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| **LESSON PLAN 1** |  |  |
| **Planet Full of Plastic by Neal Layton**A Planet Full Of Plastic is a non fiction book that explains where plastic comes from, why it doesn’t biodegrade and why it is dangerous for animals and humans. The book is full of ideas. Students will conduct an audit of plastic items in their classroom/home and community. |
| **Subject** | Plastics – properties and uses | **Date** |  |
| **Class** | Upper PrimaryLower Secondary | **No of Periods**  | *1* |
| **Strand** | ScienceLiteracy | **Sub Strand** | ListeningReadingWritingSpeaking |
| **Indicators** | Students will participate in discussions and give opinionsStudents will use new vocabularyStudents will complete an audit of plastics in their classroom/home and community |
| **Success Criteria** | Students will understand that many of the objects that they use daily are made from plastic or have components that are made from plasticStudents will become more aware of items that are made from plastic |
| **Prior Knowledge**– How will you link the lesson to students’ prior knowledge? Students will have had some experience with poetry as a form of writingStudents will have some knoweledge of plastic items that they use daily |
| **Introduction “I DO”** – Teacher will:Slide 1 – Introduce students to the statement ‘Planet Full of Plastic’ and pose the question ‘what is this slide telling us?’Slide 2 – explain to the students what they will be doing in the lessonSlide 3 – introduce students to new vocabulary and provide some explanation within the context of the students experiences. Ask students to provide examples to further explain the new vocabularySlide 4 – ask students to consider what ‘biodegradable’ means to them and how this may be a practice in their community (composting)Slide 5 – Pose the questions ‘where do we live?’ ‘Which current is closest to our country?’ ‘What rubbish may we be contributing to the garbage patches in the ocean?’Slide 6 – Pose the questions ‘where would you find micro plastics’?. ‘How are animals affected by micro plastics?’ Encourage students to think about the food chain and how they may be ingesting micro plastic through their daily diet.Slide 7 – explain the process and stages of plastic to students – where it comes from, what happens to it and where it ends up. Pose the question ‘what impact does this have on your lives?’Slide 8 – organise students into pairs. Ask students to consider plastics that they use daily and identify which type of plastics the items are. Pairs of students locate plastic items in the classroom at examine these to find the labels according to the type of plastic that they are Slide 9 – ask students to predict what the youtube video will be about. Play youtube video for studentsSlide 10 – Paired work continues - asks students (with their partner)to answer and discuss the questions on the slideSlide 11, 12, 13 – explain to students that they are going to undertake a plastic audit. They will need to use their memory of plastic things in their homes and in their community to complete the audit.  |
| **Activities “YOU DO”** – Challenging meaningful independent tasksStudents will:Slide 1 – respond to question ‘what is the slide telling us?’Slide 2 – listen to teacherSlide 3 – provide examples to further explain the new vocabularySlide 4 – discuss what biodegradable is and use the image to prompt responsesSlide 5 – respond to teacher questions re circular currentSlide 6 – engage in a discussion about micro plastics and respond to teacher questionsSlide 7 – develop an understanding of the process of plastic and the stages that it goes through. Respond to teacher questionsSlide 8 – in pairs locate plastic items in the classroom and identify what types of plastics they are by using any labelling that the items may have that correspond to the labels shown on the slide.Slide 9 – predict what the youtube video will be aboutSlide 10 – respond to review questions eg ‘what was plastic fantastic?’Slide 11, 12, 13 – undertake a plastic audit in their classroom. Students will need to use their memory of plastic things in their homes and in the community to complete the auditSlide 14 – pose the question presented on the slide ‘ what are you going to do?’ This question is intended to get students thinking about actions that they can take now that they understand how much plastic is in their lives and the damage that plastic can do |
| **Assessment for learning:** How will you check students’ understanding during the lesson?Teachers will:Engage with students while they are working on the audit.Encourage students to think beyond the obviousEncourage students to use new vocabulary |
| **Teacher Reflection ޓީޗަރުގެ ބަޔާން** What worked well? What would you like to change next time?  |

**Follow up/extension ideas**

**Class**

1. Revisit slide 14 - ‘what are you going to do?’ Document some of the student responses for future reference
2. To provide a challenge to the audit task students could attempt to list things according to the alphabet

eg. A –plastic garden archway, B-plastic bottle C- plastic cup etc...

1. Go on a class walk in the community to identify plastic items in use in the community
2. Ask students to complete the home audit at home with their families

**Whole school**

1. View the audits created by students. Form a committee to formulate an action plan that would guide the school to become less reliant on plastic items

**SCHOOL EXAMPLES**

**Banda Islands Indonesia – eliminating single use items**

<https://lighthouse-foundation.org/en/Plastic-garbage-free-schools-on-Banda-Islands.html>

**Jerudong International School Brunei – beach clean up and protecting ocean environment**

<https://www.studyinternational.com/news/meet-the-climate-actions-most-inspiring-schools-in-asia/>