

SCENARIO FOR CLASS

Subject/subjects, extracurricular/extracurricular activity:	<ul style="list-style-type: none"> • <u>Informatics with technology</u> • <u>Biology</u> • <u>Chemistry</u> • <u>English</u>
Teachers	Vesna Subotić Ljiljana Vujičić Saša Papović
Theme	Bio waste-composting
Learning outcomes	<ul style="list-style-type: none"> • explain biodegradability and the amount of waste that is created daily by human activities • explain the impact of waste on environmental pollution • explain the importance of good waste management • evaluate the importance of recycling • explain the importance of composting • promote the circular economy and its principles
Key competencies	<p>1. Literacy competence:</p> <p>It increases the number of words in the vocabulary, including terms from the field of circular economy</p> <p>2. Mathematical competence and competence in science, technology and engineering</p> <p>Collects and classifies data according to the required criteria (from the area of circular economy)</p> <p>They develop and apply knowledge and skills in order to solve life problems and situations (waste problem)</p> <p>3. Digital competence:</p> <p>Analyzes and compares the validity and reliability of defined sources of data, information and digital content key to waste issues and their end use</p> <p>They use digital technology responsibly</p> <p>4. Personal, social and competence of learning how to learn</p> <p>They recognize the need to change their model of behavior and living</p> <p>Arguments the expressed opinion and positions (especially on the topic of the circular economy)</p>

	<p>5. Civil competence:</p> <p>It expresses an attitude of responsible attitude towards the environment</p> <p>He recognizes the importance of recycling in preserving the environment and voluntarily engages in compost preparation activities at the school level</p> <p>6. Civil competence: Works independently or with different teams to mobilize human and other resources in order to maintain planned activities related to the circular economy</p> <p>7. Language competences Shows interest in studying other languages and cultures</p>
Class	VIII
Number of hours of implementation	2 classes
Material needed	Organic waste - Composting
Activities	<p>1. The first CLASS</p> <p>.</p> <ul style="list-style-type: none"> □ Students observe organic waste (remnants of fruits and vegetables, twigs, leaves...) and give suggestions on what to do with it. □ They watch a short video about waste selection and recycling <p>https://www.youtube.com/watch?v=dWfOkbhqL04</p> <ul style="list-style-type: none"> □ After watching the video, there is a discussion on the given topic. The teacher emphasizes organic waste. They compare the suggestions they made at the beginning of the lesson with what they learned from the video. They draw a conclusion. □ Through the presentation and discussion, students are introduced to the concept of composting, the types of composting containers, the material from which they can be made, the way they are made and used. □ The students make a choice of a container that we will use in the school for composting (according to possibilities), make a production plan and a list of the necessary materials.

	<ul style="list-style-type: none"> <input type="checkbox"/> Division of tasks (one group of students will bring the material needed to make a composter, and the other will collect organic waste from the household during the week). <p>2. The second CLASS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selection of a location in the school yard for placing a compost bin <input type="checkbox"/> Making and placing the container <input type="checkbox"/> Filling the container with collected organic waste <input type="checkbox"/> Agreement on responsibilities for monitoring and maintaining the compost mass and adding new bio waste
Review of implementation	