**LESSON DEVELOPMENT ONE**

**MEANING OF WASTE**

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| **STAGE/TIME** | **TEACHER’S ACTIVITIES** | **LEARNER'S ACTIVITIES – MIND/HANDS ON** | **LEARNING POINTS** |
| **Step 1**  **Introduction**  **(5 minutes)** | Show pupils a selection of empty food packets and tins.  Ask them what they normally do with the container after eating the food in it?  Now ask them why they throw it away.  Explain that the packet they have thrown away is a type of waste. Tell them that we will be learning about waste in today’s lesson. | Identify the empty food packets and tins.  Most of them will likely say throw it away.  It is no longer useful.  Listen to the teacher’s explanation and lesson’s introduction – Waste. | Linking the Previous knowledge to the new lesson |
| **Step 2**  **Development - Whole class**  **(5 minutes)**  **Grouping** | 1. Groups the learners into four groups – A, B, C, and D.  2. Guide the learners to choose a leader and secretary for your group.  3. Gives each group learning materials – Empty boxes of sugar, empty tins of milo or any drink, empty bottles of water, packet of biscuit or sweet, chalkboard and chalk. | 1. Belong to a group.  2. Choose their leader and secretary.  3. Received learning materials for their group. | Learner’s group, leader and secretary confirmed. |
| **Step 3 A**  **Development**  **(5 minutes)** | Open the rubbish bag and display the examples of waste products to the pupils.  Ask the pupils what each object is, where it came from, and can anybody think of a use for it now?  Tell them that the empty boxes, bottles, cartons etc. have been thrown away because people no longer want them. They are waste.  What is waste? | Identify objects of waste.  From school, home, market, etc.  Listen to the teacher.  Waste is any unwanted material, substance or by-product. | Paper strip marked in ml. |
| **Step 3 B**  **Development**  **(10 minutes)** | Take the pupils outside on a waste hunt. The pupils can help each other to spot waste in and near the school grounds.  Point out examples of solid waste (like paper) but also liquid waste (like oil and dirty water) and gas waste (like fumes from cars).  Take them back to the classroom. | Follow the teacher’s lead and identify the type of waste.  Follow the teacher’s lead back to the classroom. | Types of Waste |
| **Step 4**  **Development**  **(5 minutes)** | Ask pupils to list 5 different kinds of waste that can be generated in a market place. | Groups discussion | Groups work |
| **Step 5**  **Development**  **(5 minutes)** | Asks each group to present their answers so that you can compare responses with those in other groups.  Call out two or more groups for presentation. | Presentation | Presentation |
| **Step 6**  **Conclusion**  **(5 minutes)** | To conclude the lesson, the teacher revises the entire lesson and ask the key questions.  **SUMMARY – Waste is any unwanted materials, substances or products.**  **There are two types of waste – solid and liquid waste.** | The learners listen, ask and answer questions. | Lesson Evaluation and Conclusion |

