	**SAVE THE ENVIRONMENT** **Sub-topics:** How green are you? 3Rs Take actions
Age 	(4-7) 8-11
Content aims 	• to become aware of how reducing, reusing and recycling effects our environment • to group materials • to make predictions about materials which will decompose and their rates • to identify materials and objects that can be recycled/reused reduced • to know the meaning of the 3Rs • to identifying recycling symbols • to make a personal plan of action to reduce, reuse, recycle • to show data in graph, charts and diagrams • to sing a cooperative song with the partner countries • to identify good habits that can help to save the planet and represent them in a cooperative glogster
Language aims 	• to use appropriate vocabulary to describe some properties of objects • to ask questions and discuss • to listen and read for data/information • to use new lexis and chunks to speak, read, and writing using new vocabulary • to make graphs and diagrams
Vocabulary-structures 	Chunks:" ...it takes….it comes from…it is made of; faster/slower than…the fastest/slowest; REDUCE ==> less waste /REUSE ==> use an item more than once/ RECYCLE ==> turn an item into another useful item. Material names (metal, plastic, wood, paper, glass, rock, fabric, clay, rubber …)- words describing the characteristics of materials (hard, soft, rough, smooth, transparent, dull, strong, magnetic, flexible); words related to the investigation of these properties (the same as/different from/faster/shorter than); reasons (because...); prediction (I think….); containers and objects (bag, bottle, can, box, packet, cartoon…)
Learning strategies 	- K.W.L - scanning and skimming for information - matching/sequencing - graffiti - reading guides - listening with key words

	- making observations/predictions/experiments - collecting and showing data - carrying out surveys - matching words and definitions
Prior knowledge 	- numbers, some adjectives, object names - verbs to be, to have
Subjects involved 	Science – English – Maths - Music – Art and design
Materials 	digital camera, collections of objects made from different materials web 2.0 tools (glogster, google drive) youtube, windows movie maker website- etwinning

STAGES	**PROCESS**	
Tuning in *Activating prior knowledge*	**Cooperative survey** on google drive with the partners**: How green are you?** *(age 10-11 years old)*	*Website (google drive)*
	KWL chart – Students reflect about what they know and want to learn about recycling *(9 years old)*	*Handout 1*
	Collecting data: Students have to think about their activities during the course of a day and the amount of waste that their activities generate. *(8 years old)*	*Handout 2*
Finding out *Discovery learning*	**A-Rotting rate experiment** *(8 years old)* The following activity are aimed to get students discover that the amount of time things take to decompose depends on the material they are made from. Anything that was once living is called **organic** and will break down at a quicker rate. Organic things can be used to make compost. Non-organic materials such as plastic, metals and glass take longer and may not break down in our lifetime.	
	Experiment: *How long will it take to different items to decompose?* Ask students to estimate the amount of time it would take for items to decompose. Collect examples of different materials (a small plastic bottle, a piece of glass/	*Handout 3*

	cheese/ wood, a bus ticket, a leaf, a stone, a biscuit, a nail) - Fill in a plastic container half full with soil, place all the items in the container and cover them completely with soil. Label each item – attach the label to a wooden stick and fix it into the soil. Put a lid on the container. - Keep the soil moist. Don't let it dry out or freeze. - After one week, examine the waste in the container. Which waste is decomposing? Cover the waste again and continue to check it once a week for a month. Record the observations. - Check the original predictions and draw conclusions about which substances are biodegradable and under what conditions (micro-organisms play a vital role in the decomposition process). 3. **What happens to collected waste?** (all ages) - Organize a visit to a local waste disposal site. Encourage the students to prepare a list of questions to gain the information they need. Ask two students to act as 'recorders' during the presentation. - Research recycling symbols on different items and discover their meaning  4.**What can be recycled? Anticipating reading guide** *(9/10/11 years old)* Students do the pre-reading activity that activates prior-knowledge and facilitate the reading of the fact-file about material properties. This activity leads to understanding why some materials can and have to be recycled (*It is worth pointing out that some materials cannot be recycled over and over again. Paper, at best, can be recycled only four times before the fibers are too short to be used to make more paper. Low quality waste paper can, however, make such things as insulating materials and cat litter. Metals can be reprocessed more or less indefinitely, as can glass but the energy saving for glass is much less)* 5. **Waste containers** where we live *(all ages).* Students take pictures of the waste containers in the town or area where the school is and prepare a matching game for the partners.	*Handout 4 – 4.1* *Handout 5*

	6. **3Rs** *(9/10/11 years old)* Introducing the three key-words: reduce, reuse, recycle and ask students, in groups of four, to match the words with their definitions. Reduce = we use less Reuse = we use it again Recycle= we make something new from it After checking the solution, each group has to collect ideas by using the "Graffiti" strategy (*see chapter about strategy on the project website*) about how we can use reduce and reuse, as they already know about recycling. At the end, group share ideas: a. reduce: we buy less, we turn off the light when we leave the room, we don't heat our flats too much, we turn off the tap while cleaning our teeth, we take a shower not a bath, etc. b. reuse: tins: using as paint boxes/ plastic bottles: refilling yogurt cups/using as flower pots/ milk cartons: cutting them shorter to be used to store small objects/sheet of paper: using the other side 7. **SPRING CLEANING DAY**: organization, in each partner school, of a cleaning day of an area near the school in cooperation with local authorities.	*Handout 6*
Sorting out	1. Rotting rate chart**.** Ask students to prepare a game to be sent to the partner schools. Students have to make predictions about the time each item takes to rot. The teacher can help finding the solution by writing the possibilities scattered on the board. 2. School materials hunt. Students explore the class and the school to find out which materials different objects are made of. The research can be extended at home about things made with recycled materials. 3.Everyday materials booklet. Students make a booklet about what materials are made from. They have to glue the first paper over the second one and then cut flaps so that it's possible to lift them and see the solutions below. 4. COOPERATIVE song: "This is our world". Students watch the video, learn the song and record it. A final video is made with verses sung by all the partner schools. 5. COOPERATIVE GLOGSTER: each partner prepares an advert about an action that we should undertake to save our planet. All the adverts are uploaded in the same glogster together with selected videos from youtube. 6. **Art works** with recycled materials.	*Handout 7* *Handout 8* *Handout 9* *See website* *See website* *See website*

Assessment and reflection	**-Self-assessment: K-W-L chart.** Students complete the chart they used at the beginning of the project **- Writing titles to paragraphs** **Games invented by the students:** **- Dictogloss** (listen to the teacher reading the text and fill in the text with the missing words) - **Materials detective**: read the description and tick the right material	*Handout 10* *Handout 11* *Handout 12/12.1* *Handout 13*
Ideas for pre-primary school **Tuning in** **Finding out** **Sorting out**	Some of the above activities can be easily adapted to young learners (rotting experiment, a walk in the school area to take pictures of waste containers, etc.) **Feely bag:** children touch objects hidden in a bag and try to identify them (e.g. scissors, ruler, glass bottle, a piece of wool cloth, rubber, a piece of cotton, stick, a coke tin, a piece of paper). Ask the children what they know about the materials. Draw their attention upon similarities and differences between materials. Introduce new vocabulary related to adjectives (it's hard/soft/cold/transparent/opaque) **Game**: children, in groups of four, are given a shopping bag with items to be grouped according to the material they are made of. Groups compare their ideas and the teacher supports the language: it's made of. Big collages are then made with pictures of objects (They are made of…wood…plastic…paper…metal…) **REUSE/ RECYCLE** If we look at "rubbish" in a different way, we find that things such as orange juice containers, toilet paper tubes, paper and egg cartons have many different uses. We can make this "rubbish" into toys, game, animals and gifts such as **toilet paper tubes animals.** Materials: toilet paper tubes, paper, scissors, glue, paint. Procedure: 1. Decide on the animals you would like to make. 2. Print the animal template on sheets of recycled paper 3. Cut out the parts of the animal body 4. Paint the outside part of a toilet paper tube the same colour as the animal body parts 5. Glue the parts of the body onto the toilet paper tube in order to make the animal. 6. The animals can be used as pencil holders **Discussion:** What is your animal? What colour is it? What did you use to make it? Which part of its body can we see?	*See website*

	It's also possible to make recycled paper in class. -**3D book:** It is…..(paper)…it was……(a tree)	*See website*

Making the everyday materials booklet

Rotting rate chart

In which container does it go?