

5th Level

Primary (Elementary)  
School

Block 1. The individual, and interpersonal  
and social relationships.

FREEDOM OF CHOICE AND RESPONSIBILITY.

Activity 1.19: "RECYCLING"

Time: 1 h.

**PREPARATION**

- The teacher may use a plastic bag to start the session.
- For this class the pupils will need computers, at least one for every two people, with connections to Internet.
- Student Worksheets (see Appendix).

**INTRODUCTION**

**Welcome routine:**

Greet the students, write the date and hour on the blackboard, say the date and time out loud, instruct them to take out their materials for the lesson.

- *Hello, good morning/afternoon.*
- *Are you all okay? Is everything all right?*
- *Today is the ... (date) and it's ... (time).*
- *We are going to begin (continue) lesson (or activity) number ...*
- *Would you please, take out your material? Okay, let's begin.*

**ACTIVITY**

**Opening Activity:**

Brain-storm: What is the process in the manufacturing of raw materials like a plastic bag? During

the talk, the teacher may need to explain the meaning of words such as: *extract, ship, make of, give out, carry, throw away, blow, dump, collect, oil, raw materials, earth, trash, garbage*. It might be useful to introduce some linguistic structures as well, such as: *A plastic bag is used for...; The 3 R's Rule: Reduce, Reuse, Recycle; How much...?/How many ...?; How long ...?; We can...; We must...* Explain what students are going to do in this lesson: they will research, and therefore get to know what the idea of the 3 R's means in responsible consumption behaviours.

**Main Activity:**

Motivation: the students view two *youtube* videos. The class discusses responsible behaviour in the daily consumption of materials; the teacher introduces the concept of the 3 R's: Reduce, Reuse, Recycle. In pairs, the students, research the concept of the 3 R's, accessing all web sites included in a list provided by the teacher. The goal is to find enough information so as to be able to answer the quiz given at the end of the lesson. At the end of the class, students will learn and sing "*The 3 R's song*".

**Closing:**

- *What was your opinion of the daily consumption of materials before we began the lesson? Has this opinion changed? Do you all have the same opinion about this topic?*
- *Did you like this activity? Why? What did you like most? Is there anything you didn't like? Explain.*

**CLOSING**

**Closing routine:**

- *We have finished our lesson for today. Please clear your desks and put away your materials.*
- *Have a great day and I'll see you at the next class!*

## ACTIVITY 1.19: "RECYCLING"

CONTENT BLOCK 1: The individual, and interpersonal and social relationships.		SECTION: Freedom of choice and responsibility.
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> <li>• To be aware of the necessary resources for the manufacture of consumer goods.</li> <li>• To become familiar with responsible behaviours in consumption.</li> <li>• To use ICT as a means for searching, accessing, and selecting information about responsible use of consumer goods.</li> <li>• To appreciate music as a means of learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The process in the manufacture of consumer goods: the plastic bags.</li> <li>• Responsibility in consumption: the law of the three R's: Reuse, Reduce, Recycle.</li> <li>• The use of the ICT as a medium for accessing to information about responsible use of consumer goods.</li> <li>• The song as resource to assimilate good habits of consumption.</li> </ul>	<ul style="list-style-type: none"> <li>• The student shows awareness of responsible behaviours for using consumer goods.</li> <li>• The student shows knowledge of the rules of the 3 R's as an example of responsible consumption habits.</li> <li>• The student shows the ability to use the ICT for searching, accessing, and selecting information about responsible use of consumer goods.</li> <li>• The student takes part actively and enjoys singing the song "The 3 R's Song".</li> </ul>

<p style="text-align: center;"><b>BASIC COMPETENCES</b></p>		
<ul style="list-style-type: none"> <li>• Knowledge and interaction with the physical world.</li> <li>• Processing information and digital competency.</li> <li>• Cultural and artistic</li> </ul>		
<p><b>DESCRIPTION OF ACTIVITIES</b></p>		
<p><b>Activity A:</b> The teacher holds up an empty plastic bag. She asks openly to the classroom if they know what it is for, if they use it often at home, if they know which raw material the plastic is made of, if they know the followed process until it became a bag, etc. It is pretended to start a motivating talk of the matter: the way that is followed since the consumer products are created, until they are used and what to do when they are already used. The teacher will be writing on the blackboard the ideas that the pupils are saying about the process of creation/use of a consumer good like a bag. She will be leading the activity if the interest would base into unconnected matters. She can consult the document lifecycle (see <a href="#">Lifecycle of a plastic bag</a>) source: <a href="http://www.teachablemoment.org">www.teachablemoment.org</a> The teacher can go on explaining the process and make pupils realize about the amount of energy that it is invested in every step of the process, which generates more and more pollution, and let them think about multiplying the process of the bag for all the bags that can be used daily around the planet.</p> <p><b>Activity B:</b> The students can view two <i>Youtube</i> videos (<a href="http://www.youtube.com/watch?v=NpZ4hc1WuKU">http://www.youtube.com/watch?v=NpZ4hc1WuKU</a> <a href="http://www.youtube.com/watch?v=gOsmUJABdWw">http://www.youtube.com/watch?v=gOsmUJABdWw</a>) which centre on the creation, use, and process of plastic bags. Among other topics of conversation, students can comment on their impressions of the videos and what they may not have understood.</p> <p><b>Activity C:</b> After viewing these two videos, the teacher can throw an open-ended question to the class, such as: <i>What can be done with plastic bags after they are used?</i> This will hopefully generate a short debate about responsible behaviour toward public material consumption. This can also help the teacher introduce the concept of the 3 R's: Reduce, Reuse,</p>		

Recycle. The teacher can ask if any of them were familiar with the concept, and will then explain it. This information can be accessed, by teachers and students alike, at: <http://www.conciencia-animal.cl/paginas/temas/temas.php?d=311>.

**Activity D:** The students will use the web to research the 3 R's links that will be given to them by the teacher (see Appendix). The goal for this research is to find enough information to be able to answer all the questions on the attached quiz (see Appendix). The students may use an English dictionary for any words not understood in this quiz.

**Activity E:** The students will learn the song "The 3 R's song", music and lyrics by Jack Johnson (this song is available for viewing at: <http://www.youtube.com/watch?v=ShCORqSANr4>). First, the class reads the lyrics together, the teacher takes this opportunity to clarify any questions the students may have about words or expressions. After that, the teacher plays the song twice while the students follow along, silently reading the lyrics. Next, the students sing the song and will repeat it as often as necessary so as to learn it by heart (see Appendix "The\_3\_R's"). The teacher may also take this opportunity to point out one of the differences between the Spanish and English alphabet. One line from the lyrics is: "And the 18th letter in the alphabet is "R". The Spanish alphabet has the letter 'Ñ' which does not exist in English, and so in the Spanish alphabet the 18th letter is the 'Q' and 'R' is the 19th letter.

OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<p>- <b>Activity E:</b> Singing the song without the lyrics, accompanying the rhythm by clapping their hands, singing it in a big circle all the class together, performing it in the playground for the rest of the students, and inviting them to take part and learn it as well.</p>	
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> <li>- <i>A plastic bag is used for...</i></li> <li>- <i>The 3 R's rule: Reduce, Reuse, Recycle</i></li> <li>- <i>How much...?/ How many...?</i></li> </ul>	<p>- <b>Activity A:</b> <i>extracts, ship, make of, give out, carry, throw away, blow, dump, collect, and oil, raw materials, earth, trash, garbage.</i></p>

<ul style="list-style-type: none"> <li>- <i>How long...?</i></li> <li>- <i>We can ...</i></li> <li>- <i>We must ...</i></li> </ul>		<ul style="list-style-type: none"> <li>- <b>Activity B:</b> <i>Travel, drift, hold on, get trapped, environment, worldwide, particles, banning (to ban).</i></li> <li>- <b>Activity C:</b> <i>Reduce, Reuse, and Recycle.</i></li> </ul>	
<b>MATERIALS</b>		<b>TIME</b>	
<ul style="list-style-type: none"> <li>- 1 plastic bag.</li> <li>- Computers with Internet access (at least one computer for every two pupils)</li> <li>- 25 copies of the "Quiz" sheet (or at least, 1 copy for every two pupils).</li> <li>- English dictionary.</li> <li>- 25 copies of "The 3 R's song" lyrics.</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Activity A:</b> 10 min.</li> <li>- <b>Activity B:</b> 5 min.</li> <li>- <b>Activity C:</b> 10 min.</li> <li>- <b>Activity D:</b> 20 min.</li> <li>- <b>Activity E:</b> 15 min.</li> </ul>	
<b>TEACHER SELF-ASSESSMENT</b>		<b>STUDENT SELF-ASSESSMENT</b>	
<ul style="list-style-type: none"> <li>- Teacher self-assessment sheet (see Assessment folder).</li> </ul>		<ul style="list-style-type: none"> <li>- Complete the self-assessment sheet (see Assessment folder).</li> </ul>	
<b>STUDENT ASSESSMENT</b>			
<b>INTEREST</b>	<b>PARTICIPATION</b>		<b>ASSESSMENT</b>

ASSESSING ACCORDING TO CRITERIA ESTABLISHED: NB (not bad), NA(need for amendment), G(good), VG (very good).