

RECYCLING

WHO CARES?



LESSON PLAN

YEAR LEVEL:

Upper Primary Grades 5/6

LESSON DESCRIPTION:

This lesson is designed to familiarise students with community attitudes to recycling. Students are initially encouraged to reflect on their own attitudes and then through active research, examine wider community values and attitudes to recycling.

STUDENT LEARNING OUTCOMES:

Students may:

- Understand what motivates people to recycle at school, home and at work.
- Know what can and cannot be recycled.
- Learn how the recycling efforts at school, home or in the office can make a difference.
- Develop research and presentation skills.

CURRICULUM LINKS:

AUSTRALIA:

National Statements of Learning for Civics and Citizenship: www.civicsandcitizenship.edu.au/cce/national_statements_of_learning,8990.html

National Environment Education Statement for Australian Schools – Educating for a Sustainable Future: www.environment.gov.au/education/aussi/index.html

NEW ZEALAND:

http://nzcurriculum.tki.org.nz/the_new_zealand_curriculum_online/Values



LEARNING ACTIVITIES

LEARNING ACTIVITY 1:

Display cards with statements of polarized views on the importance of recycling at each of the room. For example 'Recycling is the most important thing we can do to protect the environment' and 'Recycling is a waste of time'. Ask students to stand somewhere along the continuum to reflect their views of the importance of recycling. Generate class discussion by asking students to explain their position on the continuum.

LEARNING ACTIVITY 2:

As a class discuss the following:
Does our class believe recycling is important? Is the attitude of the class reflective of the wider community?

What are the attitudes of the wider community to recycling?

LEARNING ACTIVITY 3:

Discuss the use of surveys/market research to ascertain people's views on the importance of recycling at home, school and work. Conduct a brainstorming activity about survey design. *The following points maybe useful to consider:*

- Number of questions/statements/ surveys administered.
- Format of questions/statements (use of Likert scale strongly agree/strongly disagree or multiple-choice answers).
- Ease of collating data/responses

Protocols for administering the surveys.

EXTENSION IDEAS



Conduct a class discussion or community of inquiry to consider the following questions.

For instructions on how to conduct a community of inquiry visit: www.museumvictoria.com.au/education/community-of-inquiry/

Are recycled materials more or less valuable than new items?
Is everything recycled in one way or another? How are our attitudes to recycling formed?

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LEARNING ACTIVITIES CONT...

LEARNING ACTIVITY 4:

Students should select one of the following areas to research:

RECYCLING IN SCHOOL:

Some questions for investigation:

Is it important? What difference can we make? Students can interview others from different year levels, principals and teachers and parent groups helping at the school.

Refer students to Visy website for fact sheet:

www.visy.com.au
www.visy.co.nz

RECYCLING AT HOME:

Some questions for investigation:

Does your family recycle? Who does most of the recycling? Does everyone in your home think it is important? Students can interview family members (include extended family).

Refer students to Visy website for fact sheet:
www.visy.com.au/recycling/
www.visy.co.nz/recycling/

RECYCLING AT WORK:

Some questions for investigation:

Interview parents, friends or neighbours. Do they recycle at work? Why or why not?

Refer students to Visy website for fact sheet:

www.visy.com.au
www.visy.co.nz

LEARNING ACTIVITY 5:

Students should collate responses to surveys and present findings using multi-media tools e.g. a power point presentation or current affair type video. Presentations should include graphs and key points made by interviewees.



SUGGESTED ASSESSMENT

Use an assessment rubric to assess the quality of student research and multi-media presentation. **To access a rubric template visit:** http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

At the conclusion of the research activity repeat the attitudinal continuum activity (refer back to step 1). Ask students to mind map their understanding and any changes in their personal attitudes to recycling. **How to make a mind map:** www.mind-mapping.co.uk/make-mind-map.htm

RESOURCES/ WEBSITE LINKS

AUSTRALIA:

Australian Government Department of Environment, Water Heritage and the Arts: www.environment.gov.au/education/

Government of South Australia Wipe out waste website:

Interactive games:
www.wow.sa.gov.au

NSW government sustainable schools website: www.sustainableschools.nsw.edu.au/Default.aspx?tabid=148

Victoria online website: www.vic.gov.au/environment-water/recycling-waste.html

Australian Association for Environmental Education: www.aaee.org.au

Visy: www.visy.com.au

NEW ZEALAND:

The **Reduce Your Rubbish** campaign is being co-ordinated by the Ministry for the Environment in partnership with regional councils in New Zealand.
www.reducerubbish.govt.nz/index.php

Visy: www.visy.co.nz

MORE USEFUL LINKS:

www.sustainability.govt.nz/rubbish

www.epa.qld.gov.au

www.sustainability.vic.gov.au

www.dse.vic.gov.au

www.environment.nsw.gov.au

www.dec.wa.gov.au

www.environment.sa.gov.au

www.environment.act.gov.au

www.derm.qld.gov.au

www.epa.nsw.gov.au

www.eianz.org

www.ema.gov.au

www.climatechange.gov.au

www.about.sensis.com.au/community/recycling_program.php

www.ccamatil.com/keyEnvironmentalIssues.asp

