

ANNEX 1





Litter



Single use plastic



Disposable items



Biodegradable



Straws



Organic

Glass



Food packaging



Plastic bottles

