

**GUIDELINES**

**FOR CREATING**

**A LESSON PLAN**

*#litterlessplus*

**This document provides teachers with guidelines on developing a lesson plan on the subject of pollution. To improve your chances of winning the Litter Less Plus Competition, please fill-in as many details as possible and bear in mind that your lesson plan needs to address one or more of the following topics:**

* + Reduction of litter and waste
	+ Promotion of responsible production and consumption
	+ Increasing knowledge and taking actions to reduce invisible pollutants
	+ Promotion of the circular economy model

**We thank you in advance for your participation and will do our best to share it with our network.**

**- Foundation for Environmental Education**

1. **AUTHOR DETAILS**

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| 1. Would you like to receive monthly updates through our Newsletter? Yes/No
 | No |
| 1. Submission date (dd/mm/yyyy)
 | 01/09/2023 |

1. **THE LESSON PLAN**
2. Theme – All waste is not garbage
3. Introduction – B. Introduction – Students of both ages are familiar with types of waste and the concept of why all waste is not garbage. They learned what recycling is and how waste is sorted. They learned that part of the waste can be repurposed. They understood what organic waste is, what composting is and how to use compost.
4. Age Group – Age 6 to 7, Age 15 to 16
5. Objectives or Learning Outcomes

– Demonstrate inclination to prolong the life of products through e.g. re-use, repair, refurbish

- Knows how to sort waste correctly into bins

- Distinguishes between recyclable and nonrecyclable waste.

- Value principles of circularity to eliminate waste to the extent possible.

-Reflect on own polluting behaviour

(st 3-5 objectives/learning outcomes that you are expecting to achieve during the lesson)

1. Time required to deliver the lesson plan – If more than one class session (30-45mins), please indicate the time required.

The class lasts three school hours - 120 minutes

1. Remote preparation - (if any) Anything that you (or the students) need to do BEFORE the lesson. (e.g. collect and bring to school 3 items labelled as hazardous)

- Before class, we prepared recycling bins, various items that can be recycled or repurposed (cans, baskets, glue, boxes, decorative packaging paper...), bokashi microorganisms, a bin in which we put compost

1. Planning considerations

Use gloves when working

1. Resources Required to deliver the lesson plan – presentation, film, old objects, glue, composting bins, recycling bins, brochure on composting with the help of bokashi microorganisms
2. Activity – Steps or description of how the lesson will be conducted/facilitated by the teacher.

Structure your description using these main headings:

* 1. Introduction - We start the class by watching a film that talks about the impact of man on nature, and about excessive consumption and production.

Cartoon, a 2012 animated film by Steve Cutts that depicts man's reckless relationship with nature, conveys a powerful message about how man, his carelessness and selfishness affect nature.

<https://youtu.be/PKj2rU7wFRY?si=b__ML1EztX1uBKw4>

After watching the movie, a short conversation about what was watched.

* 1. Development
		1. Students of the second grade of the School of Economics gave a short lecture to students of the second grade of the elementary school. They organized the lecture with the help of a presentation. Younger students were introduced to different types of waste. Through conversation, they learned that there is organic and inorganic waste, and noticed which waste they produce more. They emphasized inorganic waste, and in the next lesson we will talk about organic waste.

All students came to some conclusions together: inorganic waste can be recycled, but can also be used for other purposes. Older students talked about the other purpose of used objects. The younger students, with the help of the older ones, found objects in our box for which they devised a new role. Students create new objects in groups. For example we make a box for pencils from a can... When we finished this, we sorted the leftovers and other items that we didn't use into bins by color for recycling. The students found objects in the box that we had previously prepared, and their task was to sort them into the appropriate recycling bins.In this lesson we talked about inorganic waste, and in the next lesson we will talk about organic waste.

* + 1. We concluded that inorganic waste can be recycled, but also that it can be used for some other purpose. To introduce them to recycling, we used existing bins. The students took items out of the cardboard box, and their task was to sort them into the appropriate recycling bins. In this class, in the final part, we will talk about the other purpose of the used items. Students will create new objects in groups. For example. We make a box for pencils from a can.
		2. In the second part of the lesson, we talked about organic waste and composting. The students went out into the school yard (10 min) and collected dry leaves and twigs, as well as old fruits of the plants they found on the ground. We sorted the waste from the basket in the classroom into recycling bins, and used the leftovers from lunch for compost. We informed the students that this waste can be composted, and then explained the composting process in detail. In the second part of the class, we had a guest who introduced the students to composting with the help of bokashi microorganisms. As a gift, the students received a composter (container) with a capacity of 20 liters for composting in the classroom, as well as bokashi microorganisms.
	1. Conclusion

At this workshop, in addition to basic knowledge about the importance, possibilities and process of composting, the participants will have the practical part of the workshop, in which the process of making and preparing a composting bin and the process of composting itself was demonstrated, in which the participants themselves, who with the help of workshop leaders made their own composting bins and took them home for free along with all the materials needed to start the composting process. In addition, the participants received additional educational materials about composting and waste in general.

1. Evaluation and Assessment – How will you check that the Objectives or Learning Outcomes (listed in D) were achieved?

Students are actively working on lessons within the subject of nature and society. They sort waste, and during art education they make useful objects from waste. We check that they understand recycling when they sort items into bins. We will check whether they have adopted the concept of composting in the coming days, when they will actively participate in the composting process, as they will put leftover snacks and leaves collected in the yard into the compost bin. They will understand the purpose of the obtained compost by tending the plants in the school greenhouse.

1. Dissemination – How will you communicate about the products of the lesson for awareness raising? If your lesson plan has already been implemented, attach a link of a product produced during the lesson (e.g., video, poster, presentation, URL link/website link).

Students who were interested were given bokashi microorganisms and instructions on how to compost at home. As they compost at home, they will introduce their neighbors and friends to the importance of composting. They also participated in the competition "composting at home", one student won a prize.

1. Follow-up activity - (if any) Suggest an activity that can build on what the students learned during your lesson

The students filmed the composting process. They made a video or presentation with which they participated in the prize competition.

Proposed activities: create a compost bin in the school yard, distribute the collected waste for recycling to recycling yards.

Repeat the lesson with all students of the school.

**How will you check that the Objectives or Learning Outcomes (listed in D) were achieved?**

 -Students make objects from old/new, separate waste, compost, use compost to enrich the soil in the greenhouse in the school yard.

1. Adaptations for students with learning difficulties – (if any)

Students of older classes helped children with learning difficulties when sorting waste, making new items, and composting.

1. Extension for gifted students – (if any)

Gifted students participated in a prize competition. One student won first place (Organizer: NGO Association of Biologists "Cellula")

1. Background information for teachers - Include any website links and resources that would provide teachers with useful information about the lesson’s topic

<https://youtu.be/PKj2rU7wFRY?si=b__ML1EztX1uBKw4>

<https://docs.google.com/presentation/d/1V-n0BTC3rxIlMlCwiKIj76ElNTPgnYN6/edit?usp=sharing&ouid=100884019182739042411&rtpof=true&sd=true>

<https://projekti.cellula.me/wp-content/uploads/2023/06/Petar-Lucic.pdf>

<https://www.vijesti.me/vijesti/drustvo/663052/lucic-pobjednik-konkursa-proizvodnja-humusa-u-mom-domacinstvu-smanjujemo-otpad-koji-dospijeva-na-deponije?fbclid=IwAR1etC0y4eyS9NuynQQnbLcbOgIuBCsBCBnt8P4Lzl2czlN47OjmWiw9lBQ>

<https://fb.watch/mMfaeuQx2m/>

<https://www.facebook.com/permalink.php?story_fbid=pfbid035fBFHUQtrxThgyKZ5b7HNUQKKwKa8Gr6z5PWyqhmU5aocDi6gTNTjWZaL479aMHZl&id=100057599081640>

<https://www.facebook.com/permalink.php?story_fbid=pfbid02zRrDyPg4km5WZayUF1rWYvJRB1uNQqT6iZqeacqh2am5jBGDXWG4R4NmdB5hmntl&id=100081173414388>

1. References – Acknowledge the resources that were used while developing the Lesson Plan.

<https://efektivnimikroorganizmi.me/project/em-bokashi/>

<https://www.youtube.com/watch?v=-CPXnCibO38>

<https://www.facebook.com/green.home.18/videos/kako-napraviti-kompost-kod-ku%C4%87e-/874995476582028/>