

## RECYCLING LESSON PLAN

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**Target Audience:** Grade two

**Time:** 60 minutes

**Class Location:** computer room

**Language/ Skills Focus:** speaking, vocabulary, and writing

**Linguistic Learning Objective:** by the end of the lesson, students will be able to:

- use lexical items related to recycling within simple structures such as: *we can recycle/we can't recycle*
- use the imperative form to list ways to stop littering such as: *recycle paper, and don't throw papers*

**Non-linguistic Learning Objective:** by the end of the lesson, students will

- develop awareness towards littering by classifying the type of rubbish that can/can't be recycled
- develop negotiation skills
- list solutions to help reduce littering
- create posters to promote saving the environment

**Materials:** LCD and projector- photocopies of the task sheet 1- scoring board- cardboards, markers, glue sticks, scissors and markers.

Stage	Procedures	Time	Interaction
<b>Warm up</b>	<ul style="list-style-type: none"> <li>• Bring in four plastic bags; each containing different items for example pieces of aluminum foil, scrap papers, banana skins, plastic bottles, batteries, empty cans, glass bars, aerosol cans, paper boxes, some newspaper, and cup cakes.</li> <li>• Divide class into four small groups. Assign each group a letter name: A, B, C, and D. Give each group one bag.</li> </ul>	10 minutes	Group work

	<ul style="list-style-type: none"> <li>• Help groups to recycle the vocabulary of the items in their bags. Write the vocabulary on the board.</li> <li>• Ask each group to focus on their bag and decide if any of the items could go to a recycling company.</li> <li>• Stick two newspaper sheets; one on each side of the class. Write (Can recycle) on sheet 1, and (Can't recycle) on sheet 2.</li> <li>• Explain task: ask students to stand up, walk round the class, and write on sheet 1 the name of the items they decided to send to the recycling company, and on sheet 2 the items which won't go to the recycling company.</li> <li>• Allow time for students to go round the class to peer correct. Leave the newspaper sheets hanging for a later discussion.</li> <li>• Divide class into pairs. Give each pair one copy of Task sheet 1. Explain task. Have pairs unscramble as many recycling related words as they could. Set time limit.</li> </ul> <p><b>Task sheet 1</b></p> <p>In pairs, unscramble words related to recycling</p> <table border="0"> <thead> <tr> <th><b>Words</b></th> <th><b>Answers</b></th> </tr> </thead> <tbody> <tr> <td>PAREP</td> <td>_____</td> </tr> <tr> <td>TLEIT R</td> <td>_____</td> </tr> <tr> <td>LOETSTB</td> <td>_____</td> </tr> <tr> <td>ECRECLY</td> <td>_____</td> </tr> <tr> <td>TCSIPLA</td> <td>_____</td> </tr> <tr> <td>ATESW</td> <td>_____</td> </tr> </tbody> </table>	<b>Words</b>	<b>Answers</b>	PAREP	_____	TLEIT R	_____	LOETSTB	_____	ECRECLY	_____	TCSIPLA	_____	ATESW	_____	10 minutes	Pair work
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	<p>EWEANSRPP</p> <p>_____</p> <p>SNCA</p> <p>_____</p> <p>EUSRE</p> <p>_____</p> <p>RECEDU</p> <p>_____</p> <p>RETIENNMONV</p> <p>_____</p> <ul style="list-style-type: none"> <li>• Ask pairs to exchange sheets. Encourage peer correction. Place the model answer on the board for pairs to finalize their correction.</li> <li>• Use the structure below to help students recap items that can/can't be recycled:</li> </ul> <p>We can recycle _____, but we can't recycle _____.</p>		
<b>Before watching</b>	<ul style="list-style-type: none"> <li>• Ask students: <i>Why do we need to recycle?</i> Elicit different reasons for recycling.</li> <li>• Write the students' suggestions on one side of the board.</li> </ul>	5 minutes	Students-teacher
<b>While watching</b>	<ul style="list-style-type: none"> <li>• Type the following link on the big screen <a href="http://funschool.kaboose.com/globe-rider/earth-day/interactive/slideshow.html#">http://funschool.kaboose.com/globe-rider/earth-day/interactive/slideshow.html#</a>. The slide show will display 5 different ways to stop littering and save the planet.</li> <li>• Play the slide show once; then ask students to state orally as many ways as possible to stop littering. Write students' answers on the board. Encourage students to follow the structure used in the slide. Write the structure in different colors to highlight the imperative form and noun.</li> </ul> <p>Turn off the tape      Don't litter      Ride your bike</p>	8 minutes  5 minutes	Whole class  Whole class

	<ul style="list-style-type: none"> <li>• Play the slide show again to confirm what is on the board.</li> <li>• Ask students to list more ways of saving the environment. Encourage students to use verbs in the imperative form. Suggested answers: <i>recycle paper, turn light on, walk to school, and don't throw papers on the floor.</i></li> </ul>		
<b>Game time</b>	<ul style="list-style-type: none"> <li>• Divide the class into four groups. Assign new names to the four groups: <i>Paper, Plastic, Metal and Glass.</i></li> <li>• Introduce two different recycling games (one game for each two groups).</li> <li>• Announce a competition between each two groups; the group that finishes first wins.</li> <li>• Ask the Paper and Metal groups to click on the following link (already minimized on their screens) <a href="http://learnenglishkids.britishcouncil.org/en/fun-games/clean-and-green">http://learnenglishkids.britishcouncil.org/en/fun-games/clean-and-green</a>. Explain the task.</li> <li>• Introduce the Paper and Metal groups to the messy room, which will appear once they click on the link. There is a lot of rubbish lying everywhere. Students in their groups need to drag and drop the rubbish in the correct recycling bin. For example, if the object is made of glass, students need to drag it to the recycle bin marked 'glass'.</li> <li>• Set the time limit. The group that finishes dragging and dropping all 12 objects first wins.</li> <li>• Ask the Plastic and Glass groups to click on the following link (already minimized on their screens) <a href="http://kids.nationalgeographic.com/kids/games/actiongames/recycle-roundup/">http://kids.nationalgeographic.com/kids/games/actiongames/recycle-roundup/</a>. Explain the task.</li> <li>• Introduce the Plastic and Glass groups to Gus, who needs help picking up all the litter in the park in order to leave the neighborhood clean. Students in their</li> </ul>	10 minutes	Group work

	<p>groups need to throw the rubbish in the right recycling bins: the blue bin (what can be recycled), the red bin (what can be trashed), and the green bin (what can be composted).</p> <ul style="list-style-type: none"> <li>• Set the time limit. The group with more rubbish thrown into the correct bins wins.</li> <li>• Remind groups that their scores will appear on the screen once the game is over. The group with the highest score wins.</li> <li>• After the winning group is announced, ask groups to sit in a circle and debrief on the items they recycled.</li> <li>• Ask groups to refer back to the newspaper sheets hanging on the wall. Encourage students to revise the words they have written earlier on the newspaper sheets.</li> <li>• Monitor and give feedback on groups' recycling work.</li> </ul>		
<b>Mini project</b>	<ul style="list-style-type: none"> <li>• Announce crafts time. Have students sit on the floor in circles. Put in the middle of each circle some cardboards, markers, scissors and glue sticks.</li> <li>• Announce a competition between individual students to see who can make the coolest poster on how to save the environment.</li> <li>• The winner(s) should satisfy the following criteria: a poster that raises the audience's awareness to the importance of recycling and provides solutions on how to save the planet. The poster also needs to include the vocabulary and structure covered earlier in the lesson.</li> <li>• The winner(s) will get a chance to hang their poster on the hallway walls.</li> <li>• In a subsequent class, students will get a chance to give a 3-minute presentation on their posters.</li> </ul>	12 minutes	Individual work

### Task sheet 1- Answer

#### Words

PAREP

TLEITR

LOETSTB

ECRECLY

TCSIPLA

ATESW

EWEANSRPP

SNCA

EUSRE

RECEDU

RETIENNMONV

#### Answers

paper

litter

bottles

recycle

plastic

waste

newspaper

cans

reuse

reduce

environment