

Topic: WASTE MINIMISATION /PROTECTING THE ENVIRONMENT

Objective: To stimulate thought and action concerning the importance of maintaining our environment to enhance our own lives and for the benefit of future generations. Connecting different aspects of life into a meaningful whole.

Willingness to develop a positive approach to life.

Ability to see the world through the eyes of others and to see issues from their point of view.

Discerning between what is/isn't worthy of respect.

Recognising the needs and concerns of others.

Developing a mature sense of self-worth and value.

Curriculum Links: Art, Drama, English, Music, PSHE, RE, Science

Key words: arc, covey, cruised, entice, glowed, serenely

Materials needed:

- The Manual/copy of lesson plan
- Page 37 of the Introduction Manual
- Photocopies of page 139 for the class
- Recyclable items for a collage e.g. backing (plywood/chipboard) egg boxes, ring pulls, bottle tops, string, broken jewellery, paint, adhesive/grouting, bowls, spoons, knives.
- Aprons/overalls
- CD/Tape player
- CD/Tape with music for the song
- Pages of the drama for 6 pupils

QUOTATION/THEME FOR THE WEEK

**FOR WHAT WE WASTE AND
THROW AWAY ...**



... FUTURE GENERATIONS WILL HAVE TO PAY

Think about the amount of waste you produce.
How could you reduce it? Give some examples.

SILENT SITTING

Step 1 (See page 36 of the Introduction Manual).

Steps 2, 4 (Optional).

Step 5: Think of the food you eat ... *Think how you may sometimes waste food ...*

Think of the money you spend ... *Think how you may sometimes waste money ...*

Think of the energy you use ... *Think how you may sometimes waste energy ...*

Think how you spend your time ... *Think how you may sometimes waste time ...*

Does your waste of one thing affect another?

Think how you can prevent waste ... Is it within your control?

What can you do to help?

Step 6.

DRAMA

THE SWANS ON THE RIVER

by Phil Heaton and Nina O'Connell

The scene is set by a river bank

*Characters: Narrator
Sara
John (Sara's brother)
Mother
Father
Scout Master
Scouts*

Sara (excitedly): Quick, Dad, look here!
She runs towards the river bank, her younger brother John close on her heels.

Mother: Look out for the water. You know you can't see where the river bank ends and the reeds start, they are so interwoven.

Narrator: The youngsters' faces glowed as their parents caught them up. They couldn't wait to show them their proud discovery.

Sara: They're back!

Father: Shh, or you will frighten them off.

Narrator: Within the reeds a nest of broken stems had been woven and a plump looking swan was serenely sitting with one eye aware of the noisy youth only some ten yards away. On the water another swan cruised in an arc taking a closer position to its partner.

John: When will the babies be born?

Mother: Cygnets, not babies.

Father: Within the next two weeks if she is nesting now - she won't get up till then.

Sara (sounding concerned): How can she manage without food? Can't we bring some bread?

Father: Maybe tomorrow. Come on. We need to be back in time for lunch.

Narrator: The next day, Sara, John and their parents repeated their walk along the river bank, but armed with a plastic bag half filled with bread. A few weeks later they returned again.

Father: Look Sara. Over there! Near the nest are a covey of nervous looking chicks.

Sara: Yes, they are darting around their mother and back again as though on elastic.

John: Where the nest was, litter has blown.

Mother: Yes, it's bread wrappers. You can see there's been a picnic on the bank over there by the drink cans strewn around.

John (pointing): There's a paper plate wedged in those reeds. The wind must have blown it off the grass.

Narrator: Though they tried hard to entice the family nearer to the bank, the swans kept on the far side of the river. The family were all slightly disappointed as they continued their walk.

As winter came and the family walks were less frequent with the cold weather, Sara noticed that the swans were no longer there. Just by where the nest had been, a supermarket shopping trolley had appeared in the reeds, half submerged like a futuristic style Titanic.

As spring came, the family looked forward to the return of the swans. John would run ahead of his parents and gaze expectantly along the river. The shopping trolley was still there, decorated now by two plastic bags that the wire frame had accidentally filtered from the river. As March became April, the river walk was losing its attraction to the family with no swans or ducks, just the undignified trolley littering the bank.

One day in June, Sara, John and their Scout group set off on an expedition in three motor boats on the river.

Scout Master: Come on, Scouts. We're going to pick up litter from the river and its banks.

Sara: I remember last year. There was a shopping trolley and a lot of other litter that picnickers had left behind. It was such a shame.

Scout Master: Well the sun is shining. It's a nice day for clearing up. We can helpers lasso the trolley with a rope from the bank. You boys in the boat, push it while we all pull.

Narrator: The other Scouts shouted and cheered. Slowly the 'wreck' was salvaged and used as an impromptu dustbin for collected litter. John proudly pushed it back along the bank at the end of the day. The following March the family again take a walk along the river bank.

Sara (pointing): Look, these are the areas that we cleared up last summer.

John (excitedly): Quick, Dad! Look here.

Father: Look, Mother. Look, Sara. There is a swan sitting as serene as anything in the reeds.

Sara: Yes. And that must be her mate swimming with her.

QUESTIONS: *Support answer to question 1 with evidence from the text.*

1. Why was the river losing its attraction?
2. Why can a shopping trolley harm a river?
3. What does this story mean to you?
4. What does biodegradable mean?
5. What causes pollution of air, land and water?
6. Give examples of noise, light and visual pollution.
7. How did you feel when you heard the story?
8. Does it remind you of anything in your own life?

Key words: Look up any of the words in the dictionary that you have not understood and make sure you understand them and can spell them.

GROUP ACTIVITY

1. What can you do to help clean the environment around your school/home?
2. Create a collage using only materials that you or your family recycle (e.g. ring pulls, paper, packaging, plastic, silver foil, cloth).
Remind the pupils to put newspapers down where they will be working. Put on aprons or overalls.
3. Find out all the materials in household use that can be recycled.
4. Audit your dustbin and list what things find their way in during one week.
5. Questionnaire on next page.

Extension: Start a compost bin at home.

Citizenship Link: Unit 21 People and the environment:
Programme of study 3b: take part responsibly in school and community-based activities.

English Link: Spelling 7: Spelling key words; Vocabulary 15: use a dictionary;
Standard English 16: differences between spoken and written language structures;

Drama 15: develop drama techniques.

Science Link: Sc2 Life Processes and living things.

5. Living things in their environment a) b) and f).

Sc3 I effects of burning fossil fuels on the environment and how these effects can be minimised.

Sc4 Physical processes 5g conservation of energy.

PSHE Link: Research what local environmental projects are going on through your Local Agenda 21 officer and see what input your class could have.

RE Link: Discuss the value of loving-kindness and compassion towards other life forms such as animals and the environment.

QUESTIONNAIRE

1. You need a new hair spray. Do you:
 - a) choose an aerosol hair spray that has been widely advertised in your 'teen' magazine?
 - b) buy a pump action hair spray that can be refilled, so saving on packaging, and has no CFCs?
 - c) look for a spray where the aerosol can clearly states, 'Does not contain CFCs'?

2. You are with your Mum in the supermarket and looking at soap powders. You have had lessons on caring for your planet. Do you say,
 - a) "Look, Mum, take this one. It's always advertised on TV"?
 - b) "Mum, let's look for a 'concentrated' liquid or powder that uses less packaging as it contains less fillers and so is more economical"?
 - c) "Mum look for a low-sudsing detergent that will be more environmentally friendly to our water system"?

3. It is Saturday morning, no rush for school, time to get ready at a more leisurely pace. Do you decide to:
 - a) take a bath and fill it up to the brim, and keep topping up the water when it cools as you lie there?
 - b) take a quick shower and go off to enjoy some sporting activities with friends or other enjoyable pursuits?
 - c) save on fuel and water by not washing at all?

4. You are cleaning out your room and find lots of old magazines and catalogues. Do you:
 - a) dump them all in the dustbin?
 - b) put them in a box to be taken to the waste paper recycling point?
 - c) take the magazines and catalogues to school where they could be used for cutting up for various projects?

5. It is winter and the temperature is cold. You have a new 'summer' top and like to be in the latest fashion. Do you:
 - a) wear the top on its own and switch the heating up high to keep yourself warm?
 - b) wear the top because you like it, but wear something else under it to keep you warmer, so that the heating does not have to be on full?
 - c) wear a warm top that is ideal for the colder weather so that you don't feel the cold and the heating can remain low?

6. You have been shopping and have some plastic carrier bags. Do you:
 - a) put them all in the bin?
 - b) fold them neatly and re-use them e.g. as bin liners?
 - c) take them to a charity shop for re-use?
 - d) give them to the greengrocer for use in packing vegetables?

GROUP SINGING

RESPECT OUR WORLD

*(lyrics by Nicky Gilbert
music by Stuart Jones)*

Let's respect our world
And all she has to give.
We're one of countless beings
That rely on her to live.
Every living creature
Is equal in its rights
To simply be, quite naturally,
And live its days and nights.

*Chorus: Dance of creation
Nature at play
Miracle within us all
Guide us today.*

Insects, plants and animals
And the fish that swim
Don't know of the trouble
That we can get them in.
Landscapes of waving grass
Seas of green and blue
Won't be here for very long -
Let's change the things we do.

*Chorus: Dance of creation
Nature at play
Miracle within us all
Guide us today.*

Let's respect our conscience
And all it has to say.
Let's question ways that we behave
And what we throw away,
The water that we've always had,
The food that's always there.
We need to change the way we live
If we truly care.