

The garbage

Primary: (ages 7 – 11)

Interdisciplinary (literacy and language, visual arts)

Students **are** encouraged to participate in **writing and performing** a school play that **raises awareness of recycling**. They will **write an engaging and persuasive script and** create the **set and costumes** to be worn by the characters in their play using recycled material.

Time allocation About 8 lesson periods

Subject content Understand the process and impact of waste management and recycling
Communicate a persuasive and engaging message and create appropriate set and costumes

Creative and critical thinking This unit has a **creativity** focus:

- Generate and play with unusual ideas
- Envision and produce a meaningful and personally novel output
- Reflect on the novelty of an output and its possible consequences

Other skills Communication, Collaboration

Key words waste; recycling; reuse; reduce; plays; scripts; costumes; sets

Products and processes to assess

Students produce and perform a play, a set, and costumes. At the highest levels of achievement, their product is imaginative, engaging, and persuasive with a high level of personal features in its formulation, composition, and content. Their work process demonstrates a willingness to explore and challenge a variety of ideas before making final choices about the content of the play. There is good awareness of the areas of personal novelty and risk and of why the final choices have been made.

Teaching and Learning plan

This plan suggests potential steps for implementing the activity. Teachers can introduce as many modifications as they see fit to adapt the activity to their teaching context.

Step	Duration	Teacher and student roles	Subject content	Creativity and critical thinking
1	Prior to Lesson period 1	It is useful for the teacher to identify areas of the school where students can creatively apply art techniques or hold a play. The teacher can also work with the students on reading and comprehension of plays and collect recycling material for use in the activity		
2	Lesson periods 1 and 2	Students follow a unit on waste management, the exact details of which will depend on the local curriculum. As part of this unit they can be asked to collect, analyse, and present data on waste management and recycling in their local area Following this they are asked (either in groups or individually) to create a play that aims both to tell an interesting story and to raise awareness of recycling and conscious consumption. The rubric can be presented to make students aware of what should be reflected throughout the process.	Waste management Collecting, analysing, and presenting data on waste management Considering how to raise awareness of waste management issues	Make connections between waste management and an engaging story Generate ideas for a play about waste management and recycling
3	Lesson periods 3 and 5	This project should involve many knowledge areas and not just isolated content. As the students develop the script for their play, the teacher can encourage the students to take the perspective of the audience: How engaged will the audience be? What different aspects of waste management/recycling will they be learning about? How powerful will the message be for them? Afterwards, the students should be divided into groups and create sketches or start to rehearse their play based on what was presented to them. This process can be repeated across a number of lessons.	Writing texts that communicate a clear message in an engaging manner Improving content and power of plays	Envision and produce a meaningful output that is personally novel. Consider several perspectives on the material they create
4	Lesson periods 5 and 6	After that, they should design and create the outfits that would be worn by their characters in the play using recycled materials. They may also be asked to construct a set for the play using only recycled materials. They can, as appropriate, be challenged to create really unusual and novel costumes and sets. The students' families as well as the school community as a whole can be invited to get involved in the process by both providing recycled materials and possibly viewing the play. This process can be repeated across a number of lessons.	Sketching costumes and set Creating costumes and set Technical skills	Produce and perform a meaningful output Generate and play with radical ideas for how to make their costume and sets more unusual
5	Lesson period 8	After having completed the work, the students will turn to the rubric. They assess themselves orally, make suggestions for improvement, and discuss what they have learned and what issues have arisen. As appropriate they can be encouraged to reflect on what is new or unusual about communicating such a message using a play? What is effective about it? What are the limitations of communicating the message in play form?	Evaluating communication about waste management	Explain strengths and limitations and reflect on the novelty of solution and its possible consequences

Resources and examples for inspiration

Web and print

- Various online activities on waste and recycling can be found that may support further activities on this topic. E.g. <https://www.recycle-more.co.uk/school-zone/activities-for-schools-/primary-activities>

Other

- Recycled material for costume and set design
- Paper, pencils and rulers
- Brushes, paint

Opportunities to adapt, extend, and enrich

- Further links could be made to geography and science

**Creativity and
critical thinking rubric**

- Mapping of the different steps of the lesson plan against the OECD rubric to identify the creative and/or critical thinking skills the different parts of the lesson aim to develop

	CREATIVITY Coming up with new ideas and solutions	Steps	CRITICAL THINKING Questioning and evaluating ideas and solutions	Steps
INQUIRING	Make connections to other concepts and knowledge from the same or from other disciplines	2,3	Identify and question assumptions and generally accepted ideas or practices	
IMAGINING	Generate and play with unusual and radical ideas	2,4	Consider several perspectives on a problem based on different assumptions	3
DOING	Produce, perform or envision a meaningful output that is personally novel	3,4	Explain both strengths and limitations of a product, a solution or a theory justified on logical, ethical or aesthetic criteria	5
REFLECTING	Reflect on the novelty of solution and of its possible consequences	5	Reflect on the chosen solution/position relative to possible alternatives	

Appendix

A scoring rubric

•A description of levels of achievement on a given dimension of the rubric that sets the vocabulary to explain evidence, and serves to describe progress

This section illustrates how a teacher might assess the performance of students during this exercise:

Creativity - rubric for student self-assessment and teacher/ peer intervention

	I don't care	Accomplishing with the task	Advancing and enjoying	I rock it
Making connections (among disciplinary perspectives, ideas, time, products, people ...)	I don't do connections neither worries about doing it	I do connections to accomplish the task. The connections add nothing meaningful to the idea/ solution/ product	I do connections in a conscious way noting they improve the idea/ solution/ product	I do connections in a conscious way and look for "the best" connections to improve the idea/ solution/ product, reflecting also if this kind of connection could be useful in other situations
Generation of a new idea/ product/ solution/ performance	I do not worry in doing something new	I worry in doing something new, but what I plan/ visualize/ express/ produce could still be seen as usual	I visualize/ plan/ express something that is somewhat radical, risky or unusual. It would be possible to stretch still more considering the given conditions of time, cost, necessity, utility, applicability.	I visualize/ plan/ express something that is radical, risky or unusual. Analysing other possibilities and comparing to other ideas and products I would say this contribution is "the most innovative and useful" considering given conditions of time, cost, necessity, utility, applicability.