

LESSON 4: WHAT CAN WE DO?

Change the world, one thing at a time

Overview

This lesson brings together the outcomes of the lessons so far. It uses students' understanding and ideas about why recycling matters as the basis for real action.

Students create an action plan for themselves, their family, year group or school, which combines the actions they would like people to take, and some ideas on how they could encourage and support these people.

This can lead to the project activity where students create and implement a full recycling plan for your school.

Learning outcomes

Recycling knowledge and understanding	Citizenship concepts and processes	Personal, Learning and Thinking Skills
<ul style="list-style-type: none"> Recycling is a shared responsibility Each person and organisation has an important role to play There are lots of simple actions that we can all take to recycle more Individual actions add up to real benefits 	<p>1.1b What is fair and unfair?</p> <p>1.2a Rights and obligations</p> <p>1.2c Balancing rights with obligations</p> <p>1.3c Consider interconnections between the UK and the rest of the world</p> <p>2.2a Expressing opinions</p> <p>2.2b Communicating an argument</p> <p>2.2c Justifying an argument and persuading others</p> <p>2.3a Creative approaches to taking action</p> <p>2.3b Take action and bring about change</p> <p>2.3c Impacts on communities and the wider world</p>	<p>CT: Question their own and others' assumptions</p> <p>RL: Invite feedback and deal with criticism</p> <p>RL: Set goals with success criteria</p> <p>RL: Evaluate experiences and learning</p> <p>TW: Collaborate with others</p> <p>TW: Show fairness and consideration</p> <p>TW: Take responsibility</p> <p>TW: Provide constructive support</p> <p>SM: Work towards goals</p> <p>SM: Organise time and resources</p> <p>SM: Deal with competing pressures</p> <p>SM: Seek advice and support when needed</p> <p>EP: Discuss issues of concern</p> <p>EP: Present a persuasive case for action</p> <p>EP: Try to influence others</p>

Resources

Printed:	For projection:
<ul style="list-style-type: none"> • Vote and opinion line results from lesson 1 • Waste audit (optional extension) • Action plan template – one per student (in student sheets PDF) 	<ul style="list-style-type: none"> • Action plan template (in student sheets PDF) • Video 4

Preparation

You may want to use or adapt the *waste audit*, or interview your caretaker to find out more about waste in your school. What are the 'hot spots' where most waste is generated? What types of material make up the bulk of waste in school? What would make the greatest difference to improve recycling rates in your school? (See also extension ideas on page 4).

Read the **Background information** below.

Suggested lesson plan

The core activities are highlighted in **bold**. Focus on these if amending the lesson plan or if time is limited to less than 60 minutes.

Starter

Activity	Delivery	Suggested time
How much do we recycle?	Remind students of the outcome of their original class vote on who does and doesn't recycle (see <i>Lesson 1 What do you think about recycling?</i>). What were some of their feelings about recycling at the time? Refer back to the <i>opinion lines</i> that you created.	5 mins

Main activity

Activity	Delivery	Suggested time
What can we do?	Watch video 4. This summarises the learning journey so far and opens the discussion about 'what we can do?'	5 mins
	Gather the ideas that students see in the video. As a whole class, use post-it notes or small pieces of paper to create a 'wall of ideas': students can each write down their ideas for recycling more at home (think about specific rooms in the house where recyclable items might come from) and at school (what types of materials do you think are likely to be created in different areas of the school?) Briefly discuss the ideas and identify what students think are the best, most effective, or easiest to do.	20 mins

Take action	<p>Challenge students to create a recycling action plan. This could be for them, for their family, or for the school. Use the <i>Action plan template</i> as a guide.</p> <p>The <i>Background information</i> overleaf provides you with some ideas on where small, simple changes could make a real difference to recycling rates in the UK, and students can also recall their ideas on overcoming their own resistance, or peer pressure, from lesson 1. Use these, along with the 'wall of ideas' to stimulate and guide students if they find it hard to come up with ideas.</p> <p>Students can work alone, in pairs or small groups as you see fit.</p> <p>Select some students or groups to report back to the class. They can outline one or more issues along with the actions they will take, or encourage others to take, and steps they will take to help their plan succeed.</p>	20 mins
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Plenary

Activity	Delivery	Suggested time
How will this help?	<p>Get students to recall some of the positive outcomes that recycling can offer. Consider as a class the combined effect of all their individual actions – what if all their families, and friends elsewhere in school, all take action as well?</p> <p>Who will recycle now? Take a class vote and compare it to the original vote in lesson 1. What change is there? Get students to offer ideas on the ONE THING that has changed their mind about recycling. They could add this to their 'reasons to recycle' on their action plans.</p> <p>Look at the extension ideas below. If you want to extend this lesson into a full-fledged project, you could start by filming the students' change pledges and then film them again at the end of the project to talk about their learning experience and how their attitude towards recycling has changed.</p>	10 mins

Differentiation

Easier	Harder
Assign a location (e.g. home or school) to each student or group of students. Create a common action plan for school and home by working as a whole class to select students' top four actions (you can do this by identifying the most common ideas on the 'wall'). Each student can then add an action of their own to their plan, to personalise it.	Get students to list the positive consequences of taking the actions they include in their plan (also see <i>extension ideas</i> below). Get students to include more actions in their plan.

Extension ideas

Students can complete their action plan for homework.

Review students' progress after a month. Get them to identify which actions they are regularly taking, and which ones they have been inconsistent with or have yet to take. What would help them to complete the rest of their plan and really make a positive difference?

Repeat the 'opinion lines' activity from *Lesson 1 – What do you think about recycling?* and compare students' attitudes then and now.

Create a 'chain of consequences' display. Gather together students' plans and identify the different items and materials that they will recycle. Use the information sheets to list the environmental benefits that students' actions will deliver in your local community and in the wider world, for example by identifying where the raw materials for these items are extracted.

Before beginning this session, use the *Waste audit* to help students get a detailed understanding of waste in your school. Alternatively or in addition, ask your school caretaker for their thoughts about waste and recycling in your school (one or two students could interview them on behalf of the class). Students could also conduct a simple waste audit at home by visually checking what is put in the different bins around their house. For safety, they should not attempt to physically examine the contents in case sharp or hazardous materials are present.

Extend this session into a fully-fledged recycling project using the *Project activity* materials. These expand upon the audit and action plans to guide students through a whole-school, peer-led recycling activity.

Background information

Use these ideas to help students develop their action plans:

Ideas for changes that students can make

- Think of the things you already recycle. For each type of material, aim to recycle just one more thing a week.
- Think of the things that you don't currently recycle. Why not aim to start recycling one of these things.
- Identify hot spots where most recyclable materials are produced at school or at home. Target these areas to encourage more recycling.
- Target the things that are least likely to be recycled: e.g. at home this might be aerosol cans, plastic shampoo and toiletry bottles, bathroom and kitchen cleaning product bottles, glass jars and glossy magazines
- Think of times when you know you don't bother to recycle, such as when you're out and about, at someone else's house, or in school. Make the extra effort.
- Include small, easy changes, as well as one or two more challenging ideas

Examples of positive ways of thinking or other supporting steps

- Put the easiest steps at the top of your action plan. Use these to give yourself a 'boost' before tackling the more challenging ones
- If you realise that you're just about to bin something that could be recycled, remind yourself of your 'reasons why'
- Remember that recycling is just a habit: once you're used to doing it, it doesn't feel any more difficult than just putting things in the bin
- Remember that it's easy to carry something to a recycling bin
- Your friends might be wrong: think of how you can resist unhelpful pressure of comments from your friends. Set a good example!