

Lesson 1: Nothing looks right

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1 (optional): Show the children pictures of planet Earth from space. Follow that with images of rubbish and the ugliness and problems it creates on and off land. The images are followed by questions (such as *What can you see in the picture?* / *What problem(s) can you see?*). This step has a double function. It activates the children's schematic knowledge related to environmental issues and it gives you the opportunity to revise (and the children to remember and produce) vocabulary they may be familiar with from previous exposure to the language.

Step 2: Ask the children to open their books to Unit 9, Lesson 1. Ask them to identify the two children introducing the story, the aliens, as well as any vocabulary items and lexical phrases they already know from previous units or years, e.g. *forest, tree, picnic* etc.

Step 3: Ask the children to open their books and listen to the recording once. The children listen to the story while looking at the pictures. While listening, they point to the corresponding pictures. You may wish to ask the children some comprehension questions (e.g. *Where is the family going? Why? What are the children doing? What are the children from the other planet telling them to do?*). The children try to answer them while listening to the story for the second time. **OR** if you have got a video projector in class, ask the children to look at the story projected onto the screen and listen to it. The advantage of this approach to the presentation of the unit is to increase motivation due to larger images and the use of technology, which presents the story in a way that approximates video.

Step 4: Depending on the children's level, you may decide to act out the story with the use of pictures and/or the storycards found online.

Step 5: Check understanding of new vocabulary by asking relevant questions: e.g. *"Show me / Where is the family//litter?"* You might also ask questions such as: *"What is Mark/the father/are the children doing??"*. You can further ask *"Do you help the planet/litter/recycle/waste water?"* etc. leading onto a discussion on environmental issues.

Step 6: Display the storycards on the board with BluTack following the storyline (or project the pictures via the video projector). The captions are also provided in random order on the board. The children are invited to the board and asked to put

Content

The children practise vocabulary items and lexical phrases related to environmental issues. The vocabulary is introduced in context through a story and further expanded and consolidated through various playful activities and a song.

Linguistic objectives

Children are expected:

- to learn vocabulary related to the environment: *planet, earth, tree, cut down, litter, waste, recycle*
- to learn key language chunks: *Cut down trees, Go for a picnic/a walk, Don't be late, Keep the planet clean, Don't forget*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words
- to practise the imperative

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to promote pairwork and dramatisation
- familiarise the children with technological means used in a classroom

Suggested resources

- flashcards or realia (e.g. noticing waste of energy in the classroom, litter in the playground, recycling bins in the schoolyard)
- storycards (found online)
- boardmarkers
- images connected to planet Earth and rubbish (optional)

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them in chronological order after listening to the teacher reading them or while listening to the CD.

Step 7: The children listen to the story again. Invite them to act out the story. Allocate roles: one learner as Mark, one as his sister, one as the mother, one as the father, the alien girl, the alien boy, Alex and Tammy. All the children should be given the opportunity to participate in the role play activity.

Step 8: Invite the children to play 'Simon says'. Ask the children to mime each action, e.g. *recycle*, *plant trees*, *don't waste water*, *don't litter*.

Step 9: The lesson finishes with the song sung by all the children in chorus.

Step 10: First activity: Ask the children to decide how they can help the environment by noticing the mistakes in the pictures. You can discuss these pictures either before the children decide or afterwards. This is an activity for individual work but pairwork is also appropriate. When checking the answers, ask the children to repeat/describe the picture they have chosen and discuss the appropriate action that is needed in order to keep the planet clean and green.

Step 11: Second activity: The children listen, look at the pictures and choose the correct one according to what they hear. If the children wish, they can also say what action must be taken, if the vocabulary, or some of it, has been taught in the previous years.

Step 12: Third activity: Give the children the opportunity to practise new vocabulary items they have encountered in this lesson and recycle items from previous units while telling the story of a panda. They are hereby given the opportunity to become aware of the effects environmentally unfriendly actions have on other species on the planet. Expand, if you wish, to other environmentally unfriendly actions and their effects, such as wasting water, or on the effect cutting down trees has on other people. The effects can be shown through pictures of floods, animals not having enough space to live in, etc. downloaded from the web. They can further practise the new vocabulary by producing the sentences or language chunks they learned in the story or make up their own.

Step 13: Fourth activity: This is a game. The teacher (or a child) says aloud one of the sentences written in the activity and if it is environmentally friendly behaviour the children

stand up; if not, they remain seated. This game revises the vocabulary and language chunks presented in this lesson and adds not only the fun-factor necessary for children at this age, but also their need for movement.

Activity book.

First activity: The children practise writing the new vocabulary of this unit by looking at the pictures. The pupil's book can be used as reference. Then ask the children to read what they have written under each picture, using appropriate intonation, depending on the action (showing approval or disapproval, or surprise).

Second activity: This is an activity for the children to interpret signs and recognise the written code of the new vocabulary by matching the pictures to the appropriate phrases. They also practise request and prohibition through the use of the imperative.

Third activity: The children produce the written form of the new vocabulary items. The activity has been designed to be more enjoyable with the use of rhyme, which the children can easily pick up. In the end, the children can sing it as a song, either by using the rhythm of the song in Lesson One, or, if they wish, by adding/creating their own rhythm. The children then listen to the song on the CD, and sing along as many times as they wish.

Fourth activity: The crossword further consolidates the written form of the new vocabulary presented in this lesson by adding a fun element. In addition, the children need to transfer letters from the completed crossword in order to find the coded phrase in the end.



SCRIPTS & KEYS

Pupil's Book.

Lesson 1: Nothing looks right. Listen and read.

Alex: A book about Planet Recyclon!

Lena: What planet is this, Alex?

Alex: Let's read!

Garth: What are those people doing?

Kendra: What a pity!

Mother: Mark, can you help me, please?

Mark: Oh, alright.

Sister: Dad, what are you doing?

Dad: I'm cutting down the tree.

Sister: Why?

Dad: It's too high. We can't see the forest.

Sister: Let's go for a picnic in the forest!

Dad: OK, good idea!

Mark: Mum, we're going for a walk.

Mum: OK, children. Don't be late.

Garth: Look at those kids. Poor Planet Earth!

Kendra: Let's talk to them.
What are you doing?
Please, don't litter!
Please, don't waste water!

Garth: Recycle! Keep the planet clean.

Mark/sister: Eh...what?...who?

Garth/Kendra: Recycle the can, yes, you can!
Keep the planet clean!
Don't forget it's green!

Activity 1 KEY: What's wrong here.

- A. The children are littering the schoolyard.
[Example]
- B. Mark is wasting water.
- C. Mark is not recycling.
- D. Dad is cutting down a tree.
- E. Jenny and Mark are littering.

Activity 2 SCRIPT: Listen and match.

1. [Example] Don't cut down trees. (A)
2. Don't waste water.
3. Don't litter.
4. Keep the forest clean
5. Recycle

Activity 2 KEY: Listen and match.

1. Don't cut down trees. ▷ A [Example]
2. Don't waste water. ▷ E
3. Don't litter. ▷ B
4. Keep the forest clean. ▷ D
5. Recycle. ▷ C

Activity 3 KEY: The tree and the panda. Tell the story.

- A. A bamboo tree is in the forest
- B. The panda is eating a bamboo leaf.
- C. A man is cutting down the bamboo tree.
- D. The panda is hungry.

Activity 4 KEY: The green game: Let's play!

- Pupils stand up when they hear the following phrases:
- Keep the planet clean!
- Recycle!
- Don't cut down trees!
- Save the forest!
- Don't waste water!
- Don't litter!



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Activity book.

Activity 1 KEY: Look and write.

- A. She's working in the garden. [Example]
- B. He's cutting down a tree.
- C. She's littering.
- D. They are recycling.
- E. He's cleaning the forest.
- F. He's wasting water.

Activity 2 KEY: Look and number.

Don't litter ▶ B

Recycle ▶ D

Don't cut down trees ▶ C

Keep the forest clean ▶ A [Example]

Don't waste water ▶ E

Activity 3 SCRIPT: Write the words and sing the song.

Recycle cans,
don't cut down trees.
Save water, do it, please!

Help the planet,
keep it green.
Love the earth,
keep it clean!

Activity 3 KEY: Write the words and sing the song.

Recycle cans,
don't cut down trees.
Save water, do it, please!

Help the planet,
keep it green.
Love the earth,
keep it clean!

Activity 4 KEY: Do the crossword and find the magic phrase.

- A. recycle
- B. forest
- C. earth
- D. water [Example]
- E. vase
- F. panda
- G. cans
- H. tree

Magic phrase: save the planet



Lesson 2: The green planet

Content

The children practise further vocabulary items relating to the environment. The vocabulary is introduced in context through a story, the main part consisting of a song, and is further consolidated through various tasks and a game.

Linguistic objectives

Children are expected:

- to learn further vocabulary items related to the environment: *paper, glass, cans, plant, different*
- to learn key language chunks: e.g. *Come with us, Of course it's ..., It's time to ..., Look after..., Take care of ...*
- to identify the written form of the words (word recognition)
- to produce the oral form of the words

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to promote pairwork and dramatisation
- to promote learning through fun activities such as singing and playing

Suggested resources

- dice
- one marker per player
- storycards (found online)
- boardmarkers

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Start by eliciting the children's opinions about how they think the story may continue. Then, ask the children to look at the pictures in Lesson 2 (or projects them on the screen) and elicit opinions about what they think this place is and how it is different from the Earth – most of the vocabulary items are already known (recycling of previous knowledge).

Step 2: The children listen to the story, most of which is in the form of a song. You may wish to act out and dramatise the story, with the help of realia as well, to help understanding. After the 2nd or 3rd time, the children can copy the teacher and start miming the actions.

Step 3: Further listening and singing by taking roles and singing the corresponding lines; the song can also be sung by assigning these to individual children or groups (for example, boys and girls).

Step 4: Take out vocabulary items and ask them to put them in the correct space in the song. Alternatively, mix the verses / sentences and ask the children to put them in the correct order as they listen to the song.

Note: It is recommended to play the song several times so that the children can have the opportunity to familiarise themselves with vocabulary and lexical chunks in a playful way. In this way, pronunciation is also expected to improve.

Step 5: First activity: The children look at the pictures and select the appropriate rubbish bin. Throughout this activity the children are informed about proper recycling and you can start a discussion about recyclable items with the whole class, if you wish. Encourage the children to think and talk about their own habits of recycling and become more environmentally aware citizens.

Step 6: Second activity: This activity intends to give the children the opportunity to practise the new vocabulary orally through their interpretation of the signs. If they wish, they can then extend to other things they can do or avoid to help the environment.

Step 7: Third activity: The children are required to look at each pair of pictures and decide appropriate environmentally friendly behaviour. If you wish, ask the children to describe what the persons are doing in each picture of the pair, which will give even further practice and will make the children more aware of inappropriate behaviour.

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The children can then extend to other actions that can help the environment, if they wish.

Step 8: Fourth activity: This game intends to introduce an element of fun while consolidating new and previous vocabulary items. The game is played in pairs. Two tokens and a coin are required. Each learner tosses the coin and if it's heads, s/he moves on one pair, if it's tails, s/he moves on two squares. Each child has a token, starts at a different point and follows a different route. The child must name the object in the picture s/he lands on, otherwise s/he misses his/her turn. The person who reaches the finish first is the winner.

Activity book.

First activity: The children practise reading skills while trying to put the story in order. Some help is given through the pictures accompanying each part of the story. The task aims to develop the idea of cohesion in storytelling. You may help the children by discussing the order with which the story may have taken place.

Second activity: This activity aims at consolidating the vocabulary presented so far in Unit 9, since it requires the children to understand the oral code and follow the path to reach a different destination each time.

Third activity: This activity intends to raise children's awareness of looking after the environment, and also to discover how environmentally friendly their habits are. It is a questionnaire they have to fill in for themselves by ticking how often they take particular steps for each question. They can then see how green they are by counting the points they have scored. You may decide to carry out a project with the children and conduct a survey in class to see the habits of the class in total. Discussion from the survey is sure to arise and a goal can be set for the children to improve their "green" behaviour in the future. As a follow-up, a record/diary can be kept for environmentally friendly actions each day and a green certificate given to those students who have improved their behaviour at the end of this project.

Fourth activity: Reading and writing skills are the aim of this activity. The children are required to fill in the gaps with one of the words given. To do that, they need to have understood the context and have acquired the vocabulary items listed in the beginning.

SCRIPTS & KEYS

Pupil's Book.

Lesson 2: The green planet. Listen and read

- Kendra: Come with us!
- Sister: Where?
- Kendra: To our planet.
- Mark: Everything is so different here!
- Sister: So clean! Clean and green!
Of course, it's clean.
- Blue blob: it's our home and we love it.
- Kendra/Garth: Help the planet.
Yes, you can.
Work together
and change things forever.
- Recycle paper,
recycle glass,
recycle cans.
Become recycle fans!
- Don't waste water.
Plant a tree.
Don't litter!
Look after you and me!
- Mark/sister: Super!
- Sister: It's time to go home now. Thanks
for everything.
- Mark: Bye!
- Kendra/Garth: Bye. Take care of Planet Earth!

Activity 1 KEY: Can you recycle?

- The cans go in ▶ A.
- The glass bottle goes in ▶ A.
- The paper goes in ▶ A.
- The pizza box goes in ▶ B. [Example]
- The fruit go in ▶ B.
- The food goes in ▶ B.
- The flowers go in ▶ B.

Activity 2 KEY: Read the signs.

- A. Save water. [Example]
- B. Plant a tree.
- C. Don't litter.
- D. Don't cut down trees.
- E. Recycle.
- F. Don't waste water.

Activity 3 KEY: Who's green?

- A. ▶ 2
- B. ▶ 1
- C. ▶ 2
- D. ▶ 2

Activity 4 KEY: Let's play.

- | | |
|------------|------------|
| • Start 1: | • Start 2: |
| • Bottle | • Garden |
| • Leaf | • Nest |
| • Forest | • TV |
| • Earth | • Sun |
| • Bike | • Litter |
| • Recycle | • Can |
| • Panda | • Flower |
| • Water | • Paper |
| • Finish | • Finish |

Activity book.

Activity 1 KEY: Put in order.

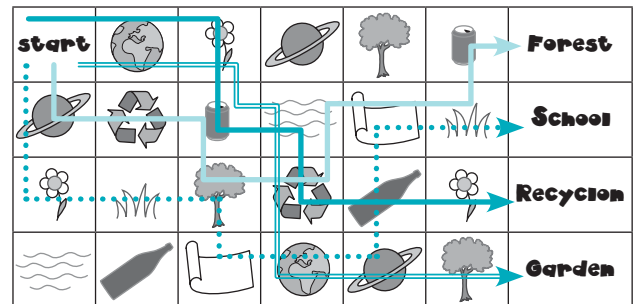
▶ D, B, A, C

Activity 2 SCRIPT: Listen and go to...

1. Start-earth-flower-can-water-recycle-glass-flower->**Recyclon**
2. Start-planet-flower-grass-tree-paper-earth-planet-glass-paper-grass->**School**
3. Start-planet-recycle-can-tree-recycle-water-paper-grass-can->**Forest**
4. Start-earth-flower-can-water-recycle-earth-planet-tree->**Garden**

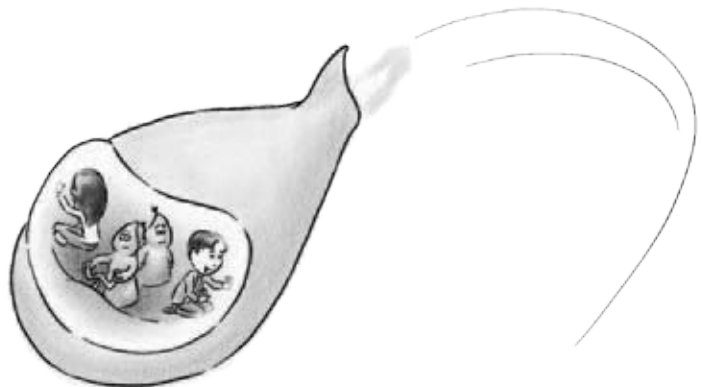
Activity 2 KEY: Listen and go to....

1. ➡ Start-earth-flower-can-water-recycle-glass-flower->**Recyclon**
2. ...➡ Start-planet-flower-grass-tree-paper-earth-planet-glass-paper-grass->**School**
3. ➡ Start-planet-recycle-can-tree-recycle-water-paper-grass-can->**Forest**
4. ➡ Start-earth-flower-can-water-recycle-earth-planet-tree->**Garden**



Activity 4 KEY: Find the missing word.

1. angry [Example]
2. litter
3. recycle
4. cut down
5. hungry
6. take care



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Lesson 3: Help the planet

Content

The children practise vocabulary items related to recycling and saving water. The vocabulary is introduced in context through a story and is further consolidated through various tasks.

Linguistic objectives

Children are expected:

- to consolidate vocabulary items and language chunks related to recycling: *litter, cans, paper, glass, clean, dirty, clean up*
- to learn vocabulary items and language chunks related to effects of wasting water: *what a shame, thirsty, save, share*
- to learn other language chunks: *You're late, Come again, poor ..., You're right, Look around*
- to identify the written form of the words (word recognition)
- to produce the oral form of the above lexical items

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to promote pairwork and dramatisation

Suggested resources

- storycards (found online)
- boardmarkers

Suggested procedure (up to 5 days)

Pupil's Book.

Step 1: Ask the children to talk about what the people on Planet Recyclon do to keep their planet clean and green, to remind the children of the story and consolidate vocabulary. Then ask them to open their books and look at the pictures in order to discuss what the children are doing in Lesson 3.

Step 2: The children can listen to the recording once. The children listen to the story while looking at the pictures (in books or on the screen). While listening, they could point to the corresponding pictures. Ask the children a couple of comprehension questions (e.g. *How do the children feel now that they are back on Earth? What do they do to animals with their inconsiderate behaviour? What changes do they want to implement on planet Earth now? How do the children feel at the end of the story? Why?*). The children try to answer them while listening to the story for the second time.

Step 3: Depending on the children's level/enthusiasm, you may decide to act out the story with the use of pictures and/or the storycards found online.

Step 4: Check understanding of vocabulary by asking relevant questions: e.g. *Show me / Why do the children feel sad? Where do they recycle?* You might also ask questions such as: *"Has the deer got water to drink? Why? Is the forest clean?"* and expect a reply from the children. Ask further questions such as: *"Do you help the planet/litter/recycle/waste water?"* etc. to consolidate vocabulary.

Step 5: Allow the children to listen to the story again. Then invite them to act out the story. Allocate roles: one learner as the boy, one as the girl, the mother and the father. All the children should be given the opportunity to participate in the role playing activity.

Step 6: The lesson finishes with the song sung by all the children in chorus.

Step 7: First activity: Ask the children to listen and say the letter of the correct picture. The task consolidates the vocabulary items and language chunks of this unit.

Step 8: Second activity: This is a memory game. Give the children one or two minutes to look at the picture and then asks them to close their books. Then ask the children to recall and say who does what in the picture. This game could also be played in pairs. The learner who recalls the most is the winner.

Step 9: Third activity: This is a memory game

as well. The children take one or two minutes to look at the two pictures and then, with their books closed, try to remember the differences between the two. Both the second and third activities introduce an element of fun, while giving the children the opportunity to consolidate vocabulary items from Unit 9 through their oral production.

Step 10: Fourth activity: This activity raises the children's environmental awareness. The icons show images that remind them of daily environmental problems which have a negative effect on the planet. The children are asked to look at these pictures and say what they can do in each case to help planet Earth. If you wish, ask the children to describe what is happening in the picture in the book before they actually offer a different course of action.

Activity book.

First activity: Ask the children to match the sentences in an appropriate way. Imperatives are used to express prohibition and suggestion. The children are also encouraged to look at the actions they can take themselves to become more environmentally responsible.

Second activity: Ask the children to number the pictures as they listen to the story.

Third activity: Encourage the children to produce the written form of phrases they have acquired related to the environment. Also encourage them to adopt these habits themselves and spread the word to their family and friends. They are given an active role within their community, which should be encouraged.

Fourth activity: Ask the children to fill in the missing parts of an email sent by Mark and Jenny to their friends on Planet Recyclon. The children have the opportunity to consolidate vocabulary in a meaningful context.

Special note for teachers:

An interesting site for teachers to visit related to environmental issues with games and quizzes is <http://www.learnenglishkids.britishcouncil.org/en/category/topics/environment>

Interesting songs:

<http://www.learnenglishkids.britishcouncil.org/en/songs/its-up-me-and-you>

<http://www.learnenglishkids.britishcouncil.org/en/songs/the-ballad-lisa-the-lemur>

Let the children enjoy themselves and have fun while they learn more about environmental issues

SCRIPTS & KEYS

Pupil's Book.

Lesson 3: Help the planet. Listen, read and sing.

- Mark/Sister: Bye, Garth! Bye, Kendra.
- Mark: Come again!
- Sister: Look at the deer!
- Mark: Poor deer! There's very little water in the river.
- Sister: What a shame! We waste so much every day.
- Mark: Yes, you're right.
- Mark/Sister: Animals are thirsty. Don't you care? Save water. Let's share!
- Mark: Look around. There's litter everywhere. Old cans, paper, glass...
...plastic bags, empty bottles. It's so dirty.
- Mother: You're late. It's time to go home.
- Sister: OK, let's clean up first.
- Mark: Mum, can we have two paper bags, please?
- Mother: Paper bags? Why?
- Sister: For recycling, of course.
- Mark/sister: Help the planet!
Yes, you can!
Work together
and change things forever.

Activity 1 SCRIPT: Listen and say the number.

1. [Example] Mum, can we have two paper bags please? (C)
2. Look at that deer!
3. Look around! There's litter everywhere.
4. You're late. It's time to go home.
5. Help the planet, yes you can!

Activity 1 KEY: Listen say the number.

1. ▶ C [Example]
2. ▶ B
3. ▶ A
4. ▶ E
5. ▶ D

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Activity 2 KEY: Can you remember?

1. Kelly is riding a bike. [Example]
2. The minotaur is littering the forest.
3. Captain Cook is planting a tree.
4. The cricket is recycling.
5. The emperor is cutting down a tree.
6. The elf is recycling.

Activity 3 KEY: Can you spot the 6 differences? Find and say.

1. In picture 1 the squirrel is jumping. [Example]
In picture 2 the squirrel is climbing a tree.
2. In picture 1 there's a bottle in the pond.
In picture 2 there's a plastic bag in the pond.
3. In picture 1 there are three cans under the tree.
In picture 2 there are two cans under the tree.
4. In picture 1 the deer is drinking water.
In picture 2 the deer is eating. (grass)
5. In picture 1 the girl's trousers are dirty.
In picture 2 the girl's jacket is dirty.
6. In picture 1 the boy is cleaning up.
In picture 2 the boy is littering.

Activity 4 KEY: What can we do?

- A. We can plant trees. [Example]
- B. We can clean the schoolyard.
- C. We can recycle.
- D. We can walk to school.
- E. We can use paper bags.
- F. We can save water.

Activity book.

Activity 1 KEY: Match the phrases.

1. Don't waste glass bottles ▷ Use them again. [Example]
2. Don't use plastic bags ▷ Use paper bags.
3. Don't waste paper ▷ Use it to write again.
4. Don't waste old clothes ▷ Give them to other children.
5. Don't litter ▷ Keep planet Earth clean.

Activity 2 SCRIPT: Listen and number the pictures.

1. [Example] The Koala is sitting in a tree in the forest. It's thirsty but it's got no water. (a)
2. A family is having a picnic under a tree.
3. They go for a walk.
4. The koala sees the bottle of water and jumps down from the tree.
5. It drinks all the water in the bottle.
6. The family is back from the walk.
7. The boy is thirsty. He looks for the bottle but it is empty.
8. The boy is angry and the koala is happy.

Activity 2 KEY: Listen and number the pictures.

1. ▷ a [Example]
2. ▷ c
3. ▷ g
4. ▷ h
5. ▷ d
6. ▷ e
7. ▷ b
8. ▷ f

Activity 3 KEY: Write and tell your friends.

It's GREEN to clean up the forest [Example]

It's GREEN to recycle, save water, use paper bags

It's NOT GREEN to litter, waste water, use plastic bags

Activity 4 KEY: Write an e-mail to Garth and Kendra.

1. Earth
2. paper
3. cans
4. water
5. trees
6. flowers

Art time!

Imagine that you visit a school on Planet Recyclon. What do you see?

Linguistic objective

The children are expected to produce the oral form of the words and language chunks they have acquired in this unit

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within an art based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to develop fine motor skills
- to encourage creative expression through art

Suggested resources

- crayons, colours

Suggested procedure (up to 2 days)

Step 1: Discuss what the people on planet Recyclon do to help their planet. After you hear the children's responses, ask them to imagine what a school on that planet would look like. You may also give them clues/ideas by showing them images of green schools/ environmentally friendly downloaded from the internet. When the children have offered several ideas, ask them to draw what that school might look like.

Step 2: After the children have finished their drawings, they can be asked to discuss or describe them to their classmates.

Step 3: When discussion has finished, the children can make a collage/poster with their drawings. They can even vote for the most environmentally friendly school. They can discuss what impressed them or what they liked most in each drawing and even discuss if any of the proposed ideas would be possible to implement in their own school.

Project

Use recyclable things to create your own litter monster.

Linguistic objective

The children are expected to produce the oral form of the words and language chunks they have acquired in this unit

Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within an art based framework
- to raise children's awareness of environmental issues and encourage them to take action
- to raise awareness of the way various things can be reused (decorative purposes, for example)
- to further develop fine motor skills
- to encourage creative expression through art

Suggested resources

- any safe material the children would throw in the rubbish bin (e.g. cans, paper, fruit etc.)

Suggested procedure (up to 2 days)

Step 1: Discuss what people usually throw away. Go on discussing how the children think these things could be reused. Suggest the idea of an imaginary monster. The children can discuss in pairs/groups what such a monster would look like and the materials they could use to build it.

Step 2: The children build their monsters in groups and after they have finished they create a classroom show with these exhibits. They can discuss them or describe/present them to their classmates. They can even vote for the best one.

Step 3: When the discussion has finished, the children can put up the exhibition in a central place in the school for the rest of the children to see. This exhibition can be accompanied by their art posters and signs with ecological messages. In this way, they make other children in the school also aware of environmental issues too.

Unit Evaluation

Ask learners to colour the stars according to their liking. Explain that the more they liked the unit components, (story, songs and rhymes, games and puzzles), the more stars they need to colour.

Then, ask them to write their favourite words and phrases and share them with the class.