

2.7 Wonderful waste

Learning goals:

Knowledge:

- Children learn to identify various types of solid waste and where they occur.
- They can identify negative implications of careless disposal.
- They develop the idea of waste as a resource.

Attitude:

- They develop positive attitudes to a clean environment and waste as a resource.

Practical skills:

- They dispose of waste in a safe way, where possible for reuse.
- They develop practical skills and at the same time skills in geography (mapping), numeracy (simple statistics), science and technology (solid waste recycling).

Psychosocial life skills:

- Children strengthen skills in cooperation/teamwork; relationship building with the community; self-awareness/skills to assess their own behaviour; skills for critical and creative thinking, problem solving, and to assess risks; learn to generate alternative methods; gather and evaluate information; and to exercise self-control.

Participatory methods:

Group work with life objects, social mapping, matrix scoring

Materials:

Paper, drawing materials, locally available waste materials

Activities:

- Ask the children to go out and bring different types of waste materials from the school environment. Alternatively, you can ask the children to bring materials to school the following day.
- Ask the children to exhibit all the materials that they have brought. Ask them to put the same materials together (cans with cans, paper with paper, etc.).
- Facilitate a discussion with the children on which materials are perishable and which are non-perishable.
- Facilitate a discussion about the various risks and nuisances: e.g. bad smell, insects breeding, rats, and implications for health (e.g. vector-borne diseases, insect-breeding and insect-borne diseases (e.g. when mosquitoes breed in water in empty cans, drums, etc. and spread dengue), accidents (cuts, falls), general contamination and degradation of the environment.
- Facilitate a discussion about reuse/recycling practices in the homes of the children and in the community. Add information about the various recycling activities in the community or neighbouring areas.
- Explain the recycling methods.

Application:

- Ask the children to prepare social maps of solid waste deposited in and around the school. The children/groups report on, and analyse, their maps in class.
- Older students show their maps in the more junior classes in the school and facilitate a discussion.
- Students and teacher show the maps and report their findings and analysis to the school management and community leaders. This is followed by action planning in the school and the community to address solid waste problems.
- The school practises some forms of waste recycling and/or reuse.

Learning indicators:

- The children can list at least five types of waste in their area.
- They can distinguish between organic and inorganic waste.
- They can give at least three example of reusing waste and describe at least one recycling method.
- In school, they throw waste in bins/compost pit. No solid waste is seen in the school yard or in bushes around the school.
- The mapping is repeated after some time to assess the impact of action planning.

Competence:

Keeping the school surroundings clean and reusing what is now thrown away



Keep the school surroundings tidy (Photo: Mariëlle Snel)