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TEACHING SCENARIO FOR IMPLEMENTATION OF THE INTERDISCIPLINARY PROJECT FOR STUDENTS

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Project title:	Recycling
Correlating subjects:	Nature and Society, Mathematics, Art Culture
Key terms:	recycling, waste, garbage, waste containers

Activity title:	Recycling - Nature and society
Activity duration (min):	45 + 45 minutes
Detailed activity description:	

Protection and preservation of the environment (Our homeland)
Distinguishing between waste and garbage
Pollution

1. Introductory part

I begin with the students a conversation about the journey we will go on together.

Environmental protection
Invitation

We invite you to travel together!

We travel by car on a trip through green fields, forests and along rivers in our homeland.

We stop at a meadow along the road where there was a small creek and where we always stopped to take a little rest. And let's experience the surprise – The stream is not there any more. The stream is now in a pipe underground.

We think and explore what could have happened.

We come to the conclusion ...

2. The main part

The environment in our homeland

Landscaping and polluted environment

Protection, preservation and improvement of the environment

Students' opinions and conclusions about why people decided that the stream should no longer be the way it was it is now in a pipe underground. Comparison with streams in our homeland that flow freely in nature.

Do you think the stream should have been put in a pipe? Why?

What happened to the residents in the creek and along the creek?

What happened to the plants in and along the creek?

Where did the animals go?

Remember the beaver home documentary we watched and consider if there could be a beavers home in this place now? Explain your answer.

What will happen to fish and frogs?

How does polluted water affect human health?

Explain the claim that man's actions can have a detrimental effect on nature and endanger plant life and animal.

Making posters on the protection, preservation and improvement of the environment so as not to pollute the environment Distinguishing between waste and garbage

WASTE - we can recycle

GARBAGE - we can't recycle



We classify waste into CONTAINERS:

GREEN - glass

BLUE - paper

YELLOW - plastic

BROWN - bio waste

Group work of students. The students were divided into four groups. Each group will have a poster color according to tank colors (green, blue, yellow and brown). We will work in the stations. Students will prepare in advance photographs of plastic objects, paper, glass as well as photographs of bio waste. We'll do it all arrange in a suitable container. Posters will travel from group to group and students will put up your photos on a particular poster.

Each group will convey a message with a poster. We have to take care of the environment every day! We all need to protect the environment from pollution! Write the message on a piece of paper and pass it on to your parents, friends ...
Poster exhibition and analysis.

3. The final part

Quiz: Qizz

<https://quizizz.com/admin/quiz/62875b4b922590001e7dbb84>

1. What is the environment? (everything that surrounds us and man is part of the environment)
2. Who lives in it? (plants, animals, people)
3. How does garbage disposal affect the environment? (we pollute the environment, endanger people, plants, animals and spread infectious diseases)
4. What do we call sorted garbage? (waste)
5. Waste is classified into: (containers)
6. What are the advantages of separate waste collection? (we prevent pollution of nature and the environment, we protect nature and the environment, we reduce the amount of waste)
7. I am yellow and you put in me: (empty plastic bottles of water, juice, plastic bags ())
8. I am blue and you put in me: (cardboard, notebooks, magazines....)
9. I am green and you put in me: (jars of jam, honey ...)

Analysis of the solution of quiz tasks.

Activity adaptation for students with difficulties

We will adapt the content to students with disabilities by individually explaining the text written on the invitation to the student. We give more time to think and answer questions. We highlight the part that is important to adopt. We explain the use of digital tools individually to the student.

Activity adaptation for gifted students and those willing to learn more

Offer students additional content such as researching in certain areas how people relate to the environment and to conduct research on the topic. Make a presentation of the research in one of the digital tools.



Activity title:	Problems with words with multiplication - Mathematics
Activity duration (min):	45 minutes
Detailed activity description:	
<p>1. Introductory part</p> <p>I start a conversation with the students about garbage, waste, pollution, etc.</p> <ul style="list-style-type: none"> - What is garbage? - What is waste? - Why is the city polluted? - How can we reduce pollution? <p>I start with the students the game Hanger - RECYCLING.</p> <p>I write on the board as many dashes as the word Recycling has letters. Students guess the letters. If guess the letter, I write it on the dash. If they don't guess the letters, I gradually draw ten apples hanging with stable. If the students guess the word before I hang all the apples then they beat me. If I hang everything apples before they hit the word then I won.</p> <p>We are talking about multiplication, factors, multiplication...</p> <ul style="list-style-type: none"> - What is multiplication? - What are the factors? - What is a product? - What happens if factors change places? <p>2. The main part</p> <p>I explain to students to click on the link to open the worksheet created in the web tool Wizer.me.</p> <p>https://app.wizer.me/learn/ISTB02</p> <p>Students solve the worksheet. I help them when needed.</p> <p>We check the accuracy and if necessary I explain the tasks they did not understand.</p>	



3. The final part

I explain to students to independently design a task with words with multiplication using the words recycling, garbage, waste, containers and the like.

Students design assignments. I follow their work and guide them.

Then they swap with friends from the bench so everyone solves the task.

We're checking accuracy and, if necessary, explain tasks they did not understand.

Activity adaptation for students with difficulties

Students draw containers, then design one sentence about each container, then add, subtract, and divide the drawn containers in different ways.

Activity adaptation for gifted students and those willing to learn more

Students create a worksheet in the web tool Wizer.me.

Activity title:	Waste tanks (hot and cold paints) - Art culture
Activity duration (min):	45 minutes
Detailed activity description:	
<p>1. Introductory part</p> <p>I explain to the students to click on the link to watch the video.</p> <p>https://drive.google.com/file/d/1NCcVDidJgjM6l0iB9R9ApatmzY2yID9F/view?usp=sharing</p> <p>We are watching a video presentation...</p> <p>After watching the video, I start a conversation about what we saw - waste containers.</p> <ul style="list-style-type: none"> - What is garbage? - What is waste? - How do we dispose of waste? - Where do we dispose of waste? - What color are the tanks? - Which container are we putting in? - Why do we sort waste? 	

- What is garbage?
- What is waste?
- How do we dispose of waste?
- Where do we dispose of waste?
- What color are the tanks?
- Which container are we putting in?
- Why do we sort waste?



I tell the students that today's motive is waste tanks.

We start a conversation with students about warm and cold colors.

- What are warm colors?
- What are cold colors?

Containers will be painted in warm colors, and the background in cold or vice versa.

The technique we will use will be watercolor. I demonstrate to students the work of watercolor. I explain which brush and paper is used for watercolor, how much water to use and how to paint.

2. The main part

Students paint hot and cold paints on waste bins and wallpaper.

3. The final part

The teacher places the works on the board and analyzes the works together with the students.

- Did all the students fulfill today's task?
- Do we see warm and cold colors in all works?
- Do we see tanks in all the works?
- On which works are the tanks of warm colors and the background cold?
- Which works have cold paint containers and warm backgrounds?

We end the activity by placing the works on the class board.

Activity adaptation for students with difficulties

Students paint or draw containers with the colors they want.

Activity adaptation for gifted students and those willing to learn more

Students paint the containers in warm and cool colors and then try to do it in digital form as well.