Responding Responsibly:
Thematic Unit
Reduce, Reuse, Recycle
Learning for Life and Work (SLD)
Writers’ Group

Mary McKendry, Castle Tower School (Loughan Campus), Ballymena (Editor)
Catherine Foster, Fleming Fulton School, Belfast
Maggie Jamison, Glenveagh School, Belfast
Cathy McCormick, Tor Bank School, Dundonald
Dorothea Simpson, Fleming Fulton School, Belfast

A CCEA Publication ©2008

www.nicurriculum.org.uk

Cover Photograph: Image Source Pink (Getty Images)
Unit Title: Responding Responsibly

Sub Theme: Reduce, Reuse, Recycle

Thinking Skill and Personal Capabilities: Thinking, Problem-Solving and Decision-Making

Curriculum Objective: To develop the young person as a contributor to the economy and environment

Key Elements: personal understanding, personal health, moral character, citizenship, media awareness, ethical awareness, employability, education for sustainable development

Attitudes and Dispositions: personal responsibility, commitment-determination-resourcefulness, openness to new ideas, curiosity, community spirit, flexibility, integrity-moral courage, respect

Learning Experiences: investigating & problem solving, linked to other curriculum areas, relevant & enjoyable, media-rich, skills integrated, active and hands on, offers choice, challenging and engaging, supportive environment, positive reinforcement, varied to suit learning style, ongoing reflection, enquiry-based

The Thematic Units connect the Learning for Life and Work subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address the key elements and statements of the revised Northern Ireland Curriculum.

Each Thematic Unit contributes to the statutory requirement for Learning for Life and Work and also links to other Areas of Learning. In addition, there are opportunities to develop learners’ Thinking Skills and Personal Capabilities, incorporate Assessment for Learning principles and make connections to the Cross Curricular Skills.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.
These are the Statements of Minimum Requirement that are addressed in this unit:

- **Home Economics**
  - Independent Living
  - Investigate consumer rights, responsibilities and support available in a range of scenarios

- **Education for Employability**
  - Work in the Local Community
  - Investigate how environmental considerations are affecting work and work practice

- **Local and Global Citizenship**
  - Human Rights and Social Responsibilities
  - Investigate why different rights must be limited or balanced in our society

- **Local and Global Citizenship**
  - Democracy and Active Participation
  - Investigate various ways to participate in school and society

- **Personal Development**
  - Self-awareness
  - Explore personal morals, values and beliefs

- **Local and Global Citizenship**
  - Investigate why different rights must be limited or balanced in our society
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is waste?</td>
<td>... develop an awareness of the difference between waste and non-waste items.</td>
<td>Discuss together what waste might be, what non-waste might be and what the difference is.</td>
<td>Order, classify and make comparisons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work with your learners to sort the pictures in Resource 1 into waste and non-waste items by drawing a line from each item to the bin or to the cupboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Have the learners decide if the statements about waste in Resource 2 are true or false.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Further suggestions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refer to Resource 3 for extension activities that may suit your learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For assistance in the development of suitable activities related to waste management, get in touch with Country Parks and Countryside Centres. They lead educational programmes that are tailored to the Northern Ireland curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

Resource Sheet in this booklet

LAB or PowerPoint activity available from www.nicurriculum.org.uk

Skills tabs printed in **yellow** are Cross Curricular Skills

Skills tabs printed in **orange** are Thinking Skills and Personal Capabilities
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do I do with my waste?</strong></td>
<td>Learners will have opportunities to ... use first hand experience to answer questions.</td>
<td>Explore the types of items that are put in the bin in your classroom. Provide copies of Resource 4 for the learners to draw and label items that were in their bin. <strong>Resource 4: What Do We Put In Our Bin?</strong></td>
<td>Examine evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Investigate the list of different types of waste in Resource 5. Ask the learners to choose a colour for each type of waste that is in the classroom bin and colour the appropriate section and key. <strong>Resource 5: What’s In A Bin?</strong></td>
<td>Using Mathematics - Identify and collect information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Together, carry out a class survey of the items they threw in the bin at break or lunchtime the previous day. Record the results on Resource 6. <strong>Resource 6: Waste We Made!</strong></td>
<td></td>
</tr>
<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td>------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Should I worry about creating too much waste?</td>
<td>... develop an understanding of the problems caused by waste.</td>
<td>Ask your learners: What would happen if the class didn’t throw anything out? Use the points in Resource 7 to stimulate discussion and explore the topic, asking the learners to rank the problems in order.</td>
<td>Making links between cause and effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 7: What’s The Problem?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give your learners a copy of Resource 8 to record the items they each throw out over a whole week at school. Help them to record the results in the table.</td>
<td>Communication - Contribute comments, ask questions and respond to others’ points of view</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 8: Waste Survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collect waste from a typical day in the classroom. Investigate together whether it is too heavy or too bulky to hold for a sustained time.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask several focused questions to explore the problem:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Where will we put this waste?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Will we eventually run out of places to store our waste?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− What can we do about it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Further suggestions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>For an extension activity related to the theme of reducing waste, see Resources 9 and 10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 9: Waste Magician!</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 10: Thin The Bin!</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Plastic bags, plastic gloves and scales</td>
<td></td>
</tr>
<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Should I worry about creating too much waste?</td>
<td>... develop an understanding of the problems caused by waste.</td>
<td>Store a piece of waste in a sealed container and check it regularly to track how it becomes smelly. Explain how waste decomposition produces harmful gases. Provide copies of either Resource 11 or Resource 12 (whichever better suits your learners) so they can record their findings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 11: Waste Investigator! [writing descriptions]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 12: Waste Investigator! [circling options]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• An airtight container and some food waste</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use Resource 13 to help your learners focus on the range of problems that litter can cause. Link the sentence starter to the appropriate speech bubbles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 13: Litter Can Cause Problems</td>
<td></td>
</tr>
<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------</td>
<td>------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| What happens to my waste? | ... generate ideas. | - Initiate a general discussion about what happens to waste after we put it in the bin. You could ask these focused questions:  
  - Who collects it?  
  - What is it collected in?  
  - Where is it taken to?  
  - What happens to it there?  
  - Why do we need to get rid of waste?  
  - What would happen if we didn’t remove waste?  
  Use Resource 14 to focus on the four main points; have the learners put them in order 1–4.  
  ![Resource 14: Put The Waste In Order!](link)  
  Create a group ‘timeline’ of where the waste goes, from the classroom to the school bins, bin men and so on. You could use Resource 15 to focus on non-recyclable waste, completing the stages in order.  
  ![Resource 15: What Happens To Non-Recyclable Waste From Our Homes?](link)  
  Explore some alternative/innovative methods of managing waste by focusing on advantages and/or disadvantages of each method. Introduce the concept of recycling. Complete Resource 16 together to compare landfill, incineration and recycling, and show how recycling is best for the environment.  
  ![Resource 16: Waste Choices](link) | Communication - Listen to and take part in discussions |
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
</table>
| **What happens to my waste?** | ... generate ideas. | - Ask the learners to fill in the gaps in Resource 17 and to give their opinion about the best method for dealing with waste.  
  ![Resource 17](http://www.e4s.org.uk/frame_2.htm) |  |
|  |  | - Use Resource 18 to focus your learners further on the characteristics of landfill sites. Read the sentences together and ask them to tick the ones that are true.  
  ![Resource 18](http://www.brysonhouse-education.com) | |
|  |  | - Visit the following websites for more resources:  
  www.e4s.org.uk/frame_2.htm  
  Here you can find links to a range of information and teacher resources about waste, for example:  
  - Click on Information and Resources for some line drawings of waste disposal vehicles.  
  - Go to the Waste & Waste Management list of Pupil Activities. Print and prepare the Waste Busters card game. Discuss the different transport used in collecting waste to highlight why all waste cannot be collected together. Have the learners match the items to the transport. Use the activities suggested to further their awareness of waste management.  
  - Focus on the people involved in managing waste: bin men, landfill site workers, etc. Print and prepare the Who Does What cards to prompt responses from the learners.  
  www.brysonhouse-education.com  
  This site provides access to an excellent range of worksheets, posters, appropriate interactive games and information on recycling. |  |
<p>|  |  | - As an extension activity, you could involve everyone in an investigation of what happens to waste in their local area. Explore some of the main methods of waste management, such as landfill and incineration. |  |</p>
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>How could I make less waste?</td>
<td>Learners will have opportunities to ...</td>
<td>Explore together what recycling means. Allow your learners to fill in the gaps in the sentences on Resource 19.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using ICT - Access and manage data and information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Justify methods, opinions and conclusion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using ICT - Consider the sources and resources used</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using ICT - Access and manage data and information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 19: What’s The Deal About Recycling?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 20: I Recycle...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Allow them to play the game in LAB Activity 1, sorting the waste into recyclable and non-recyclable items.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recycle LAB Activity 1: Recycling games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give them an opportunity to play an ICT PowerPoint game to consolidate and develop their learning. They have to decide whether to put items in the bin, the compost bin or the recycling bin.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recycle PPoint 1: Are you a Waste Watcher?</td>
<td></td>
</tr>
<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>How could I make less waste?</td>
<td>... evaluate the impact of lifestyle on the planet.</td>
<td>Look together at the contents of the lunchbox in Resource 21 and have your learners identify which items are good choices (because they don’t produce a lot of waste). Then, ask them to draw only good items to fill the empty lunchbox.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 21: A Lunch That Looks After Your Waste!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use these websites to develop the theme:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.kidsagainstwaste.org">www.kidsagainstwaste.org</a></td>
<td>Use the animations on the site (Reduce, Reuse, Recycle) to show how items are recycled.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Allow your learners to play the Waste Patrol game to gain practice in sorting out waste for recycling.</td>
<td>- Use the Our House link to focus on how we can minimise waste in the home.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.recycle-more.co.uk">www.recycle-more.co.uk</a></td>
<td>- Here, you can help your learners to find their nearest recycle facilities.</td>
<td></td>
</tr>
<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| **How can I help recycle waste?** | ... learn how to take action to address a real problem. | Ask some questions to help your learners focus on what they can do to recycle waste, for example:  
- Does our class recycle any items?  
- Does our school recycle any items?  
- Do our families recycle any items at home? Where do they take them to?  
- Are there any other items that we could recycle?  
- Are there any other ways we could reduce the waste we produce?  
Involve everyone in a survey of their class, school and/or home to focus on existing recycling programmes.  
Work through Resource 22 together, asking whether or not the class recycles each item. Calculate an overall score. Give them an opportunity to carry out the same survey with other classes in the school. When they have gathered all the results, they can create a ‘recyclers league table’ by listing the classes in order from the best to the worst performers. |  
**Communication** - Use evidence from texts to explain opinions  
**Using Mathematics** - Identify and collect information  
**Communication** - Communicate information, ideas, opinions and feelings using an expanding language  
**Using ICT** - Create, develop, present and publish ideas and information using a range of digital media |

Resource 22: How Green Is Your Class?

Resource 23: School Litter Survey

Resource 24: How Green Is Your Home?
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I help recycle waste?</strong></td>
<td>... learn how to take action to address a real problem.</td>
<td>Focus together on the process of recycling by cutting out the eight pictures in Resource 25 and placing them on the diagram in order 1–8.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource 25: How Plastic Bottles Are Recycled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cut up the social sight words in Resource 26 and use them to centre a discussion on recycling.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resource 26: Key Words: Recycling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore new recycling initiatives that the learners might be able to develop in school. They could establish a recycling programme (perhaps with involvement from Bryson House or local councils) and possibly reach the standard required to apply for a Green Flag for the school (see the web link below).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establish a Recycling Team, allocating jobs for the collection of school waste. Decide together what they are going to recycle, for example plastic bottles, paper and card, etc. Discuss how they are going to sort, classify and dispose of all the waste they have collected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>You can link to Art and Design by: Producing posters to support the recycling initiative; and having the learners create a collage using waste products.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Art materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Collection of waste materials</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Learning, Teaching and Assessment Activities**

- Resource 25: How Plastic Bottles Are Recycled
- Resource 26: Key Words: Recycling

**Skills and Capabilities**

- Art materials
- Collection of waste materials
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can I help recycle waste?</td>
<td>... learn how to take action to address a real problem.</td>
<td>You can link to Music by: Creating a range of instruments: encourage your learners to collect a range of materials from items of waste (for example plastic bottles, glass jars and cardboard tubes) and fill them with beans, small pebbles or water to make a range of sounds. - Collection of waste containers - Collection of beans or small pebbles</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where possible, they could follow their waste from the classroom to the recycling centre. On a set day, arrange for the school bus to follow the van along the route from the school to the recycling centre. Encourage them to take photographs to record the event and make an information board for the whole school. - Cameras</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Resource 27 together and have your learners match the descriptions to the items</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resource 27: Recyclable Items</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refer to the following web links for more ideas and resources: - <a href="http://www.capia.ca/files/files/files_icons_en.pdf">www.capia.ca/files/files/files_icons_en.pdf</a> You can find pictures here showing how items are recycled. - <a href="http://www.wasteawareschools.org.uk">www.wasteawareschools.org.uk</a> The Recycle link in the Pupil Zone includes pictures and information about how plastic, aluminium and paper are recycled. - <a href="http://www.eco-schools.org.uk">www.eco-schools.org.uk</a> Find out here about the requirements for the Green Flag.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refer also to Unit 10: Environmental Considerations in our Year 8 Education for Employability (SLD) resource for additional material, including worksheets and photographs of clothing, bottle and paper banks.</td>
<td></td>
</tr>
</tbody>
</table>
**Key Question**
What other things could I use waste for?

**Learning Intention**
Learners will have opportunities to...

... identify possible options.

**Possible Learning, Teaching and Assessment Activities**

Discuss with the learners items that they know can be recycled. Make a list, for example plastic bottles, glass, paper, etc.

Ask your learners focused questions:
- What happens to the things we throw out?
- Can old things be made into new ones?

Explore with your learners if they reuse things (bottles, tubs, clothes, etc). Give them opportunities to reuse waste to make useful items, for example by using yoghurt cartons for growing herbs or milk cartons as bird feeders.

Talk together about what items can be composted, and ask them to circle them on Resource 28.

**Resource 28: Cooking Up Compost!**

Cut out the pictures in Resource 29, stick them onto card and use them to highlight to your learners which items are suitable for composting.

**Resource 29: Items For Composting**

You can make links to Science by:
Collecting items to make a compost heap for use in the school garden. Use the large labels and information sheet in Resource 30 to remind your learners of what to do.

**Resource 30: Compost Heap**

**Skills and Capabilities**

- Generate possible solutions
- Using Mathematics - Use mathematics to solve problems and make decisions
- Communication - Communicate information, ideas and feelings
**Key Question**

What other things could I use waste for?

**Learning Intention**

Learners will have opportunities to...

... identify possible options.

**Possible Learning, Teaching and Assessment Activities**

*You can make links to Art & Design by:*

Allowing your learners to design posters encouraging staff and other pupils to dispose of items for the compost bin.

- Art materials

Explore other ways that some waste can be reused. You could take your learners on a visit to a local charity shop to investigate how donated items such as clothes, shoes, ornaments and books are resold to raise money for identified charities. Provide them with an investigation sheet, either Resource 31 or Resource 32 (whichever level is more appropriate).

- **Resource 31: Charity Shop Investigation** (writing answers)
- **Resource 32: Charity Shop Investigation** (circling options)

Have the learners select a charity and organise a collection of items that they can 'recycle' by donating them to the charity shop for reselling, for example mobile phones, glasses and/or printer cartridges, etc.

Have them allocate roles for the sorting and sending of the items.

*You can make links to Art & Design by:*

Encouraging them to advertise the venture. For example, have them design posters or leaflets.

- Art materials
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
</table>
| **What other things could I use waste for?**          | **Learners will have opportunities to ...**             |  **You can make links to Mathematics by:**  
Adding an extension activity, investigating and discovering together if recycled or reused goods are more or less expensive than new ones. You could visit two or more shops with your learners to compare prices. Divide the class into two groups, and challenge them to find the prices of the items on the shopping list and record them on Resource 33. They can then compare the prices and create a simple bar chart to show the price differences.  
**Resource 33: Comparing Prices: Shopping List**  
Help your learners set up a mini-enterprise that involves recycling, for example recycling paper and designing, making and selling greetings cards.  
- Waste paper  
- Art materials  
**You can make links to Art & Design by:**  
Allowing your learners to make a range of items from waste objects for selling through the mini-enterprise, for example painted glass jars or margarine tubs covered with shells.  
- Collection of waste materials  
- Art materials  
Further suggestions  
You may prefer to set up a ‘Recycle Shop’ as part of a school enterprise. See Resource 34 for more detail.  
**Resource 34: Setting Up A Recycle Shop** |
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
</table>
| What other things could I use waste for? | Learners will have opportunities to ... | Use web links for more resources and ideas, for example:  
www.wasteawareschools.org.uk  
The *Reduce* link in the *Pupil Zone* includes information about composting.  
www.bbc.co.uk/gardening/htbg/module7/general_care1.shtml  
You can access an interactive game about composting called *Hurl-a-heap* here  
You could also allow learners to search the internet for suitable charities, for example:  
www.oxfam.org  
www.savethechildren.org | |
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
</table>
| **Can I influence my family to recycle?** | Learners will have opportunities to communicate information to suit purpose and audience. | Have the learners investigate waste and recycling in their home life, with particular reference to shopping and packaging. Ask focused questions, such as:  
- What items does your family frequently buy?  
- Are the items packaged?  
- Why do you think they are packaged?  
- Is the packaging necessary?  
- What items don’t really need packaging?  
- Can we make choices that reduce the amount of packaging we throw out?  

Give your learners an opportunity to complete the LAB Activity on Packages.  

**Recycle LAB Activity 2: Packaging**  

Use the matching activity in Resource 35 to focus on some reasons we need packaging.  

**Resource 35: Why Do They Need To Be Wrapped?**  

To highlight how we use different types of packaging for different products, work through the table in Resource 36 together. Alternatively, you could ask your learners to match the smaller number of products to their packaging in Resource 37.  

**Resource 36: Different Packaging**  

**Resource 37: Packaging**  

Use Resource 38 to develop the theme further. Ask your learners to suggest items that we keep in each type of packaging.  

**Resource 38: Packaging Materials**  

**Communication**  
Communicate comments, ask questions and respond to others point of view
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
</table>
| Can I influence my family to recycle? | Learners will have opportunities to … communicate information to suit purpose and audience. | Read through the text in Resource 39 together and count the number of package materials used to wrap and transport the sweet. To illustrate, the learners could either cut out and stick on the six pictures in the right order or draw their own pictures.  

**Resource 39: All Wrapped Up!**  

Elicit the names of the three fruits illustrated in Resource 40. Ask your learners to draw and label six more foods that have their own natural ‘packaging’.

**Resource 40: In Their Own Packaging**  

Focus on the pictures in Resource 41 of some items that the learners may throw out, and together think of ways they could reuse them. You may wish to allow them to cut out and match up the suggested answers.

**Resource 41: How Do We Reuse Waste?**  

Talk together about how we can reduce packaging. Using Resource 42, ask the learners to cut out and match up the ideas for how to use less packaging with the products.

**Resource 42: How Can We Reduce Waste?**  

Discuss the pictures in Resources 43 and 44, and ask your learners to colour them in.

**Resource 43: Say No To Bags**  

**Resource 44: Recycle Cans**  

- Art materials
<table>
<thead>
<tr>
<th>Key Question</th>
<th>Learning Intention</th>
<th>Possible Learning, Teaching and Assessment Activities</th>
<th>Skills and Capabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I influence my community</td>
<td>Learners will have opportunities to ...</td>
<td>Begin by asking a question: how can reducing, reusing and recycling waste help the environment? Discuss ideas.</td>
<td>Make links between cause and effect</td>
</tr>
<tr>
<td>to recycle?</td>
<td>... suggest a range of possible solutions.</td>
<td>Use Resource 45 to help the learners identify ways in which the environment can become polluted, for example because of smoke or litter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examine together what litter does to the environment. Have your learners match the pictures in Resource 46 with the different types of litter.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore with the learners how we can help the environment by reducing waste.</td>
<td></td>
</tr>
<tr>
<td>Key Question</td>
<td>Learning Intention</td>
<td>Possible Learning, Teaching and Assessment Activities</td>
<td>Skills and Capabilities</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| How can I help my world? | ... generate possible solutions. | Discuss with your learners the effects of pollution on weather change. Ask them to design a poster with the title ‘Save our World’ to illustrate ways to protect the weather and the environment.  
- Art materials | Generates possible solutions |
| | | Where appropriate, complete daily weather charts together. Observe temperatures (inside and outside the school) and record rainfall. | Using ICT - Showcase their learning |
| | | Help the learners to investigate ways to improve the environment. Ask them to draw a solution to each problem in the corresponding box in Resource 47. Alternatively, provide them with the pictures to match up. | |
| | | Prepare the Bingo Cards in Resource 48 as a game to help your learners review key concepts. Copy and stick all the pictures onto card, and cut out the small, individual clue cards and the pictures of bins. Give a bingo card with nine pictures to each learner or group of learners (there are five different cards). Place the clue cards in a pile in the centre. Read the first clue, and elicit from the learners what it refers to. If they have a picture with the answer, they cover it up with one of the bin cards. (For example, if the clue is ‘you should buy the rechargeable type’, learners with a picture of a battery on their cards can cover it up with a bin; they have ‘won’ that square). The winner could be either the first team to get a line of three bins, or the first to get all nine bins to complete their card. | |
| | | | Resource 48: Bingo Cards |
### Key Question
How can I help my world?

### Learning Intention
Learners will have opportunities to ...

### Possible Learning, Teaching and Assessment Activities
- Refer to these web links for more information, online activities and/or printable resources:
  - [www.sei.ie](http://www.sei.ie)
    - Click the Primary Schools link on the homepage. Then click Resources Available to access the ‘Guzzler’ worksheets on weather change.
  - [www.foe.co.uk/learning](http://www.foe.co.uk/learning)
    - See the Friends of the Earth ‘Shout about’ resource packs in the educators’ Resource section. These provide ideas that you could adapt for some SLD learners

- See also:
  - [www.wakeuptowaste.org](http://www.wakeuptowaste.org)
  - [http://compost4fun.recyclenow.com](http://compost4fun.recyclenow.com)
  - [www.bpes.com](http://www.bpes.com)

- Present a certificate to those learners who recycle at home and/or school.

### Skills and Capabilities

[Resource 49: Recycling Certificate](#)
Find The Waste!

Look at these pictures and decide if they are waste or not.
Draw a line from the items of waste to the bin, and a line from the other items to the cupboard.
What Is Waste?

Decide if these statements are TRUE (✓) or FALSE (✗) and circle the correct symbol:

- everything we throw out. ✓ ✗
- fresh food. ✓ ✗
- broken equipment ✓ ✗
- items we have just bought. ✓ ✗
- things we no longer use. ✓ ✗
- packaging and wrappers. ✓ ✗
Waste Check

Discuss together different types of waste produced in your school. This could include all sorts of different materials, for example:

− food scraps and packaging in the canteen;
− scrap paper, empty paint pots and old pens in the classroom; and
− snack wrappers, drink cans and bottles in the playground.

You could sort through the waste that is collected in different areas of your school and classify it into recyclable and non-recyclable.

Discuss together the types of items the learners and their families throw away at home. Ask them to survey and compare different bins at home, for example what is thrown into a kitchen bin and a waste basket in the bathroom or bedroom. Ask if there are differences and discuss why.

• bin bags
• gloves
• tongs
• magnets
• rubbish bins
• plastic sheets
What Do We Put In Our Bin?

What items did we put in the classroom bin yesterday?

Draw and label them below.
What’s In A Bin?

Colour code this bin to show what types of waste are in your classroom bin.

- glass
- clothes
- cans and tins
- plastic
- food leftovers
- paper

What do you think takes up most room in the bin?

What do you think takes up least room in the bin?
## Waste We Made!

What waste did we make yesterday?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>crisp bags</td>
<td></td>
</tr>
<tr>
<td>chocolate / sweet wrappers</td>
<td></td>
</tr>
<tr>
<td>yoghurt tubs</td>
<td></td>
</tr>
<tr>
<td>drinks bottles</td>
<td></td>
</tr>
<tr>
<td>drinks cartons</td>
<td></td>
</tr>
<tr>
<td>drinks cans</td>
<td></td>
</tr>
<tr>
<td>apple cores</td>
<td></td>
</tr>
<tr>
<td>fruit peel</td>
<td></td>
</tr>
<tr>
<td>used tea bags</td>
<td></td>
</tr>
<tr>
<td>tin foil or cling film</td>
<td></td>
</tr>
<tr>
<td>tissues</td>
<td></td>
</tr>
<tr>
<td>any other waste</td>
<td></td>
</tr>
</tbody>
</table>
What’s The Problem?

Which of these do you think is the most important reason for getting rid of waste? Number the reasons in order 1-4. Put number 1 beside the problem you think is the worst.

- no space
- attracts pests
- bad smell
- could make you ill
## Waste Survey

Record the items you throw out over the week.

<table>
<thead>
<tr>
<th>DAY OF THE WEEK</th>
<th>paper</th>
<th>plastic</th>
<th>glass</th>
<th>food</th>
<th>metal</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>TUESDAY</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>FRIDAY</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>SATURDAY</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
<tr>
<td>SUNDAY</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
<td>☐ ☐ ☐</td>
</tr>
</tbody>
</table>
**Waste Magician!**

This activity aims to help learners develop an awareness of how the amount of waste we create can be reduced.

Ask your learners to collect waste from a number of classrooms after break time. (Ensure that they wear plastic gloves.) This should provide a range of waste items for them to sort.

When they bring the waste back, ask them to weigh the bag on some scales and make a record of this weight on Resource 10. Then help them to sort through the waste and remove any items they could reuse, recycle or place on the compost heap. Ask them to record the items they removed.

After they finish the sorting, have them weigh the waste again and make a note of the weight. The final weight should be substantially lower, demonstrating to the learners how reducing and recycling helps with the problem of waste.
Thin The Bin!

How can you help your bin lose a few pounds? Try this activity and see!

What to do:

1. Collect waste from classrooms.

2. Weigh the waste.

3. Remove items that can be recycled, reused or put on the compost heap.

4. Weigh what is left.

Complete this record:

<table>
<thead>
<tr>
<th>Weight of waste at the beginning</th>
<th>Items removed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight of waste at the end</td>
<td></td>
</tr>
</tbody>
</table>
Waste Investigator! (Writing Descriptions)

Select a piece of waste that will decompose - fruit or food is a good choice. Put it in a sealed container and record the way it changes in the table.

**Item chosen:**

<table>
<thead>
<tr>
<th>Day</th>
<th>look</th>
<th>feel</th>
<th>smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Waste Investigator! (Circling Options)

Select a piece of waste that will decompose - fruit or food is a good choice. Put it in a sealed container and record the way it changes in the table.

**Item chosen:** ___________________________

<table>
<thead>
<tr>
<th>Day</th>
<th>look</th>
<th>feel</th>
<th>smell</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>nice</td>
<td>nice</td>
<td>nice</td>
</tr>
<tr>
<td>3</td>
<td>nice</td>
<td>nice</td>
<td>nice</td>
</tr>
<tr>
<td>5</td>
<td>nice</td>
<td>nice</td>
<td>nice</td>
</tr>
<tr>
<td>7</td>
<td>nice</td>
<td>nice</td>
<td>nice</td>
</tr>
<tr>
<td>10</td>
<td>nice</td>
<td>nice</td>
<td>nice</td>
</tr>
</tbody>
</table>
Litter Can Cause Problems

What problems can litter cause? Draw lines to join the thought bubble to the problems. Make true sentences.

- be a health hazard.
- injure people.
- harm animals.
- be a fire hazard.
- be good to eat.
- be smelly.
- cause accidents on roads.
- make your cooker explode.
- block drains.
- make a place look ugly.
- contain hazardous chemicals.
- make a place look ugly.
Put The Waste In Order!

How does waste end up on the landfill site? Number these pictures in the correct order 1-4.

1. The bin lorry collects the waste.
2. The caretaker empties the bin.
3. You put waste in the bin.
4. The waste is taken to the landfill site.
What Happens To Non-Recyclable Waste From Our Homes?

Waste is put in the _____________.

Waste is collected by a _____________.

The lorry takes the waste to a _____________ site.

_____________ are used to bury the waste.
Waste Choices

Colour the good reasons for each choice in GREEN and the bad reasons in RED.

- **Landfill is dirty and smelly and takes up a lot of land.**
- **Landfill is a cheap method of waste disposal.**
- **Incineration pollutes the air.**
- **Incineration can produce electricity and does not use any land.**
- **Recycling reduces energy use.**
- **Recycling allows us to produce new goods from waste.**

I think the best way to deal with waste is ____________________________
There are three things that we can do with our waste. We can dump it in a _________________ site. This means it is buried and left to rot. This can be dirty and smelly.

We can _________________ it. This means it is burned. This can increase pollution in the air.

We can also _________________ waste. This means it can be used again.

I think that we should _________________ our waste.
Landfill Sites

Most of our waste ends up in landfill sites. This is not good for the environment. Look at the pictures and see if you can work out why. Which of these do you think are TRUE (√) for landfill sites?

- Landfill sites are dirty and smelly. [ ]
- People like living beside landfill sites. [ ]
- When it rains, the waste can get washed into rivers. [ ]
- Landfill sites are safe places for animals. [ ]
- Landfill sites attract rats. [ ]
- When the waste rots, dangerous gas is released. [ ]
What’s The Deal About Recycling?

Complete the sentences with words from the list below.

Recycling makes ________________ items from ___________ ones.

As well as recycling you can ________________ recycled products in shops.

Paper, plastic and ________________ can be recycled.

Recycling is ________________ for the environment.

What’s The Deal

About Recycling?

old    buy    good    new    glass

Responding Responsibly Thematic Unit Reduce, Reuse, Recycle
I Recycle ...

Circle the pictures of the items you can recycle at school or home.

- cans and tins
- newspapers
- plastic bags
- jars
- glass and plastic bottles
- cardboard boxes
- telephone books
A Lunch That Looks After Your Waste! [1 of 2]

Look at this lunchbox. Is this person looking after their waste? Put a green circle around the good choices and a red circle around the bad choices.
A Lunchbox For A Waste-Watcher! [2 of 2]

Draw items for a waste-watcher’s lunchbox.
Remember to use food and drink that will not create a lot of waste.
# How Green Is Your Class?

Read these questions and tick the box if it is something you do in class.

<table>
<thead>
<tr>
<th>Do you...</th>
<th>Tick if ‘yes’</th>
<th>Class: ____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>recycle paper?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recycle cans?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recycle bottles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recycle apples cores?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recycle banana skins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>recycle orange peel?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reuse plastic bags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pick up litter?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>switch off lights when you leave a room?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1 point for each tick)

Total score for Class ____ = ____
School Litter Survey (1 of 3)

Please circle your answers or write them on the lines.

1. How old are you? _________

2. Are you male or female?

3. What things would you call litter?

   wrappers    bottles and cans    cigarette ends
   old cards in fields    food scraps    leaves and twigs

4. Do you often drop litter instead of putting it in the bin?

   always    sometimes    never
5. These are ways litter affects the environment. Number them in order 1-7. Start with the one you think has the most serious effect on the environment, and end with the least important one.

a. Litter is a health hazard.

b. Litter can harm animals.

c. Littler can injure people.

d. Litter is a fire hazard.

e. Litter can contain hazardous chemicals.

f. Litter causes accidents on roads.

g. Litter makes a place messy and smelly.
6. Why do you think people drop litter?

- They can’t be bothered to put it in the bin.
- They think it’s fun.
- They cannot find a bin.
- They don’t care.
- They drop it accidentally.

7. Have you picked up litter at school this year?

Yes  No

8. Who do you think should pick up litter?

- teachers
- the caretaker
- everyone
- pupils
# How Green Is Your Home?

Read these statements and tick the box if it is something you do at home.

<table>
<thead>
<tr>
<th>Action</th>
<th>Tick if ‘yes’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recycle paper</td>
<td></td>
</tr>
<tr>
<td>Recycle tins</td>
<td></td>
</tr>
<tr>
<td>Recycle bottles</td>
<td></td>
</tr>
<tr>
<td>Make compost</td>
<td></td>
</tr>
<tr>
<td>Take unwanted items to the charity shop</td>
<td></td>
</tr>
<tr>
<td>Reuse plastic bags</td>
<td></td>
</tr>
<tr>
<td>Walk when possible</td>
<td></td>
</tr>
<tr>
<td>Pick up litter</td>
<td></td>
</tr>
<tr>
<td>Use rechargeable batteries</td>
<td></td>
</tr>
<tr>
<td>Use energy saving lightbulbs</td>
<td></td>
</tr>
</tbody>
</table>

Count the number of ticks to see how you have scored.

I scored ____________________________

8-10 ticks  Excellent!
You really look after the environment

4-7 ticks  Good!
You care for the environment but can do more!

0-3 ticks  Poor!
You need to do more to help the environment
How Plastic Bottles Are Recycled (1 of 2)

What happens when we recycle? Put these pictures in the correct order.

- A machine turns the pieces of plastic into thread.
- People use plastic bottles.
- Clothing can be made from recycled plastic.
- The lorry takes the plastic bottles to a factory.
- The recycling bin is collected by the lorry.
- A machine crushes the bottles into pieces.
- Empty bottles are put in the recycling bin.
- The recycled plastic thread is made into material.
How Plastic Bottles Are Recycled (2 of 2)

What happens when we recycle? Put these pictures in the correct order.

Start

1 → 2 → 3 → 4

8 ← 7 ← 6 ← 5

Finish
<table>
<thead>
<tr>
<th>Key Words: Recycling (1 of 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bin</strong></td>
</tr>
<tr>
<td><strong>rubbish</strong></td>
</tr>
<tr>
<td><strong>recycle</strong></td>
</tr>
<tr>
<td><strong>reuse</strong></td>
</tr>
<tr>
<td><strong>good</strong></td>
</tr>
<tr>
<td><strong>bad</strong></td>
</tr>
</tbody>
</table>
Key Words: Recycling

- books
- CDs
- videos
- mobile phones
- recycling centre
- Bryson House
Recyclable Items

Can you remember materials that can be recycled? Draw a line to match the description to the material.

Each person uses around two and a half trees each year when using items made from this material.

Half of all drinks cans are made from this. Foil can also be recycled.

If these items are old and cannot be repaired, parts of them can be reused.

Recycling this item saves resources like sand. When we recycle it, we have to keep different colours separate.

This material is used for a lot of items because it is light, it can be flexible and it lasts a long time.
Cooking Up Compost!

What can you put in the compost bin? Circle the correct item in each row.

**10 Kg of**
- leaves
- crisp bags
- yoghurt tubs

**15 Kg of**
- plastic bottles
- grass cuttings
- tins

**20 Kg of**
- batteries
- banana peel
- tissues

**10 Kg of**
- egg shells
- meat
- bones

**20 Kg of**
- nappies
- carrot peelings
- clothes
Items For Composting (1 of 4)

- no cooked food
- no sweet papers
- no plastic bags
- no paper cups
Items For Composting [2 of 4]

vegetable waste

dead leaves

dead plants

green waste
Items For Composting [3 of 4]

- banana skins
- apple cores
- fruit skins
- fruit waste
Items For Composting (4 of 4)

- weeds
- no paper
- no cans
- no bottles
no    paper
no cans
no bottles
no general rubbish
Compost Heap (Large Recycling Signs) (5 of 5)

- green waste only
Please help us recycle green waste to make compost.

- Please put your banana skins, apple cores, fruit, and vegetable waste in the green bin.
Compost Heap (Worksheet) (2 of 2)

No paper, cans, bottles, or general waste.

GREEN WASTE ONLY

Thank you.
mobile phone
Compost Heap (Large Recycling Labels) (2 of 17)

paper
Compost Heap (Large Recycling Labels) [3 of 17]

cans
plastic bottles
bulbs
flowers
Compost Heap (Large Recycling Labels) {8 of 17}

shrubs
Compost Heap (Large Recycling Labels) (9 of 17)
Compost Heap (Large Recycling Labels) (10 of 17)
Compost Heap (Large Recycling Labels) (11 of 17)

banana skins
apple cores
orange skins
vegetables
dead plant leaves
weeds
Charity Shop Investigation

Name of Charity Shop: ____________________________________________________________

Address of Charity Shop: _______________________________________________________

This Charity Shop helps raise money for: ____________________________________________

Used items sold in shop: _________________________________________________________

New items sold in shop: _________________________________________________________
Charity Shop Investigation (Circling Options) (1 of 2)

Name of Charity Shop: ________________________________

Address of Charity Shop: ________________________________

This Charity Shop helps raise money for... (circle your answer)

- the environment
- the developing world
- the aged
- children
- the ill
- the disabled
- the homeless
- the poor
Charity Shop Investigation (Circling Options) (2 of 2)

Name of Charity Shop:

Address of Charity Shop:

Items sold in shop... (circle your answer)

- clothes
- furniture
- books
- flowers
- jewellery
- toys
- cards
- foods
- mobile phones
- CDs
## Comparing Prices: Shopping List

Visit some shops and find out the price of these items.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price new</th>
<th>Price recycled/in a charity shop</th>
<th>Price difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>A4 paper block</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T-shirt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>notebook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shoes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Setting Up A Recycle Shop

Introduction
Create a ‘Recycle Shop’ [School Enterprise] for clothes, unwanted gifts, books etc. The shop provides an opportunity for the learners from one class or a range of classes to develop their skills in a practical setting.

Activities
• Visit a charity shop.
• Visit local shops to develop ideas for presentation.
• Organise an advertising campaign (fliers and posters) to collect stock for the shop. Stage a whole school competition for the best poster.
• Find a suitable space in school for the shop and set up.
• Organise staff for the shop, allocating jobs.
• Create labels (social sight words, e.g. ‘open’, ‘closed’, ‘reduced’, ‘opening soon’ and ‘buy two get one free’).
• Create a talking book, ‘Our Recycle Shop’. Use this to extend reading skills. You could share it with the whole school.
• Sort, label and price stock.
• Advertise opening times.
• Sell and manage stock in the shop.
• Sort and count the money.
• Bank the money.

Initially, have the learners sell to staff and fellow pupils. You could eventually extend the Recycle Shop to include parents and others. In a single class, ensure that every learner has an opportunity to contribute by carrying out a particular task - from sorting clothes or books to counting the money.

Resources
• Books, unwanted gifts, good quality clothing, videos, CDs etc, donated by staff, parents or friends of the school
• Social sight words/labels
• Money labels
• Digital photographs for talking book or individual reading book
• Bank account
Why Do They Need To Be Wrapped?

Look at these items. Decide why they need to be wrapped. Draw lines from the items to the reasons to show what you think.

- **bread**: to keep fresh
- **drinks**: easier to carry
- **flour**: dangerous liquid
- **eggs**: breakable
- **kitchen cleaner**:
Packaging is used to protect products and keep them fresh for us to buy. What types of packaging are used for these products?

<table>
<thead>
<tr>
<th>Product</th>
<th>Packaging</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Paper/cardboard</td>
</tr>
<tr>
<td>cola</td>
<td></td>
</tr>
<tr>
<td>bread</td>
<td></td>
</tr>
<tr>
<td>soup</td>
<td></td>
</tr>
<tr>
<td>eggs</td>
<td></td>
</tr>
<tr>
<td>juice</td>
<td></td>
</tr>
<tr>
<td>yoghurt</td>
<td></td>
</tr>
<tr>
<td>beans</td>
<td></td>
</tr>
<tr>
<td>cereal</td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td></td>
</tr>
</tbody>
</table>

Mayer Johnson PCS Symbols © Mayer Johnson LLC (contact Widgit Software www.widgit.com)
Packaging

Can you find the correct packaging for these food items? Draw a line from the item to the way it can be packed.

- soup: cardboard
- eggs: plastic tub
- beans: metal tin
- cereal: cardboard
- juice: plastic tub
- yoghurt: metal tin
## Packaging Materials

What items are kept in these materials? Do you know what they are made from?

<table>
<thead>
<tr>
<th>Packaging material</th>
<th>What items do we keep in this material?</th>
<th>What is the material made from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>foil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>boxes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bottles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tins</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All Wrapped Up! [1 of 2]

Do you know how much wrapping is used to get a simple sweet to you? Look at this description and see if you can count the number of wrappings involved.

A chocolate sweet ... ... came in a wrapper ...

... and was placed in a plastic tray ... ... that was put in a box and covered in cellophane ...

... that came to a shop in a bigger box ... ... Which had also been boxed and put in a crate in a very big box to get to the warehouse!
You can draw your own pictures or use these:

- sweets
- box of chocolates
- sweet tray
- box
- sweet in wrapper
- crate of boxes
In Their Own Packaging

Some things we buy don’t need extra packaging. They have their own packaging! Can you label them and think of some more?

B ____________________  P ____________________  O ____________________

______________________  ______________________  ______________________

______________________  ______________________  ______________________

______________________  ______________________  ______________________

______________________  ______________________  ______________________

______________________  ______________________  ______________________

______________________  ______________________  ______________________

Idea Box

apples   eggs   pear   nuts   bread   peas   mushrooms

grapes   grapefruit   broccoli   potato   strawberries
How Do We Reuse Waste? (1 of 2)

These pieces of rubbish can be reused. Can you think of ways to reuse them?

- Empty yoghurt pots
- Empty plastic bottles
- Used books
- Empty margarine tubs
How Do We Reuse Waste? (2 of 2)

These pieces of rubbish can be reused. Can you think of ways to reuse them?

- **could be used to keep paper clips.**
- **could be used as paint pots.**
- **could be used to bring a drink from home.**
- **could be given to the library.**
<table>
<thead>
<tr>
<th>Product</th>
<th>Less waste produced by ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>bag of bananas</td>
<td></td>
</tr>
<tr>
<td>small boxes of cereal</td>
<td></td>
</tr>
<tr>
<td>sandwich in a plastic cover</td>
<td></td>
</tr>
<tr>
<td>plastic cup</td>
<td></td>
</tr>
<tr>
<td>cardboard carton of juice</td>
<td></td>
</tr>
</tbody>
</table>
Look at these pictures. How could we produce less waste?

- Buy loose bananas
- Use refillable bottles
- Buy a large pack of cereal
- Use a lunchbox
- Use cups
- Plastic bag
Reduce - Say No To Bags
COLOUR BY NUMBER
1 = RED
2 = BLUE
3 = GREEN
4 = YELLOW
Polluting The Environment

In what ways do we pollute the environment? Look at the pictures and write expressions from the box.

Word Bank

exhaust fumes    cigarettes    throwing litter    smog    burning coal
Look at the pictures on the left and write the type of litter. Then draw a line to match each picture to the person responsible.

- drinks can
- cola bottle
- bubble gum
- fast food
- cigarettes
Thematic Unit: Reduce, Reuse, Recycle

How Can We Clean Up The World (1 of 2)

- Throwing litter
- Burning coal
- Using transport
- Smoking

**Resource 47**

Responding Responsibly Thematic Unit Reduce, Reuse, Recycle
How Can We Clean Up The World (2 of 2)

- Ban smoking.
- Use a renewable energy source.
- Walk where possible.
- Use a litter bin.
<table>
<thead>
<tr>
<th><strong>This collects your rubbish and takes it away.</strong></th>
<th><strong>Something to drink comes in this.</strong></th>
<th><strong>You should donate books you have finished here.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This keeps crisps fresh but it cannot be recycled.</strong></td>
<td><strong>You can stick over the address, add a new stamp and use this again.</strong></td>
<td><strong>Put your food waste in here and make food for the garden!</strong></td>
</tr>
<tr>
<td><strong>You can rinse this out and use it as a container.</strong></td>
<td><strong>You should buy the rechargeable type.</strong></td>
<td><strong>You can wash these out and use them as paint pots.</strong></td>
</tr>
<tr>
<td>Bingo Cards (3 of 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bring this to the charity shop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You might wrap your sandwich in this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a better choice for keeping your lunch fresh.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can refill these with ink.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You get these in shops to carry your shopping.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can rinse these out and put them in the recycling bin.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a way of removing waste that causes smoke.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is where the bin lorry empties its load.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy items with this symbol to help the environment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Responding Responsibly Thematic Unit Reduce, Reuse, Recycle**
<table>
<thead>
<tr>
<th><strong>This keeps sweets and chocolate fresh, but it cannot be recycled.</strong></th>
<th><strong>This is what happens to rubbish when it is taken to an incinerator.</strong></th>
<th><strong>Peel this off to eat the fruit, but don’t forget to put it on the compost!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Put this in your recycling bin when you have finished reading it.</td>
<td>After you eat the fruit, put the leftover part on the compost heap.</td>
<td>After you finish the drink, put this in the recycle bin,</td>
</tr>
</tbody>
</table>

---

**Bingo Cards (4 of 9)**

**Resource 48**
Bingo Cards (7 of 9)

chocolate wrapper

charity shop

bean tin

burn

plastic bottle

clothes

teabag

bin lorry

printer cartridge
Bingo Cards (9 of 9)

- battery
- crisp bag
- cling film
- apple core
- magazine
- compost heap
- yoghurt pot
- jar
- drinks can
Congratulations!
Super Recycler

Presented to

Name: ___________________________  Date: ____________________

Keep up the good work!