## WASTE DEEP

# **LESSON PLAN Examining the Issues**

In *Waste Deep* 1, students evaluate different media—quotes, statistics, definitions, lyrics, political cartoons and images—to gain a deeper understanding of the bigger implications of their waste and its relationship to current economic, social, and environmental issues in New York City and the world beyond.

STANDARDS: Common Core ELA RST.11-12.2, SL.11-12.4, RST.11-12.7; Living Science Scope and Sequence Key Idea 7; NGSS HS-ESS3-1

#### **OBJECTIVE**

Students evaluate a set of cards to identify a common theme and then integrate the cards into a poster that includes their own personal reflections.

After this activity students will be able to:

- $\checkmark$  Identify a main theme from multiple sources of information
- $\checkmark$  Clearly and concisely present supporting evidence for the identified theme
- Articulate how human consumption patterns influence resource usage and impact ecosystems

#### **TIME REQUIRED**

1 to 2 45-minute class periods

#### PROCEDURE

Small groups of students each develop expertise in one issue area and present that information, in a poster, to their peers.

- I. Warm Up a brief exercise to immediately engage students and help them identify their current relationship with waste.
- II. Scratching the Surface students form into Expert Groups and brainstorm current words they associate with waste.
- **III. Going Deeper** students analyze Waste Deep Issue Cards, record their reactions, and assemble a poster using the cards and responses.
- IV. Poster Presentations students present posters to peers, summarizing their issue area through title, definition, and responses.
- V. Wrap Up teacher facilitates a discussion about the issues explored and their connections to each other.



#### **MATERIALS NEEDED**

#### **Teacher Materials/Setup**

- Digital Issue Cards Slide Deck (optional)
- Smartboard or projector (optional)

Arrange class so that up to five groups of students can work together.

#### **Student Handouts**

- Sets of five different themed Issue Cards
- 30-50 Student Response Cards
- Exit Cards (1 per student)
- Waste Journal (1 per student)



#### I. WARM UP

Ask students to stand and to remain standing if any of the following statements apply to them.

- Stay standing if you threw something away in the last 24 hours.
- Stay standing if you thought about which bin you threw that item into.
- Stay standing if you thought about where that item will go.

If any students remain standing, ask them to share their thoughts on the item they threw away.

Introduce the rest of the lesson:

We often don't think about the waste we create, where it comes from and what happens after we discard it. Today, we will take a deeper look and explore the economic, social, and environmental implications of waste.

## **II. SCRATCHING THE SURFACE**

Assign students to five Expert Groups. Ask groups to brainstorm words they

associate with waste. Save this initial brainstorm so that students can look back at their original associations after completing the activity to see if they learned anything new.



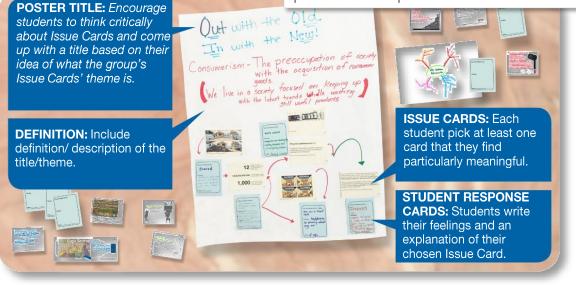
## **III. GOING DEEPER**

Students work in groups to make a poster based on a set of Issues Cards related to a theme around waste.

- 1. Have students form into Expert Groups. If using all 5 sets of Issue Cards, count off by fives. Instruct groups to meet at different stations around the room.
- 2. Provide to each Expert Group:
  - a) 1 set of Issue Cards
  - b) ~10 Student Response Cards
  - c) 1 piece of flip-chart paper
  - d) Markers and tape
- 3. Ask students to silently read and evaluate each of the Issue Cards in their set, passing cards to the next person until everyone in their group has viewed every card.

- 4. Instruct each student to pick at least one card they find particularly meaningful and fill out a Student Response Card for that Issue Card.
- 5. Ask students to make a poster that includes a title, definition of their Issue Card theme, Issue Cards selected by each student and their Response Cards (see example below).
- 6. Inform students that, as "experts", they must be prepared to share key information with their peers about their Issue area during the Student Presentations (i.e. title, description, Expert Group's feelings and discussion points)

**Expert Groups** create a poster using their issue cards and responses to the issues cards. After making the poster, experts present their posters to their peers.



#### **IV. POSTER PRESENTATIONS**

Students return to their seats for Expert Group poster presentations.

- 1. Instruct students to return to their seats.
- 2. Explain the Poster Presentations: Expert Groups will spend 2-3 minutes presenting their poster in front of the class. Each Expert Group's presentation should include the following:
  - a) Title/Theme
  - b) Definition/Description
  - c) Summarize Expert Group's feelings and main discussion points
  - d) Field reactions to the theme/cards from rest of class
- Instruct each student to fill out an Exit Card at the end of the Poster Presentations.



#### **V. WRAP UP**

1. Remind students that this lesson addressed various issues around waste.

2. Connect students' poster topics with the intended theme for each Issue Card set.

3. Facilitate a discussion about the issues and their connections.

- What is one thing you learned from your own Expert Group?
- What is one thing you learned from another Expert Group?
- How are each of these issues from the different posters connected to one another?
- What are some examples of these issues that you have encountered in your life? Something you've seen? Heard? Read? Experienced?
- Looking at your original waste brainstorm, do you have any additional words to add?
- What can you do starting today to address the issues you identified?

4. Conclude with a reminder to recycle in the classroom, cafeteria, and outside of school.

#### **EXTENSION**

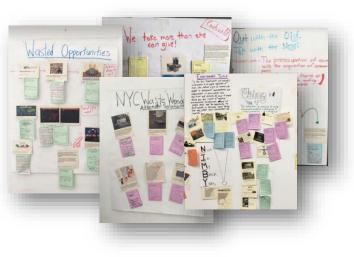
Distribute a Waste Journal to all students.

• Have students keep track of what they use and dispose for a day in their Waste Journal.

## **CHECK FOR UNDERSTANDING**

Review posters and Exit Cards to ensure the lesson objective was met.

- ✓ Were students able to define the theme of their Issues cards?
- ✓ Were students able to draw conclusions from their issues cards?
- ✓ Did students add anything to their initial waste brainstorm sheet



## Continue the Waste journey in *Waste Deep 2*: Understanding New York City!

To download Waste Deep materials, check out our website: www.grownyc.org/rcp/wastedeep

