

## LESSON 3

# WHO ELSE CAN HELP TO RECYCLE MORE?

Recycling starts with each individual, but many organisations have an important role to play in the process. This lesson explores legislation, the responsibilities of national and local government and retailers, and the opportunities for local civic groups to support change. It uses role-play to help students explore how different groups can all play their part and help a town to waste less and recycle more. The activities help students to explore and extend their concepts of rights and responsibilities, and to see how a range of organisations play a part, as well as each individual. The lesson highlights that everyone, at all levels, can do their bit.

The role-play can be set in your own community. This helps students to relate the ideas it contains to their own setting and lives.

### Learning outcomes

Recycling knowledge and understanding	Citizenship concepts and processes	Personal, Learning and Thinking Skills
<ul style="list-style-type: none"> <li>Recycling is a shared responsibility, and each person or group has an important role to play</li> <li>Recycling is enabled when government, businesses and individuals all make recycling choices and take action against these</li> <li>Each group is connected to the others and can provide the framework to create a virtuous circle</li> </ul>	<p><b>1.1b</b> What is fair and unfair?</p> <p><b>1.2a</b> Rights and obligations</p> <p><b>1.2c</b> Balancing rights with obligations</p> <p><b>1.3c</b> Consider interconnections between the UK and the rest of the world</p> <p><b>2.2a</b> Expressing opinions</p> <p><b>2.2b</b> Communicating an argument</p> <p><b>2.2c</b> Justifying an argument and persuading others</p> <p><b>2.3a</b> Creative approaches to taking action</p> <p><b>2.3b</b> Take action and bring about change</p> <p><b>2.3c</b> Impacts on communities and the wider world</p>	<p><b>IE:</b> Explore an issue from different perspectives</p> <p><b>IE:</b> Consider the influence of circumstances and beliefs on decisions</p> <p><b>CT:</b> Question their own and others' assumptions</p> <p><b>RL:</b> Invite feedback and deal with criticism</p> <p><b>TW:</b> Reach agreements</p> <p><b>TW:</b> Collaborate with others</p> <p><b>TW:</b> Show fairness and consideration</p> <p><b>EP:</b> Discuss issues of concern</p> <p><b>EP:</b> Present a persuasive case for action</p> <p><b>EP:</b> Try to influence others</p>

### Resources

Printed:	For projection:
<ul style="list-style-type: none"> <li>Group name cards</li> <li>Role-play and idea sheets</li> <li>(These are in the lesson 3 student sheets PDF)</li> </ul>	<ul style="list-style-type: none"> <li>Video 3</li> </ul>

## Preparation

Read the background information below, and the info sheets for students.

### About the role-play

Students at this stage have considered their own role in recycling. They have explored why they may or may not choose to recycle, and the consequences of this decision. This role-play now focuses on organisations, and the part they can play.

The role-play can be set in your own community. This makes it relevant to students, and their familiarity with the setting will help them to come up with ideas for action.

The challenge is to increase local recycling rates by 20% over the next 18 months. How can each group that is represented in the role-play contribute to this? What actions can they take?

When introducing the role-play, remember to start with the individual, building on lessons 1 and 2. This helps to position the role of organisations as complementary to that of individuals. Responsibility for recycling isn't a 'them and us' situation, but is shared across all parts of civil society. Every person and group has a part to play.

## 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
Who should help to recycle?	<p>Briefly review lesson 2. <b>Given the different consequences if we send waste to landfill or for recycling, what do students think is the better choice?</b> Establish that each individual has a responsibility to recycle.</p> <p><b>But who else has a responsibility? Which groups or organisations can or should get involved? Quickly brainstorm class ideas for some of the groups that could help to recycle more.</b></p>	5 mins

## Main activity

Activity	Delivery	Suggested time
Who has influence?	<p>Show the four group names to the class: Government, retailers, local councils and community groups*.</p> <p>*See background information for ideas on community groups</p> <p><b>As a class, rank the four groups to show who students think has the most influence on how much a community recycles.</b></p> <p>As time permits, hold a brief discussion to elicit what <i>responsibilities</i> students think each group has, and how much <i>power</i> they think each group has to create change.</p> <p>Why does the class think each group has these responsibilities?</p> <p>What is the source of each group's power, and why do students think some groups might have more power than others?</p> <p>(It's helpful to include individuals in this discussion, to emphasise to students that individuals and groups are interconnected here. See the background information for ideas about <i>power</i>.)</p>	5 mins
Role-play	<p><b>Introduce the role-play: your community wants to increase the amount that it recycles by 20% over the next 18 months.</b> To meet this challenge, a meeting will bring together the four groups:</p> <ul style="list-style-type: none"> <li>• A representative from the Government</li> <li>• A local councillor</li> <li>• A representative from a large retail chain</li> <li>• A local community group member</li> </ul> <p><b>Split students into tables. Each table should preferably include two representatives from each group. Hand out the briefing sheets.</b></p> <p><b>Show the agenda for the meeting. This explains what each table must explore and agree.</b></p>	10 mins
	<p>If your students have not explored the concept of laws before, briefly discuss legislation:</p> <ul style="list-style-type: none"> <li>• What is it?</li> <li>• What can it do?</li> <li>• Who makes it?</li> <li>• Who must obey it?</li> </ul> <p>(The background information overleaf provides answers and web links for exploring further.)</p>	5 mins
	<p><b>In table groups, students follow the agenda for their meeting</b></p> <p>As a class, collect the ideas for action from each table and group these under each organisation.</p>	15 mins
Review students' ideas	<p><b>Discuss briefly:</b></p> <p>How each action might affect the other groups, including families</p> <p>How it would make a difference to the recycling rate</p>	5 mins

## Plenary

Activity	Delivery	Suggested time
Video	<p><b>Watch video 3 to see what real decision-makers are doing to help retailers, other businesses and individuals to recycle more.</b></p> <p>Do any ideas come up in the video that students hadn't thought of?</p>	5 mins
It all adds up	<p>Tease out the following ideas:</p> <ul style="list-style-type: none"> <li>Which group can create laws that make people take action to achieve recycling targets? The Government</li> <li>Who do laws apply to? Businesses, individuals, local authorities and councils</li> <li>Laws can provide a framework within which groups can work together for a common purpose. They guide what each group can and cannot do, and provide incentives or penalties.</li> <li><b>If one group stops playing its part, what happens to the overall effort?</b></li> <li><b>Has this changed students' ideas on which group can do the most?</b></li> </ul> <p>Help students build a picture of interconnectedness:</p> <ul style="list-style-type: none"> <li>National aims can guide individuals and organisations</li> <li>Each one must play their part</li> <li>Each person or group's actions all add up</li> <li>Each student can make a difference for the whole community – or country</li> </ul>	10 mins

## Differentiation

Easier	Harder
<p>Watch the video before completing the role-play – this will 'seed' less able students with ideas on which to build.</p> <p>Omit a discussion of responsibility and power.</p> <p>Use a simple example, for example that we are required to wear seat belts in cars, to consider why legislation can be used to change behaviour and create better outcomes.</p> <p>Pair more and less able students together within the role-play tables.</p>	<p>Explore the ideas of responsibility and power in the background notes.</p> <p>Selected students can deliver a short oral presentation on the ideas for their group, and respond to questions from the 'floor'.</p> <p>Get groups to research the Waste Strategy for England 2007 using the links in the background information, or provide printouts of the second link for each table. These provide detail on what each group is expected to do. How would students, in their roles, respond to these ideas?</p>

## Extension ideas

Students can invite local councillors, recycling officers, business leaders (e.g. your local chamber of commerce) and recycling company representatives to school. They can interview each one to explore their perspective on recycling, and to discover more about the practical steps that are being taken in your area.

Students can share their insights into recycling, or the relevant legislation, with your class, year group or school through a presentation or display.

Draft and debate a law to support recycling in a simple 'class parliament'. This can be based around key ideas that students develop in their role-play.

## Background information for teachers

### Community groups

Many local community groups can and do play a part in recycling. These include environmental groups or charities, community action groups, organisations to support specific groups, such as the elderly, churches or other religious groups, Rotary groups and more.

All form part of the voluntary or charity sectors. The community group briefing provides ideas for students representing this group. Help students to choose a group that is realistic for your community.

### Responsibilities and power

Responsibility means *being accountable* for doing something.

Power means *having the ability* to do something.

The actions that a group or individual can take are a combination of both. What is important is that they live up to their responsibilities, and make the most of their power in the right way.

If you want to explore this a little and have time, the table below gives you some ideas on the responsibilities of each group, where they get their power, and how they might use it:

Group	Responsibilities	Source of power	Use of power
<b>Government</b>	Respond to EU laws Make best national decisions for UK while reflecting the views of their electorate	Their <i>mandate</i> : the authority to act on behalf of the UK, as an elected government	Create laws Guide and educate the population
<b>Council</b>	Respond to UK laws (and EU) Make the best local decisions while responding to their electorate	Their <i>mandate</i> : the authority to act on behalf of their community, as an elected council	Provide local services Guide and educate the community
<b>Retailer</b>	Obey the law Create profit for shareholders or owners Meet the needs of customers	Market share Supply Chain Location Biggest or only retailer of its kind in a community	Educate and guide customers Provide space for local services Respond to customer or council feedback
<b>Community group</b>	Obey the law Help people to do the right thing	Knowledge Network of friends and contacts in a community Enthusiasm	Educate and guide Persuade other group Motivate and build support

**Legislation**

Legislation describes the laws that govern a country. A good guide to laws and how they are created can be found at

[www.parliament.uk/about/how/laws/new\\_laws.cfm](http://www.parliament.uk/about/how/laws/new_laws.cfm)

Recycling is shaped by European and UK legislation, and by the government strategies and targets that arise from this.

EU and UK legislation (laws) set targets for how much we should recycle. They also create standards that ensure that the recycling process is safe and effective and importantly, state how different groups, such as collectors and processors, should work together. Sometimes, laws and guidance on recycling form part of wider legislation that governs what we do with the waste we produce. After all, everything we recycle is one less thing gone to waste.

The *Waste Strategy for England 2007* details the steps that the government will take to increase the amount of waste that is recycled in England, to meet or exceed targets laid down by EU legislation. It describes the practical steps that must be taken to meet the obligations of the EU directive.

**You can explore the strategy at**

[www.defra.gov.uk/environment/waste/strategy/](http://www.defra.gov.uk/environment/waste/strategy/)

Students who want to find out more about what this means for their role-play group can find out at [www.defra.gov.uk/environment/waste/strategy/factsheets/whatitmeans.htm](http://www.defra.gov.uk/environment/waste/strategy/factsheets/whatitmeans.htm)