

LIVING WITHOUT WASTE

Objective: *To encourage thinking and action about living without wasting*

Key Words: *remote, scarce, surrounding, interacted, harmoniously, determined, awe, dissatisfied, comments, inter-related, uses, abuses, preservation, scholarship*

QUOTATION/THEME FOR THE WEEK

WASTE NOT, WANT NOT



Discuss the meaning of this saying.

SILENT SITTING

Step 1 (*See page 40 of the introduction*)

Steps 2, 4 (*optional*)

Step 5: Think of a time when you knew there was something wrong about what was happening ...

Think about how whatever was wrong affected all those who were there ...

It also affected people who were not there ...

Remember anything you did to challenge the wrong, or to put it right ...

However small your action, feel pleased about it ...

Congratulate yourself and any others who acted with you ...

Think now about anything further you wish you had been able to do about it ...

Imagine yourself doing this successfully ...

Feel good about this action and congratulate yourself ...

Think now of something you have not yet put right ...

Forgive yourself for whatever is wrong ...

Imagine yourself doing something about it ...

Feel pleased with the outcome.

Step 6.

STORY TELLING

WATER - A GIFT OF LIFE

by Winifred Matthews

Nial lived in a very remote village where water was scarce and crops were few. Water was precious and sometimes had to be carried over very long distances. In Nial's village and other surrounding villages water was used carefully. Water used for washing was afterwards put on the vegetable garden. Water used for cooking the vegetables, also became stock for soups. This was known to be the proper utilisation of water. It was a way of life.

Because water was scarce, very few crops could grow and food was not plentiful. The villagers had to make good use of food, water and time. To survive nothing was wasted. To them everything had value and everyone worked and interacted harmoniously with nature.

Nial was a bright boy. When he was eleven he won a scholarship to one of the big city schools. Everyone was delighted. He was the first boy from the village to go to study in the big city. The elders all gave him sound advice on how to conduct himself at all times so that he could follow in the footsteps of his respected family. At last, the long awaited day dawned. Nial was very excited, although he was sad that he would not see his family and friends for a long while. But it would be a great adventure and very worthwhile. He was determined that, when he completed his studies, he would work to improve the standard of life in his village.

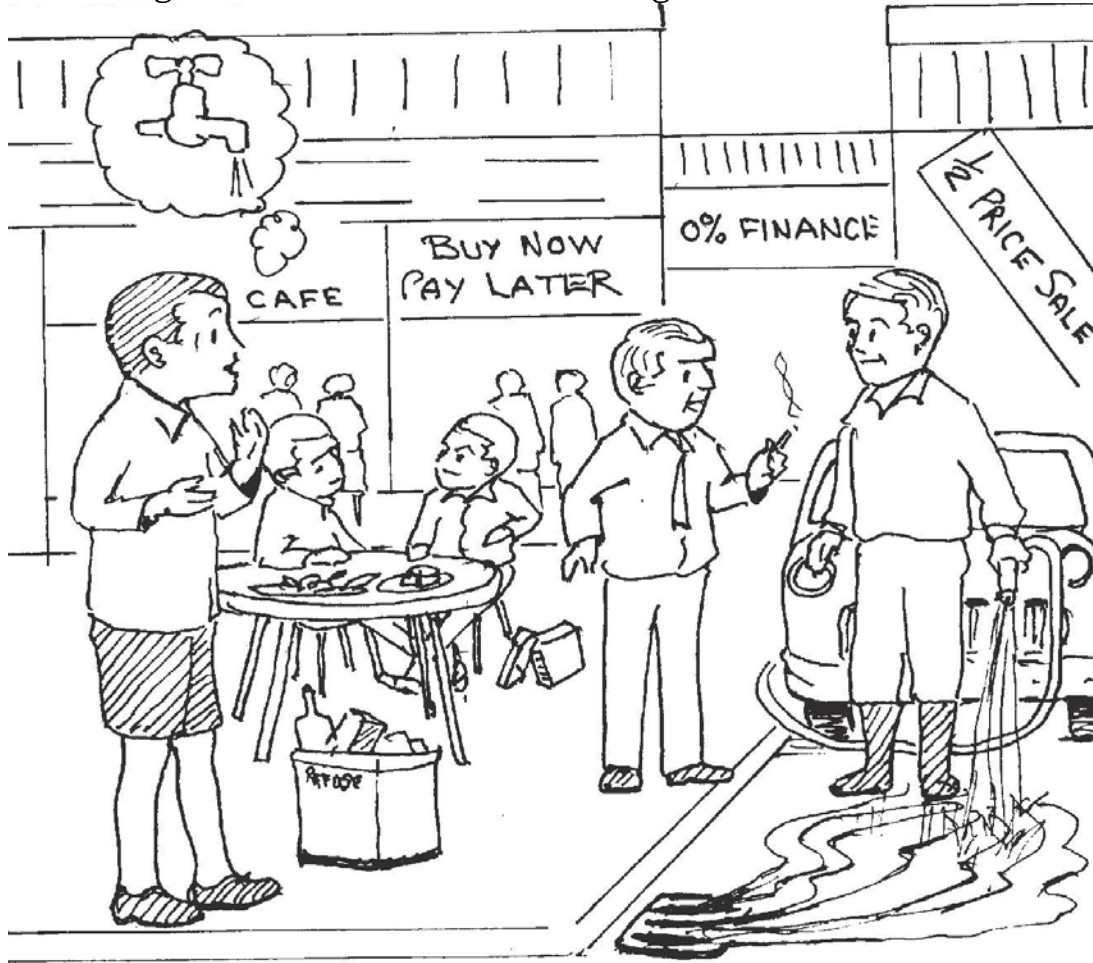
Living in the city was strange. Everything was so big. Everyone seemed rich and had so many more things than he had been used to in the village. At first Nial was a little in awe of everything. Every evening he would sit down quietly and think about the new things he had seen and learnt. So much was good, but he was shocked to see the waste of the precious resources he and his people held dear - water, food and time. He could scarcely believe what he saw. The city people did not seem to care about their wastefulness, or even realise they were wasteful. He sensed, too, the lack of purpose in many people's lives. Many of his new friends were only interested in the latest fashions and enjoyments. They had far more of everything than the villagers, but they were still dissatisfied with life. They didn't value things and they were wasteful.

When Nial shyly suggested to his classmates that they should not waste so much, they would brush his comments aside and tell him not to worry, after all there was plenty, so it didn't matter. This upset Nial because he knew it was not always so and their attitude to life made him feel uncomfortable.

He felt everything in life was inter-related and people and things alike should be treated with respect and viewed as important. He determined to do something to change their view.

Nial's chance came when the students in his class were asked to do an environmental project of their choice. Nial chose the subject of 'Water'.

He wrote about the uses and abuses of water and the need to preserve this essential resource. He showed the great value of water in our lives and how to help the remote villages which suffered water shortages.



Nial's project was a great success and Nial won an environmental award. It was publicised and adapted and many people became aware of the importance of water preservation. Nor did he forget the resolve he had made when he first won his scholarship and later in life he was able to set up a fund to help the villages in the area in which he grew up.

QUESTIONS:

- 1 What name shall we give this story?
- 2 Why is water called 'A Gift of Life'?
- 3 How did the village in which Nial grew up use water?
- 4 What did Nial notice when he went to live in the big city?
- 5 What did his classmates say when he suggested to them shyly not to be wasteful?
- 6 Why did they say this?
- 7 Retell Nial's project on 'Water'?
- 8 What was his promise to his village when he left and what did he do about it when he was older?
- 9 What did you feel when you heard this story?
10. What did the story mean to you?

GROUP SINGING

WATER

(music and lyrics by Sara John)

What's happened to my tap today?

It's drained, the water's run away.

Chorus: Water, give me water! I need a drink of water.

Water, give me water! I need a drink of water.

I used to let it run away

I wasted so much every day.

Chorus: Water, give me water! I need a drink of water.

Water, give me water! I need a drink of water.

They told us this would come about

They said, "We're heading for a drought".

Chorus: Water, give me water! I need a drink of water.

Water, give me water! I need a drink of water.

But nobody believed their words

We thought it was just too absurd.

Chorus: Water, give me water! I need a drink of water.

Water, give me water! I need a drink of water.

What's happened to my tap today?

It's drained, the water's run away.

Chorus: Water, give me water!

I need a drink of water.

Water, give me water! I

need a drink of water.

(Repeat x 2)

GROUP ACTIVITY

1. Get into groups of four or five and brainstorm how to reduce wastage of water at home and at school.

Write recommendations on a large piece of paper which can be pinned up.

At the end of ten minutes one member of the group reports back to the class and a definitive list can be made and pinned on the wall.

Set a target for accomplishing your goals.

2. Green Book Activity: Global Village Game
(See next page)

GLOBAL VILLAGE GAME

from The Green Activity Book

Satellites can send telephone, radio and television messages around the whole earth in a few seconds, so people can know what's happening on the other side of the world almost straight away. This has led to the world being called a 'global village'. As inhabitants of this village, we need to see and understand the whole picture if we are to do anything about it in our own corner.

This game (for three to seven players) will help you get a better picture of some of the world's environmental problems, their causes and effects, and the solutions needed.

First paste a photocopy of the next two pages on to a piece of thin card. Colour the cards with crayons or felt-tipped pens, as shown on the colouring guide. You could then cover them with clear adhesive plastic film for protection. Cut out the cards, shuffle them and the game is ready to play.

PLAY

The object of the game is to collect as many sets of three cards as possible.

Deal out all the cards to the players.

Player one, on the dealer's left, asks someone if he has a card she wants to collect, by asking a question like,

"Do you know the solution to the problem of acid rain?"

If that player has the solution card in the acid rain set, he reads out the answer and then hands it over to player one.

If he does not hold the card, he answers "No" and play passes to him.

When a player has three cards from one set, he or she places them on the table.

When three people are playing, the game ends when one player runs out of cards.

Otherwise the game continues until all the sets are completed.

The person with the most complete sets of cards is the winner.

<p style="text-align: center;">ACID RAIN CAUSE</p> <p>Sulphuric and nitric acid in gases from power stations, factories and car exhausts are dissolved in rain.</p>	<p style="text-align: center;">ACID RAIN EFFECT</p> <p>Trees and plants killed; lakes and rivers acidified, killing water creatures; buildings damaged; people affected through food chain.</p>	<p style="text-align: center;">ACID RAIN SOLUTION</p> <p>Laws against pollution from power stations, factories and cars. Use of renewable energy sources, such as wind.</p>
<p style="text-align: center;">OZONE HOLE CAUSE</p> <p>Chlorofluorocarbon gases (CFCs) used in aerosols and many refrigeration units destroy the protective ozone layer in the earth's atmosphere.</p>	<p style="text-align: center;">OZONE HOLE EFFECT</p> <p>Allows harmful ultra-violet sun rays, which can cause skin cancer and damage much plant and animal life, to pass to the earth.</p>	<p style="text-align: center;">OZONE HOLE SOLUTION</p> <p>Total ban on ozone damaging aerosols and the use of chlorofluorocarbon gases (CFCs)</p>
<p style="text-align: center;">DEFORESTATION CAUSE</p> <p>Trees destroyed by acid rain. Forests cleared for fuel or to make room for farming.</p>	<p style="text-align: center;">DEFORESTATION EFFECT</p> <p>Soil dries and blows away, forming desert areas. People starve. Less carbon dioxide is used up by trees. Imbalance in the atmosphere causes global warming and flooding.</p>	<p style="text-align: center;">DEFORESTATION SOLUTION</p> <p>Control of ranching and logging in rainforest areas. Reduction of rich world's demand for meat and hardwood. Tree planting schemes.</p>
<p style="text-align: center;">WILDLIFE IN DANGER CAUSE</p> <p>Destruction of forest for more farmland. Careless use of pesticides in farming. Trade in luxury goods such as fur coats and ivory. Trade in exotic animals.</p>	<p style="text-align: center;">WILDLIFE IN DANGER EFFECT</p> <p>Animals suffer loss of habitats. Extinction of species. Food chain is broken. Fewer resources for research into new drugs</p>	<p style="text-align: center;">WILDLIFE IN DANGER SOLUTION</p> <p>International controls on destruction of habitats. Tougher laws in trading in animals and their products. Provision of game reserves, wildlife parks and gardens.</p>

<p style="text-align: center;">DESTRUCTIVE FARMING METHODS CAUSE</p> <p>Demand for more and 'better' food products. Larger profits, speed and efficiency given priority over animal welfare.</p>	<p style="text-align: center;">DESTRUCTIVE FARMING METHODS EFFECT</p> <p>Chemicals from artificial fertilizers and pesticides remain on food and seep into water supplies. Wildlife is destroyed. Animals suffer. Risk of food contamination increases.</p>	<p style="text-align: center;">DESTRUCTIVE FARMING METHODS SOLUTION</p> <p>Controls on land use and overproduction of foodstuffs. Longer-term approach to farming. Use of organic fertilizers and pesticides. Enforcement of laws on farming.</p>
<p style="text-align: center;">NUCLEAR POLLUTION CAUSE</p> <p>Testing and stockpiling of nuclear weapons. Contamination from nuclear fuel. Transporting and dumping nuclear waste. Dismantling of old nuclear power stations. Accidents.</p>	<p style="text-align: center;">NUCLEAR POLLUTION EFFECT</p> <p>Danger to the planet from accidents like that at Chernobyl in the USSR. Contamination from power stations. Pollution of the seas and death of marine life.</p>	<p style="text-align: center;">NUCLEAR POLLUTION SOLUTION</p> <p>Use of other, renewable energy sources. Global ban on weapons testing (esp. above ground). International controls on safety in nuclear power industry, waste dumping and dismantling old power stations. World peace.</p>
<p style="text-align: center;">WASTE OF RESOURCES CAUSE</p> <p>Using natural resources with no thought for their renewal. Short term planning motivated by the search for quick profits. Wastefulness and a throw-away mentality.</p>	<p style="text-align: center;">WASTE OF RESOURCES EFFECT</p> <p>Natural resources in danger of running out completely. Destruction of natural balances. Poverty and a poorer lifestyle for everyone in the future.</p>	<p style="text-align: center;">WASTE OF RESOURCES SOLUTION</p> <p>Recycling, especially of essential minerals. Emphasis on building things to last and repairing them, not throwing them away. More research into renewable materials.</p>

So many of these problems are caused by human greed.

We want to use the planet's resources for our own gain,
here and now.

This is not the way for us to look after and conserve
this beautiful creation.

It is our responsibility on earth
'to work it and take care of it'

Colouring guide

<i>Colour all 'CAUSE' panels</i>	...	...	...	...	...	...	<i>pale blue</i>
<i>Colour all 'EFFECT' panels</i>	...	...	...	...	...	...	<i>pale green</i>
<i>Colour all 'SOLUTION' panels</i>	...	...	...	...	...	...	<i>pink</i>
<i>Colour all 'ACID RAIN' boxes</i>	...	...	...	...	...	...	<i>red</i>
<i>Colour all 'OZONE HOLE' boxes .</i>	...	...	...	...	...	...	<i>orange</i>
<i>Colour all 'DEFORESTATION' boxes ...</i>	...	...	...	...	...	...	<i>yellow</i>
<i>Colour all 'WILDLIFE' boxes</i>	...	...	...	...	...	...	<i>green</i>
<i>Colour all 'DESTRUCTIVE FARMING' boxes</i>	...	...	...	...	...	...	<i>blue</i>
<i>Colour all 'NUCLEAR POLLUTION' boxes</i>	...	...	...	...	...	...	<i>purple</i>
<i>Colour all 'WASTE OF RESOURCES' boxes..</i>	...	...	...	...	...	...	<i>grey</i>

Extension exercise/Links to Other Subjects:

As a class draw a picture that depicts a perfect world where resources are equally available to everyone and nothing is wasted.

Classroom Discussion: How can we make this picture a living dream?