

- develop an understanding of the waste reduction initiatives in place at your school
- consider additional reduce initiatives for your school

What's Happening Here? (2-3)

IRP outcomes

It is expected that students will:

[SS] Describe how technology affects individuals and schools as consumers (2)

[SS] Describe work done in the school (2)

[SC] Ask questions that foster investigations and explorations relevant to the content (3)

[SC] Infer probable outcome of an event or behaviour based on observation (2)

[SC] Measure objects and events (3)

[LA] Use speaking and listening to interact with others for the purposes of contributing to a class goal, sharing ideas and opinions, making connections, solving problems and completing tasks (2-3)

Intro: Understanding what currently takes place, either at school, at home or at work, is the first step to improving any waste reduction program. In addition, for any new initiatives to be successful, all potential program participants should be consulted. This feedback helps to identify any difficulties and it allows any possible solutions to be thought out prior to the full-scale implementation of any adopted initiatives.

Materials:

- copy of problem-solving model student worksheet (attached)

Activity: Ask the students what program, initiatives or activities are in place at your school to reduce garbage. How can your class do more to help? Seek the feedback from others and begin with a list of people that work in your school. Next, have the students choose a school person to interview. Partner the students. Each group will need to generate four interview questions. The questions must focus on finding out how garbage is reduced and what their opinions are on how garbage could be further reduced. Discuss what information they need to collect and decide if the questions they develop will get them the response they are looking for. Determine how they will record the information.

Conclusion/Discussion: After all interviews are complete, each group will share one idea from their interview with the class. Using a problem solving model, such as the one provided, chart the ideas. Look at the pros and cons of each idea to formulate the best possible solution based on the criteria.

Extension Activities: ■ Decide whether to implement the best possible solution or not. If so, determine how this solution will be implemented. ■ Coordinate a garbage-free lunch challenge for your school. For ideas see the educator resources at www.crd.bc.ca/teacher.



Did you know?

Kitchen Scraps were restricted from Hartland landfill January 01, 2015. www.crd.bc.ca/organics

What happens to the Kitchen Scraps at home and at school?

Interviewer Problem Solving Model

What is the problem? _____

What is already being done? _____

What are some possible solutions generated by interviews? List. As well, check the box that relates to each possible solution.

Possible solutions include:	Is it:		Does it:		Will it reduce our garbage?	
	safe	easy to do	cost money	save money	yes	no
1.						
2.						
3.						
4.						
5.						
6.						
7.						

Looking at the information, what would be the best solution? _____

Why? _____

What is the next best solution? _____