Don't let Devon go to waste

at school

'What about Waste?'

A Literacy Teaching Resource for Year 3/4

Recycle Devon

'What about Waste?'
A Literacy Teaching Resource for Year 3/4

Introduction
Welcome to 'What about Waste? Year 3/4' a literacy and waste resource from Devon County Council, created by experienced teachers from the Resource Futures education team. The pack, which links directly to Curriculum 2014, includes a range of stimulating fiction and non-fiction texts. It includes opportunities for pupils to create and perform a range of written work, including poetry, play scripts, instructions and explanation texts.

About the pack
'What about Waste? – Year 3/4' includes 10 clear and easy-to-use one hour lesson plans, which address key literacy objectives for lower KS2 using the theme of 'waste' and the 3Rs (Reduce, Reuse, Recycle).

The lessons address the following aspects of the literacy curriculum:

- explanation
- instruction
- persuasive writing
- play script writing
- play script performance
- poetry writing
- poetry performance

The lesson plans and their supporting resources are designed to be used with minimal teacher preparation; however they can also be adapted to suit the learning needs of the class.

The lessons work well taught in a sequence, or individually, and can be used in a variety of ways, including:

- as a basis for a two week literacy project with a focus on waste
- as stand-alone lessons to support the introduction or revision of a specific literacy skill
- as the basis for a cross-curricular topic, focussing on the 3Rs, waste or wider environmental issues
- as literacy activities during a themed day or week (E.g. Eco Week, Green Day etc.)

The '3Rs PowerPoint' and 'five-minute fillers' in the accompanying resources are designed to support the pack's literacy lessons. However they will also be useful in other contexts, such as geography or science lessons with a waste/ sustainability theme, or break times.

Why Waste?
Households in Devon produce more than 360,000 tonnes of 'rubbish' each year. Over 50% of this waste is currently recycled/composted, one of the best rates in England, but a large amount of 'rubbish' still needs to be disposed of.

As something within their daily experience, waste is a tangible and engaging topic for pupils. An understanding of the 3Rs allows children to take positive action on a global issue, both at home and at school.

Pupils can use the topic of waste to explore a range of issues, with increasing depth and maturity. They can identify the roles that they and others can take to reduce waste, while developing the skills to spread key messages to their peers, families and the wider community using a range of written and verbal skills.

Recycle Devon

‘What about Waste?’

Contents of the pack

- Ten Literacy lessons for Year 3/4 with supporting resources

    1. Explanation lesson plan, 3Rs PowerPoint, 3Rs book list, 3Rs website list
    2. Instruction lesson plan (1/2), Devon district recycling leaflet PDF’s, ‘key features of an instructional text’ aide memoire
    3. Instruction lesson plan (2/2), ‘key features of an instructional text’ aide memoire
    4. Persuasive lesson plan (1/2), ‘letter from the future’ resource
    5. Persuasive lesson plan (2/2), ‘letter from the future’ resource
    6. Drama lesson plan (1/3), ‘A Waste of a World’ play script, story board template
    7. Drama lesson plan (2/3), ‘A Waste of a World’ play script, story board template
    8. Drama lesson plan (3/3), ‘A Waste of a World’ play script, story board template
    9. Poetry lesson plan (1/2), ‘RECYCLE’ example acrostic poem
    10. Poetry lesson plan (2/2), ‘RECYCLE’ example acrostic poem

    N.B. Lessons 2/3, 4/5, 6/7/8 and 9/10 are designed to be taught in consecutive blocks.

- 3Rs PowerPoint
- A selection of five minute filler activities related to waste. These are designed to be used by teachers to fill periods of time when a short, focussed activity is needed after a completed lesson, or just before a break in the school day.

We recommend that you use the Explanation lesson as a starting point, to give your pupils a solid introduction to waste issues. Thereafter, the lessons can be delivered in any order to suit your class.
Before you start work with your pupils, we suggest you refer to one of the following resources, to give you the background information you need to inspire and engage your pupils about waste issues:

a) the ‘3Rs PowerPoint’ found in Lesson 1: Explanation
b) Devon County Council’s short videos:
– Energy from Waste (EfW)
– Landfill sites
on zone.recycledevon.org/videos

'What about Waste?' – Lesson 1: Explanation

Look at the day to day issue of waste and what we do with it as a starting point for a range of lessons combining Literacy and waste. In this first lesson, use the comprehensive 3Rs PowerPoint as a basis for a non-fiction lesson focussing on creating an explanation text. Using a mixture of online and book based texts, pupils will have the opportunity to practice the key information retrieval skills of scanning, skimming and note taking. Use the glossary at the end of the lesson plan, alongside the 3Rs PowerPoint to support your own knowledge.

NC/strategy references:

Reading
- retrieve and record information from non-fiction sources

Children's previous experiences:

Learning outcomes:

- Use a variety of sources to research why people should use the 3Rs (Reduce, Reuse, Recycle.)
- Write a short explanation outlining some of the reasons for recycling/using the 3Rs

Differentiation:	**Other means of support:**
Mixed ability pairs/groups to enable higher ability pupils to scribe and lower ability pupils to give vocal input. Adult support as required.	Use of PowerPoint means that the pace can be varied according to the needs of the pupils.
Resources: Range of non-fiction books on the topic of recycling/3Rs/rubbish – suggested list on page 24 Interactive whiteboard (IWB) 3Rs PowerPoint presentation Mini-whiteboards Internet access – suggested website list on page 25	**Health and safety:**
Key questions: What are the 3Rs? Why should we use the 3Rs? Why are the 3Rs important?	**Key vocabulary:** Reduce, reuse, recycle, resources, materials, waste, rubbish, packaging, environment, index, glossary, scan, skim

Introduction – 15 minutes **Organisation** Whole class sitting in view of the IWB Mini-whiteboards for note taking Key questions written on whiteboard and shared with the class	**Teacher and pupil activity** Pupils watch the 3Rs PowerPoint and teacher introduces the key questions to the class. Pupils discuss with a partner/group some of the reasons that people should use the 3Rs in their everyday lives. Teacher chooses pairs/groups to share their initial ideas with the class. Teacher reinforces key issues as they are raised by groups, specifically the issue of resources running out, where the waste goes when it is thrown away, what happens when resources are thrown away (whether they go to an Energy from Waste plant, or a landfill site, they are lost).
Main – 35 minutes **Organisation** Sitting in groups/pairs with mini-whiteboards Range of non-fiction books available Internet access Key questions written on whiteboard and shared with the class	**Teacher and pupil activity** Teacher uses a website from the suggested list to model scanning and skimming for relevant information to the class. In pairs or groups, pupils use a range of non-fiction sources, including books and the internet, to retrieve and record information on the subject of the 3Rs. They refer to the key questions displayed for the class. Pupils use the index and glossary in non-fiction books, if available, to focus their search for information; scan and skim the text for key words; work together to identify relevant and interesting information; and use the mini-whiteboards to record the information that they have found. They then write a short explanation about why people should use the 3Rs. Teacher offers support as required.
Plenary – 10 minutes **Organisation** Bring class back together	**Teacher and pupil activity** Teacher reminds the class of the key questions. Pairs/groups of pupils share the information that they have found, and read their explanations to the class. Pupils offer constructive feedback to their peers.

Assessment: (Who?, criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850°C) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

'What about Waste?' – Lesson 2: Instruction (1 of 2)

Look at waste, and what happens to it locally, to form the basis of a two lesson learning arc looking at Instructional writing. Use the 'key features of an instructional text' resource to signpost the features needed in instructions and to support the learning of the pupils as they begin to develop a set of logical, step-by-step instructions. Encourage kinaesthetic learning as the pupils act out their instructions to ensure that they are logical and complete.

NC/strategy references: Reading - Identifying how language, structure, and presentation contribute to meaning
Children's previous experiences:
Learning outcomes: - Identify examples of instructions in a text - Act out step by step instructions for recycling an item at home - Work towards a coherent step by step guide to preparing a piece of waste for recycling

Differentiation:	**Other means of support:** Key features of an instructional text resource.
Resources: Copies of your local district recycling leaflet – PDF to be found on zone.recycledevon.org Interactive whiteboard (IWB) Mini-whiteboards Key features of an instructional text resource found on page 26	**Health and safety:**
Key questions: What steps do you need to take to recycle at home? How can you prepare an item for recycling? Why do you need to prepare items for recycling?	**Key vocabulary:** Reduce, reuse, recycle, waste, rubbish, clean, dry, squash, store, prepare

Introduction – 15 minutes **Organisation** Class sat in literacy groups with mini-whiteboards for note-taking PDF of local recycling leaflet displayed on IWB Copies of local recycling leaflet printed for class, suggested one between two (These printouts could be laminated for reuse if you plan to repeat the lesson.)	**Teacher and pupil activity** Teacher shares the local recycling leaflet with the class and highlights one or two examples of an instruction in the leaflet. In pairs, pupils identify and highlight other examples of instructions within the leaflet. They use the key questions to focus the search for instructional writing. Teacher shares the 'key features of an instructional text' support resource to act as an aide memoire for the pupils.
Main – 35 minutes **Organisation** Class sat in pairs with recycling leaflet and notes from introduction	**Teacher and pupil activity** Teacher summarises the steps needed to recycle a specific item. E.g. steel food can: empty, rinse, dry, squeeze closed, place in recycling container. Selected pupil/s act out these steps. Pupils choose an item/s from the recycling leaflet and break down the steps needed to recycle this item/s at home. Pairs act out these steps in the correct order. Teacher introduces the question: what would happen if you carried out the steps in the wrong order or missed out steps? Pupils draft the steps needed to recycle each item. Teacher reminds pupils about the 'key features of an instructional text' resource if needed.
Plenary – 10 minutes **Organisation** Pupils sitting with a view of the front of the class	**Teacher and pupil activity** Teacher asks several pairs to act out their instructions for recycling various items. Pupils and teacher provide constructive feedback as appropriate. Pupils discuss whether the instructions were clear and in a logical order. They consider whether there were other instructions that could have been included.
Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850°C) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

'What about Waste?' – Lesson 3: Instruction (2 of 2)

The second lesson in the Instruction learning arc, build upon the kinaesthetic learning from the previous lesson to create a useful instruction sign for use in the home. This sign will include the key features of instruction texts, as well as being clearly laid out and eye-catching.

NC/strategy references: Writing - in non-narrative material, using simple organisational devices
Children's previous experiences:
Learning outcomes: - Identify examples of instructions in a text - Create a step by step instruction guide to help a person to recycle an item, displayed in the format of a sign

Differentiation:	**Other means of support:** Key features of an instructional text resource.
Resources: Copies of your local district recycling leaflet – PDF to be found on zone.recycledevon.org Interactive whiteboard (IWB) Mini-whiteboards Resources for sign making, could include graphics programmes on a computer Images for download available at zone.recycledevon.org/photos 'Key features of an instructional text' resource found on page 26	**Health and safety:**
Key questions: What steps do you need to take to recycle at home? How can you prepare an item for recycling? Why do you need to prepare items for recycling?	**Key vocabulary:** Reduce, reuse, recycle, waste, rubbish, rinse, clean, dry, squash, store, prepare

Introduction – 15 minutes **Organisation** Class sat in literacy groups with mini-whiteboards for note-taking. Notes from previous lesson available.	**Teacher and pupil activity** Teacher recaps previous lesson, reminding pupils about the chronological nature of instructions. Teacher introduces the task of designing an instruction sign to be used in the home, which shows the steps needed to recycle an item. Using pupils' suggestions, teacher drafts an example sign on the IWB, referring to the 'key features of an instructional text'.
Main – 35 minutes **Organisation** Class sat in pairs with recycling leaflet and notes from previous lesson. Copies of local recycling leaflet printed for class, suggested one between two. (These printouts could be laminated for reuse if you plan to repeat the lesson.)	**Teacher and pupil activity** Pupils design and create a sign showing step by step instructions for recycling a specific item at home, referring to their notes from the previous lesson. Signs should include the main features of an instructional text (refer to 'key features of an instructional text' resource), as well as being eye-catching and interesting to look at. Pupils should have the opportunity to draft their ideas, then to create a final sign for display, either in school or at home. The use of graphics programmes on computers could also be an option if facilities allow.
Plenary – 10 minutes **Organisation** Pupils sitting with a view of the front of the class	**Teacher and pupil activity** Teacher selects pupils to share their sign. Pupils review the signs and feedback to the designer e.g., Was the sign eye-catching and interesting? Were the instructions clear? Were they carried out in a logical order? Were there any other instructions or features that could have been included?

Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850ºC) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

'What about Waste?' – Lesson 4: Persuasive (1 of 2)

Explore the impact of the actions we take now on the future of our world. Use the 'letter from the future' resource to spark inspiration in the first of two lessons exploring persuasive language and writing. Spend time with the class exploring what makes language persuasive, and identifying the persuasive language present in the 'letter from the future' resource. In a shared writing activity, create a reply to this letter including key actions that pupils could take to solve the problem of waste, and to help save the future of the planet.

NC/strategy references:

Reading
- asking questions to improve their understanding of a text

Children's previous experiences:

Learning outcomes:

- To understand that the author is trying to persuade the reader to change their behaviour
- To identify examples of persuasive writing
- To begin to use persuasive language

Differentiation:	**Other means of support:**
Resources: Copy of 'letter from the future' resource found on page 27 Interactive whiteboard (IWB) Mini-whiteboards	**Health and safety:**
Key questions: What steps do you need to take to recycle at home? How can you prepare an item for recycling? Why do you need to prepare items for recycling?	**Key vocabulary:** Reduce, reuse, recycle, future, persuade, persuasive, behaviour, change, action, responsibility

Introduction – 15 minutes **Organisation** Class sat in literacy groups with mini-whiteboards for note-taking Copy of 'letter from the future' resource displayed on IWB	**Teacher and pupil activity** Teacher reads the 'letter from the future' to the class. Pupils discuss: What are the main messages that the author is trying to convey? These should include: wasted resources, the ease that action can be taken, that children can make a difference and the need for immediate behaviour change. What is the author of the letter trying to achieve? Which parts of the letter are successful at persuading the reader? Are there any parts of the letter which are less persuasive? Are there any parts of the letter that pupils do not understand?
Main – 35 minutes **Organisation** Class sat in literacy groups with a view of the shared writing on the board	**Teacher and pupil activity** Teacher leads a shared writing activity with the class, writing a response to the 'letter from the future.' Pupils consider what actions they should take at home that will make a difference and are achievable. Teacher models writing a reply to the letter including the pupils' individual actions and their responses to its persuasive points.
Plenary – 10 minutes **Organisation** As above	**Teacher and pupil activity** Teacher leads the class in reading through their completed letter. Pupils reflect on whether it will address all of the points raised in the 'letter from the future' and discuss whether there is anything else that could be added.

Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850ºC) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

Year 3 and 4

'What about Waste?' – Lesson 5: Persuasive (2 of 2)

In the second of two lessons exploring the features of persuasive writing, pupils have the opportunity to create their own 'letter from the future' to their past self. Write a persuasive letter to their past self and their family a year ago (suggested time-frame), to try to persuade their past selves to make positive changes to how they see waste and how they could, and should, use the 3Rs in their daily lives.

NC/strategy references:

Writing
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Children's previous experiences:

Learning outcomes:

- To write a letter to your past self to persuade you to use the 3Rs more
- To begin to use persuasive language

Differentiation:	**Other means of support:**
Resources: Copy of letter to the future written during previous lesson Interactive whiteboard (IWB) Mini-whiteboards Dictionaries	**Health and safety:**
Key questions:	**Key vocabulary:** Reduce, reuse, recycle, future, persuade, persuasive, behaviour, change, action, responsibility

Introduction – 15 minutes **Organisation** Class sat in literacy groups with mini-whiteboards for note-taking Copy of 'letter from the future' resource displayed	**Teacher and pupil activity** Teacher recaps previous lesson, reminding pupils about the 'letter from the future' and discussing their responses to it. Teacher highlights the persuasive language used in the letter. Pupils revisit the actions that they had identified which they could take in response.
Main – 35 minutes **Organisation** Class sat in literacy groups with access to mini-whiteboards and dictionaries	**Teacher and pupil activity** Teacher outlines the activity to the class: pupils write a letter to their past selves and their families a year ago (suggested time scale), to persuade them to start taking more actions to help use the 3Rs and to save the future. Pupils' revisit the actions that they identified in the previous lesson and either use these in their letter, or develop their ideas further if time allows. They use persuasive language in their letter and identify strong vocabulary to support their persuasive points. They use dictionaries to support their writing.
Plenary – 10 minutes **Organisation** Class regroups, pupils take it in turns to come to the front of the class	**Teacher and pupil activity** Teacher selects pupils to share their letters. Pupils peer review, giving constructive feedback.

Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850ºC) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

'What about Waste?' – Lesson 6: Drama (1 of 3)

Combining the issue of waste, and the impact that it has on the planet, with the new curriculum focus on performance. In the first lesson of a three lesson learning arc, pupils will explore the features of a play script – 'A Waste of a World'. In a shared writing exercise, the class will work together with the teacher to create a storyboard to complete the storyline of the play script, which will then be used in subsequent lessons. Over the course of the three lessons, additional adult support would be useful.

NC/strategy references: Reading - preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Children's previous experiences:
Learning outcomes: - To plan, write and perform a play script (overall learning objective) - To recognise some of the key features of a play script - To think about some of the problems facing the planet and actions that could be taken to solve these

Differentiation:	**Other means of support:** Key features of an instructional text resource.
Resources: Copy of 'A Waste of a World' play script found on page 28 Interactive whiteboard (IWB) Mini-whiteboards Storyboard template found on page 29	**Health and safety:**
Key questions:	**Key vocabulary:** Reduce, reuse, recycle, play script, features, script, directions, characters, narrator, lines

Introduction – 15 minutes **Organisation** Class sat in literacy groups with mini-whiteboards for note-taking. Copy of 'A Waste of a World' play script displayed on IWB	**Teacher and pupil activity** Teacher introduces the play script and discusses with pupils the features of this type of text. Features of a play script: Layout, lack of speech marks, directions in brackets, use of bold font for characters.
Main – 35 minutes **Organisation** Class sat in literacy groups with access to mini-whiteboards and dictionaries Copy of 'A Waste of a World' play script displayed on IWB Storyboard template	**Teacher and pupil activity** Teacher leads a shared reading session of the first scene of the play script. Pupils take it in turns to read the directions and characters' lines. Once the first scene has been read, teacher and pupils recap the contents and note down answers to the following questions: What questions have been raised in the play so far? What problems do pupils think Mr Green was talking about? What help does Mr Green need? What do the pupils think could happen next? Teacher explains to the class that they are going to complete the play. In a shared writing session, teacher works with the class to produce a storyboard. (Storyboard template available if required.) Pupils use their answers to the above questions to support their ideas. They add extra characters if required.
Plenary – 10 minutes **Organisation** Pupils facing front of classroom	**Teacher and pupil activity** Teacher and pupils review the completed play storyboard considering: Does the storyline make sense? Are there any other details that should be included? Are any changes needed?

Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850ºC) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

Year 3 and 4

'What about Waste?' – Lesson 7: Drama (2 of 3)

The second of a three lesson learning arc focusing on play scripts and performance. Pupils will use the storyboard the class created in the previous lesson to work in a group and create a scene for the play script 'A Waste of a World'. Each group will work on a different scene and will ensure that the features of a play script are included. Additional adult support would be useful during this lesson.

NC/strategy references:

Reading
- preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Children's previous experiences:

Learning outcomes:

- To plan, write and perform a play script (overall learning objective)
- To use the key features of a play script and create a scene for the play
- To think about some of the problems facing the planet and actions that could be taken to solve these

Differentiation:	**Other means of support:** Additional adults to assist groups
Resources: Copy of 'A Waste of a World' play script found on page 28 Interactive whiteboard (IWB) Mini-whiteboards Dictionaries Storyboard template found on page 29	**Health and safety:**
Key questions:	**Key vocabulary:** Reduce, reuse, recycle, play script, features, script, directions, characters, narrator, lines

Introduction – 15 minutes **Organisation** Class sat in mixed ability groups with mini-whiteboards for note-taking. Copy of storyboard of 'A Waste of a World' play script displayed on IWB	**Teacher and pupil activity** Teacher and pupils revisit the play storyboard they produced during the previous lesson. Teacher allocates a scene from the storyboard to each group of pupils for them to develop into a play script. Teacher and pupils recap of the features of a play script found in the introduction of Lesson 6.
Main – 35 minutes **Organisation** Class sat in literacy groups with access to mini-whiteboards and dictionaries Copy of 'A Waste of a World' play script displayed on IWB Storyboard template displayed on board	**Teacher and pupil activity** Each group of pupils drafts a scene for the play, referring to the key features of a play script and the storyboard from the previous lesson. Teacher and other supporting adults support groups according to their learning needs. Each group should nominate a scribe or scribes to write the scene. All members of each group should play an active part in deciding on the content of their scene. They should also include the key plot points identified in the storyboard for their scene.
Plenary – 10 minutes **Organisation** Class sat with performance space to the front	**Teacher and pupil activity** Groups read out their scene in chronological order. Pupils and teacher provide constructive feedback on each scene. Pupils edit their work if time allows.

Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850°C) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

'What about Waste?' – Lesson 8: Drama (3 of 3)

The final lesson in a three lesson learning arc. This lesson focuses on the performance of the play script 'A Waste of a World'. Each group will practice and then act out their scene, which they created during the previous lesson. Particular focus will be on the aspects needed for a strong performance, with the teacher (and other supporting adults if required) modelling the differences between a strong and a weaker performance. Use of video recording could enhance the learning experience. There is scope for further performance in front of other classes or parents during an assembly.

NC/strategy references:

Reading
- preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Children's previous experiences:

Learning outcomes:

- To plan, write and perform a play script (overall learning objective)
- To perform a play script
- To think about some of the problems facing the planet and actions that could be taken to solve these

Differentiation:	**Other means of support:** Additional adults to assist groups
Resources: Copy of 'A Waste of a World' play script found on page 28 Interactive whiteboard (IWB) Mini-whiteboards Dictionaries Completed storyboard from Lessons 6 and 7 Scene scripts prepared in previous lessons Props to support each scene as required	**Health and safety:**
Key questions:	**Key vocabulary:** Reduce, reuse, recycle, play script, features, script, directions, characters, narrator, lines, speech, clear, strong, tone, intonation, volume, action

Introduction – 15 minutes **Organisation** Class sat in mixed ability groups with mini-whiteboards for note-taking. Copy of storyboard of 'A Waste of a World' play script displayed on IWB Scenes for each group, written in the previous lesson	**Teacher and pupil activity** Teacher recaps the storyboard from the previous lessons, reminding the class of any alterations that have been made. Teacher reads Act 1 Scene 1 of the play script twice: the first in a quiet monotone, with little action/expression, the second with clear and strong intonation as well as varying expressions and actions. Teacher uses open questions to encourage pupils to discuss which was better and why.
Main – 35 minutes **Organisation** Class sat in literacy groups with access to mini-whiteboards and dictionaries Copy of 'A Waste of a World' play script displayed on IWB Storyboard template	**Teacher and pupil activity** Each group rehearses then acts out the scene they created in the previous lesson. Teacher supports individuals and groups to enable all pupils to take part in the rehearsals. Groups practice their scene, ensuring they use strong and clear intonation, changes of tone, expression and actions to enhance their acting. Teacher and other supporting adults spend time with each group developing the above areas.
Plenary – 10 minutes **Organisation** Class sat with performance space to the front of the class	**Teacher and pupil activity** Class acts out their play in full. There is scope for videoing each scene, if the equipment is available. The completed play could be performed as an assembly for the school and / or parents.

Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850ºC) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

'What about Waste?' – Lesson 9: Poetry (1 of 2)

Exploring the topic of waste and the 3Rs as a focus for a two lesson learning arc looking at acrostic poetry. Pupils will be identifying what type of poem 'RECYCLE' is, and it's key features. Using dictionary skills, such as indexing, scanning and skimming, pupils will create word lists/clouds related to waste and the 3Rs, including a range of verbs and adjectives, to be used in the second poetry lesson.

NC/strategy references: Reading - recognising some different forms of poetry (e.g. free verse, narrative poetry)
Children's previous experiences:
Learning outcomes: - To recognise the features of different types of poetry, specifically acrostic poetry - To use dictionary skills to make a list of useful topic words - To use own knowledge of the 3Rs to identify suitable words for a topic list

Differentiation:	**Other means of support:**
Resources: Copy of 'RECYCLE' acrostic poem found on page 30 Interactive whiteboard (IWB) Mini-whiteboards Dictionaries	**Health and safety:**
Key questions:	**Key vocabulary:** Reduce, reuse, recycle, acrostic, rhyme, rhythm

Introduction – 15 minutes **Organisation** Class sat in literacy groups with mini-whiteboards for note-taking Copy of 'RECYCLE' acrostic poem displayed on IWB	**Teacher and pupil activity** Teacher reads the 'RECYCLE' acrostic poem to the class and discusses it with pupils e.g. What does the class think the title of the poem might be? Why do pupils think it is called 'RECYCLE'? Have pupils seen this type of poem before? What sort of poem is it? What does the term 'acrostic' mean? Teacher explains that an acrostic poem does not have to rhyme, but this one does.
Main – 35 minutes **Organisation** Class sat in literacy groups with access to mini-whiteboards and dictionaries	**Teacher and pupil activity** Teacher re-reads the poem and explains that the class will prepare to write their own acrostic poems by creating a list of words on the topic of the 3Rs (Reduce, Reuse, Recycle) and relevant adjectives and verbs to enhance the content of their poems. Pupils use dictionaries to create word lists/clouds using one or all of the 3Rs as a focus. Features of an acrostic poem: can include adjectives and verbs to enhance the contents of their poems, sometimes acrostics rhyme, but not always, all poems should be made up of phrases, not single words.
Plenary – 10 minutes **Organisation** As above	**Teacher and pupil activity** Teacher selects pupils to share their word lists/clouds. Pupils and teacher highlight any words that they particularly like and explain why.

Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850°C) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

'What about Waste?' – Lesson 10: Poetry (2 of 2)

The second of two lessons focussing on poetry. During this lesson, pupils will be using the word lists/clouds from the previous lesson to create their own 3Rs acrostic poem. These poems could be displayed and performed as time allows.

NC/strategy references: Writing - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Children's previous experiences:
Learning outcomes: - To write your own poem about the 3Rs using the features of a specific style of poetry, specifically acrostic - To use a word list/cloud to support the vocabulary needed for an acrostic poem - To use own knowledge of the 3Rs to enhance the content of your poem

Differentiation:	**Other means of support:**
Resources: Copy of 'RECYCLE' acrostic poem found on page 30 Interactive whiteboard (IWB) Mini-whiteboards Dictionaries Word lists/clouds from previous lesson	**Health and safety:**
Key questions:	**Key vocabulary:** Reduce, reuse, recycle, acrostic, rhyme, rhythm, vocabulary

Introduction – 15 minutes **Organisation** Class sat in literacy groups with mini-whiteboards for note-taking Copy of 'RECYCLE' acrostic poem displayed on IWB	**Teacher and pupil activity** Teacher reads RECYCLE acrostic poem to the class and reminds pupils of the features of an acrostic poem found in Lesson 9. Pupils recap some of the words they chose on the 3Rs (Reduce, Reuse, Recycle) theme in the previous lesson.
Main – 35 minutes **Organisation** Class sat in literacy groups with access to mini-whiteboards and dictionaries if required and lists or word clouds created in the previous lesson	**Teacher and pupil activity** Teacher outlines the activity to the class: pupils create their own acrostic poem using one or all of the 3Rs (Reduce, Reuse, Recycle). Pupils use their word lists/clouds from the previous lesson to support the content of their poem. If time, there is scope to perform individual poems. These could be videoed. Poems could also be written neatly and displayed.
Plenary – 10 minutes **Organisation** As above	**Teacher and pupil activity** Teacher selects more pupils to share their poems. Pupils and teacher offer constructive feedback.

Assessment: (Who? criteria, strategies, evidence etc)	**Notes:**

Glossary:

waste – any unwanted item
rubbish – waste items; refuse or litter
reduce – make less of; specifically, to make less waste
reuse – use an item over again
recycle – convert waste into reusable items
resources – the planet's reserves of minerals, land, and other natural assets
Energy from Waste (EfW) – the process of burning non-recycled waste at very high temperatures (over 850°C) to generate electricity, and potentially heat, for local housing and industry
recover – waste being processed in a useful way; in the case of EfW, to provide heat and power
resources – the planet's reserves of minerals, land, and other natural assets
landfill site – the name of the area of land where waste has been buried for disposal
methane – a gas which is produced from rotting organic materials in a landfill site. This is a greenhouse gas, which contributes to climate change
leachate - a dark coloured liquid, which is produced when rainwater filters through the rubbish in a landfill site, and from rotting organic material such as food waste. This needs to be carefully managed to keep it out of rivers and streams
climate change – a change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels
global warming – a gradual increase in the overall temperature of the earth's atmosphere generally attributed to the greenhouse effect caused by increased levels of carbon dioxide, CFCs, and other pollutants

What about Waste? – Lesson 1: Explanation

Supporting resource: Book list

Title	Author	ISBN no	Publishers	Website	Age appropiate	Price
I can save the Earth!	Alison Inches	9 781416 967897	Simon and Schuster	SimonSaysKids.com	4 to 6	$3.99
Rubbish Bins and Landfills	Sharon Katz Cooper	9 781406 212921	Raintree	www.raintreepublishers.co.uk	6 to 7	£12.99
Who Will Save Us?	Rebecca Morch	9 780955 655005	Rebecca Morch Publishing	www.rebeccamorch.co.uk	5 to 75!	£5.99
Rubbish Truck	Annabel Savery	9 780749 692926	Franklin Watts	www.hachette.co.uk	6 to 8	£12.99
Food Waste	Deborah Chancellor	9 780750 257114	Wayland Books	www.waylandbooks.co.uk	6 to 8	£12.99
Clothes and Toys	Deborah Chancellor	9 780750 257138	Wayland Books	www.waylandbooks.co.uk	6 to 8	£12.99
Rubbish and Litter	Jen Green	9 780750 257145	Wayland Books	www.waylandbooks.co.uk	6 to 8	£12.99
The Gardening Book	Jane Bull	9 780751 364736	Dorling Kindersley	www.dk..com	6 to 8	£6.99
Why should I bother about the planet?	Susan Meredith	9 780746 089170	Usborne	www.usborne.com	7 to 10	£6.99
Astonishing Art with Recycled Rubbish	Susan Martineau	9 781902 915555	b small publishing	http://www.bsmall.co.uk/	From 6 years	£3.99
See Inside Planet Earth	Katie Daynes and Peter Allen	9 780746 087541	Usborne	www.usborne.com	From 6 years	£8.99
Join Wallace's Recycling Revolution	Recycle Devon website			www.recycledevon.com	From 6 years	
Where Does Rubbish Go?	Sophy Tahta	9 780746 042489	Usborne	www.usborne.com	From 6 years	£1.50
Learning about Life Cycles	Ian Mitchell and Allan Randall	9 781857 410792	Southgate	http://www.southgatepublishers.co.uk/	7 to 10 years	£9.95
World Wide Waste	Caren Trafford	9 780958 187824	Planet Kids	www.planetkids.biz	From 6 years	
Look after your Planet	Lauren Child	9 780141 384368	Puffin Books	www.puffinbooks.com	3 to 5 years	£6.99
Glass	Alexandra Fix	9 781403 497185	Heineman Library	www.heinemannlibrary.com	From 6 years	
Metal	Alexandra Fix	9 781403 497178	Heineman Library	www.heinemannlibrary.com	From 6 years	
Paper	Alexandra Fix	9 781403 497123	Heineman Library	www.heinemannlibrary.com	From 6 years	
Plastic	Alexandra Fix	9 781403 497161	Heineman Library	www.heinemannlibrary.com	From 6 years	
The Stinking Story of Rubbish	Katie Daynes and Peter Allen	0 7460 6811 5	Usborne	www.usborne.com	From 6 years	£3.99
Eco Apes Use Rubbish	Greg Cook	9 78043 5914400	Pearson	www.pearsonschools.co.uk	From 6 years	£21.25 (6 pk)
Why should I recycle?	Jen Green	9 780750 236812	Wayland Books	www.waylandbooks.co.uk	From 6 years	£5.99
I drive a dump truck	Sarah Bridges	1 4048 1858 8	Picture Window Books	www.picturewindowbooks.com	From 6 years	$19.49
Dinosaurs and all that rubbish	Michael Foreman	9 780140 552607	Puffin Books	www.puffinbooks.com	5 to 6	£6.99
George saves the World by Lunchtime	Jo Readman	9 781903 919507	Eden Project Books	www.rbooks.com	5 to 7	£5.99
The Three R's: Reduce, Reuse, Recycle	Nuria Roca	9 780764 135811	Barrons	www.barronseduc.com	6 to 8	$6.99

What about Waste? – Lesson 1: Explanation

Supporting resource: 3Rs Website list

zone.recycledevon.org

jointhepod.org/student-zone

www.wastebuster.co.uk

www.ecofriendlykids.co.uk/RecyclingCategory.html

If you want more websites, see under teachers/external resources on zone.recycledevon.org

What about Waste? – Lesson 2/3: Instruction

Supporting resource: Key Features of an instructional text – Instructions Aide Memoire

Instructions:

- A clear main heading telling the reader what the instructions are about.
- Numbered stages – to help organise the steps in a set of instructions
- Sub-headings – to break down the main jobs in creating our finished product.
- A 'You will need' section – highlighting what you will need using bullet points.
- Useful diagrams, illustrations or photographs to help the reader to see what it should look like along the way.
- More than one instruction for each sub-heading -so each section is easy to follow with enough detail to help the reader.

Remember:

- Think what you need to carry out the task.
- Write step-by-step instructions.
- Think about the order that you have to do things.
- Try not to miss anything out.
- Read through your instructions when you have finished. Do they work?

Key vocabulary:

First, next, after that, then, before, when, now, finally.

What about Waste? – Lesson 4/5: Persuasive

Supporting resource: Letter from the future

72 Green Street

Exeter

Devon

EX6 0TQ

Monday 17th October 2055

Dear Class,

I am writing this letter in the hope that you can help before it is too late. I know that it sounds odd, but I am actually writing from the future; it is the year 2055 now. I was born in 2007 and things have really changed since I was your age. The planet is in trouble and we have left it too late to help. We used to use and throw away the planet's resources, like oil, trees, metals and food, but we took too much and wasted what we had. There is so much we cannot do any more. Now we have so many regrets. We can't drive because the oil stocks are only for essential use, and the rainforests and their amazing wildlife have disappeared.

You can help to stop this terrible waste! If everyone made some small changes NOW then the future of our world will become a lot brighter. You need to take care of what you have before it's too late. You might think that you can't do much as you are only a child, but you can! If you start to use the 3Rs you will save our world! It's just three small steps, but it will make a big difference.

First you need to REDUCE, which simply means not using as much in the first place. I remember being your age, and nagging my parents to buy me more and more stuff, most of which I didn't really need. I used to love little snack packs in my lunchbox. It didn't occur to me to wonder where the colourful plastic came from, or where it went when I threw it in the bin! How I wish I had just stopped to think.

Next you should REUSE, which of course means reusing things so you don't need to throw them away. Just simple things like using a refillable drinks bottle instead of having a carton, reminding your parents to take bags with them to the shops, or using the back of a piece of paper at school. I'm sure you'll agree - it is so easy to do.

Finally you should RECYCLE, so that the materials used to make things can be used again to produce something new. When I think back, I realise that a lot of the things I threw in the bin could have been recycled. I expect some of you could say the same! Looking at the state of the planet now, I can't believe that I thought it was too much effort to put a drink can or plastic bottle in my bag and take it home, or find the recycling point in school and to put in the recycling box.

Please make these changes now. I should have changed my ways when I had the chance, but I didn't think I could make a difference. The future has not happened yet, you have the power to change it. However, you cannot do this alone; you must encourage your friends, family and teachers to change their behaviour as well. Act now, before it's too late!

Yours faithfully,

Suzy Hope

What about Waste? – Lesson 6/7/8: Drama

Supporting resource: A Waste of a World – Play script

Act 1 – Scene 1

(*Three people; Will, Jo and Sam, sat on a bench, Will holding a newspaper*)

Will (*tutting and shaking his head*) – I don't know, there never seems to be any interesting news any more.

Jo – What do you mean?

Will – It's just the same old news every day, never anything new.

Sam – Maybe they should call it 'olds' instead of news?

Jo – But there's things happening every day! I bet that there are interesting things happening right now!

(*Enter Mr Green – dressed fully in green and holding a deflated globe, he walks slowly with drooping shoulders and a sad expression on his face*)

Jo (*pointing to Mr Green*) – See! Look at that man, I bet there's something interesting about him!

Sam (*standing and waving at Mr Green*) – Hey, over here!

(*Mr Green looks up, a shocked expression on his face*)

Sam (*pointing at Mr Green*) – Yes, you, are you okay?

(*Will puts down newspaper; Jo gets up and goes towards Mr Green*)

Mr Green (*looking confused*) – You can see me? You can actually see me?

Will, Sam & Jo – Yes!

Jo – Of course we can see you. Are you okay? You look really sad, is there anything we can do to help?

(*Sam and Jo walk Mr Green over to the bench, Mr Green sits down, Jo sits down and Sam stands to the side of the group*)

Mr Green (*sighing*) – I don't know, no-one seems to want to help any more. But no-one has seen me for so long, maybe you are different?

Sam – So, what do you need help with?

Mr Green (*showing the others the deflated globe*) – It's this; I just don't know what to do with it any more.

Will – I think blowing it up would help.

(*Sam and Jo both nod*)

Mr Green – If only it was that easy! You see, this isn't really a blow up toy; it's our planet, the Earth. And it's in big trouble.

Will, Jo & Sam (*looking shocked*) – What?

Mr Green – I know. It's not good news, humans haven't been taking care of it, and now the Earth is suffering. I just hope it's not too late. Maybe you can help after all.

Jo – How? We need the Earth to be okay; otherwise we are all in trouble.

Sam (*turning to Will*) – Is this exciting enough news for you?

Will (*looking serious*) – Yes, but I'd say it's shocking, not exciting.

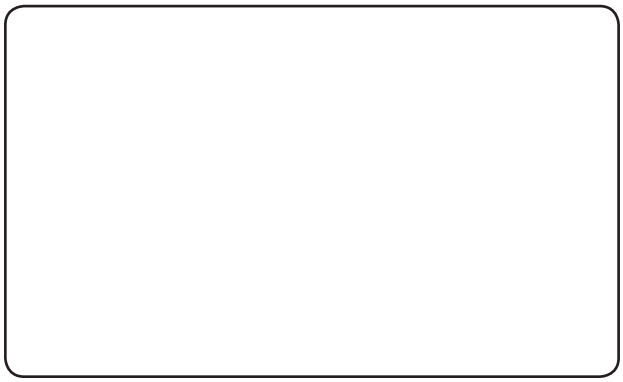
Jo, Will & Sam (*turning to Mr Green*) – Please tell us what we can do.

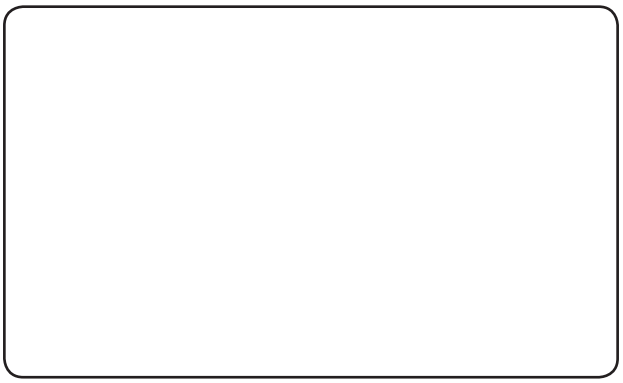
(*Everyone freezes*)

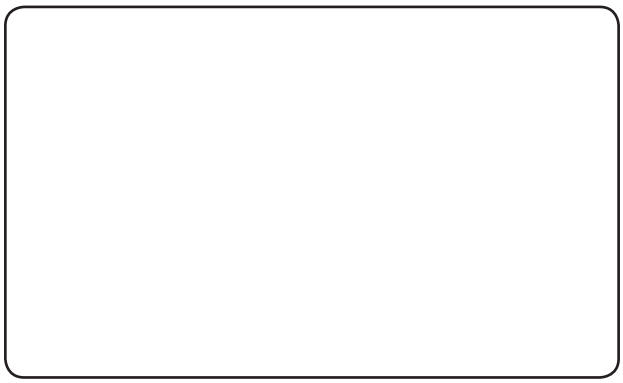
End of Scene 1

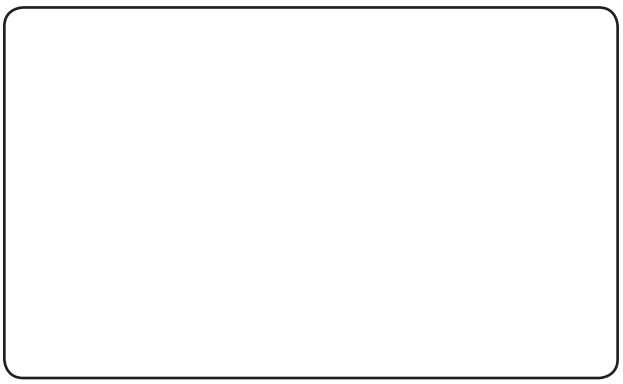
What about Waste? – Lesson 6/7/8: Drama

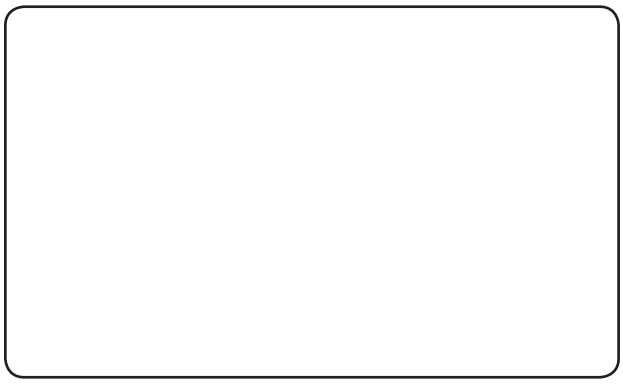
Supporting resource: Storyboard template: play planning

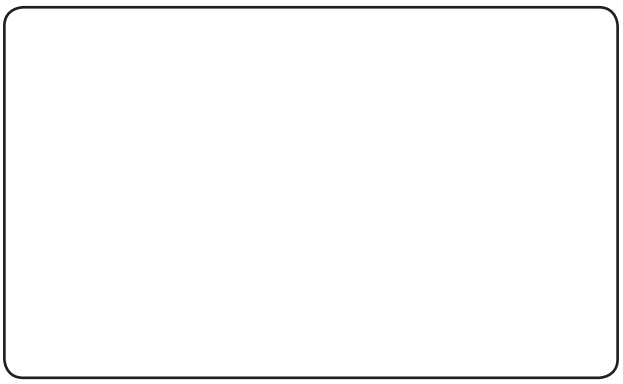












What about Waste? – Lesson 9/10: Poetry

Supporting resource: Example acrostic poem ‘RECYCLE’

Rubbish wasted in the bin

Everyone should do their thing!

Chose a way to make a change

You can recycle, there’s quite a range!

Collect recycling every day

Learn why you should lead the way

Encourage others to join you! Be a leader in all you do!

What about Waste? – Five minute filler activities

Supporting resource: Five minute filler activities

1. **20 questions** – think of a word relating to waste and the 3Rs (these could be taken from the glossary at the end of each lesson plan) The class asks up to 20 yes/no questions to try to identify the correct word.

2. **Pictionary** – think of a word relating to waste and the 3Rs (see glossary for suggestions), then without using symbols, letters or numbers, pupils should draw clues to describe the word.

3. **Charades** – think of a word relating to waste and the 3Rs (see glossary for suggestions), then, without speaking, act out the word for the class. The class could be divided into teams to add an element of competition!

4. **Ball pass re words** – pass a soft ball or bean bag around the class shouting out ‘re’ words after each pass.

5. **Magic wand** – give the pupil a magic wand which can change 3 things in your school related to waste and the environment. Ask them which three things would you change and why? If time allows, repeat with more children.

Acknowledgements

'What about Waste?' was written by Sarah Connors of Resource Futures, on behalf of Devon County Council.

Support and editing were provided by Heidi Diepold of Devon County Council and Resource Futures' staff.

Photography by Terry Rook at Glance Image, 2014
Additional photography by Resource Futures staff

Design by Sally Scholefield at Resource Futures: www.resourcefutures.co.uk