



# What is in my lunchbox?

*Plastics: made to last forever, designed to throw away. People use plastic every day of their lives, most of it gets thrown away and a lot of it ends up in the ocean where it starts to break down into smaller pieces causing harm to wildlife and humans. Plastic is a big part of the marine debris problem.*

## Orientation: vocabulary focus from previous lesson (10mins)

Write the words: WOOD, PAPER, PLASTIC, GLASS and METAL on different pieces of paper or stickers and get the Ss to stick them onto different objects made from that item. This can be done inside or outside the classroom – you could set up teams where Ss have to race, or groups that have to find as many of an item as possible – you could also extend the activity by using some of the adjectives that were covered in the feely bag activity e.g. rough and hard.

## Letter no.3 from the toy:

Show the Lesson 3 PowerPoint presentation (remember to actually hand write a letter for authenticity - then show the PowerPoint presentation so that the whole class can go through the letter).

## What is in my lunchbox:

By now the Ss have learnt that plastic is a huge part of the marine debris problem, so they are going to take a closer look at how everyone actually contributes to the problem in small ways.

Have Ss sit in a circle on the floor and open their lunchboxes. See if Ss can find any items that have been wrapped in plastic in their lunchboxes. Ss can count how many items are wrapped in plastic.

T and Ss can talk about what lunchboxes and the containers in them are made out of.

Discuss as a class how some of these plastic items may affect marine life if they were to eat them.

## YEAR LEVEL

Foundation – Year 3

## MATERIALS

Stickers/pieces of paper with names of different materials on them

PowerPoint presentation  
F-3 Lesson 3.ppt (letter no. 3 from the marine animal toy)

Equipment for students to view PowerPoint presentation

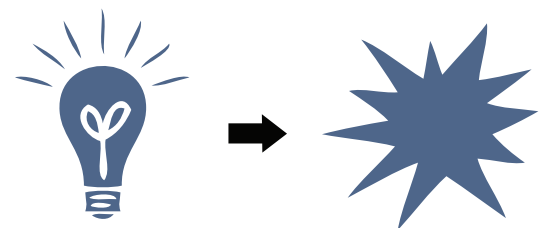
Printed out pictures of animals affected by marine debris (or use the PowerPoint presentation and have up on the whiteboard)

Healthy Waterways Games & Activities book (extension activity)

Cause & Effect Chart printout (see end of lesson)

## KEY WORDS

- Cause
- Effect
- Wood
- Paper
- Glass
- Metal





# What is in my lunchbox?

## Cause and effect:

Have different pictures of marine life that have been affected by plastic. Brainstorm as a class what activities the plastic may have come from e.g. a turtle with a bag in its mouth – activity would be shopping. Also brainstorm Ss' ideas about how the plastic may have made its way into the ocean (e.g. the bag may have blown into the water). Model the ideas on the whiteboard in the Cause and Effect Chart. Get the Ss to pick a picture of a marine animal and then fill in their Cause and Effect Chart (Ss may like to do this in pairs or small groups).

Ss can take turns sharing their work with the rest of the class.



## Foundation & Year 1

**Plastic-free lunchbox:** Use big books, computers, pictures and discussions to help Ss research plastic-free alternatives for items in their lunchboxes. T might like to get different Ss to pick one item to focus on and then present it to the class. T can have a table on the whiteboard with the headings: problem and solution to help Ss put together their ideas.

Ss can share their ideas with other classes. Ss CAN ORGANISE A PLASTIC-FREE LUNCH DAY AT SCHOOL.

Pg. 4 Healthy Waterways Games & Activities book has a quick activity on Litterless Lunches.

## Years 2 & 3

**Plastic-free lunchbox:** Use big books, computers, pictures and discussions to help Ss research plastic-free alternatives for items in their lunchboxes. T can have a table on the whiteboard with the headings: problem and solution to help Ss put together their ideas. T could also give each Ss their own table to fill out.

Ss can share their ideas with other classes. Ss CAN ORGANISE A PLASTIC-FREE LUNCH DAY AT SCHOOL.

Elicit Ss' ideas about when they are going to have it, how much time parents will need to prepare alternatives. Ss might even like to include some of their research findings in the letter so parents can find alternatives to plastic easily. Ss can help draft the letter that will go home to parents explaining what they are learning at school and why they are going to have a plastic-free lunch day. Ss might like to get the whole school involved by presenting some of their work at a school assembly.

Pg. 4 Healthy Waterways Games & Activities book has a quick activity on Litterless Lunches.



# Cause and Effect Chart

Name: \_\_\_\_\_

CAUSE: What was the event?	EFFECT: What happened?

