Lesson 15

Materials and the environment

materials

What you need: leaf samples (similar size pieces) · paper samples (similar size pieces) · aluminium foil samples (similar size pieces) · plastic wrapper samples (similar size pieces) · shallow soil tray with damp soil · reusable non-latex gloves (preferred) or thorough handwashing station · craft sticks or waterproof labels · optional teacher-display samples for the board sort (cardboard scrap, clean plastic bottle piece, cotton cloth scrap; safe glass jar or picture card only) · new classroom finds for consolidation sort (e.g. wooden pencil stub, clean cling-film scrap, rubber band or eraser, cotton wool ball, clean yoghurt-pot piece) · Investigation Journal page (predict stems, fair-test/evidence lines, and a table for new classroom finds; reverse used for one kinder swap)

Words to use

Rot · Environmental impact · Kinder material swap

Our question

> **Which of our buried materials will rot, and which will stay almost the same over the coming weeks?**

I predict…because…

Words to sort

wooden pencil stub · cling film scrap · rubber band or eraser · cotton wool ball · clean yoghurt-pot piece

Sort only the new classroom finds into rots fairly easily, reuse or recycle well, or lasting waste if thrown away. Be ready to tell the class why you put one tricky material there.

Group 1	Group 2	Group 3

Our kinder swap — the job, what we would stop using, what we would use instead, and why that helps

What did we keep the same so the buried-sample observation is fair?

What will count as evidence when we dig the samples up later?

Why is today's evidence incomplete until dig-up?