

Educator Workbook

CAPS-aligned

Grade 1–3

Educating future
leaders by teaching
them to care for the
environment.

Life Skills



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Contents

Section A

Introduction

Foreword
Background and Context
Acronyms

Section B

- 1. Foundation Phase
 - 1.1 Grade 1
 - 1.2 Grade 2
 - 1.3 Grade 3

Section C

Resource Section
Annexure

Contents



Section A

Introduction

Foreword

Petco Producer Responsibility Organisation NPC is a Producer Responsibility Organisation (PRO), incorporated in 2004, that administers Extended Producer Responsibility (EPR) schemes on behalf of its members for various identified products in the packaging sector. Petco serves as a national organisation responsible for driving recycling activities, unlocking the collection and recycling value chain, guiding product design, stimulating end-use markets for recycled material, carrying out education and awareness initiatives and building the required local recycling infrastructure and capacity.

Petco is a collective organisation, set up by our producer members to fulfil their extended producer responsibility obligations, by taking accountability for their products throughout its entire life cycle, as mandated by Section 18 of the National Environmental Management: Waste Act. Petco is committed to driving change towards a circular economy in South Africa's packaging industry.

Petco has created this user-friendly, fun, and factual Educators' Workbook to help teach learners how their actions can have a less harmful impact on the environment. They will learn that littering is a bad habit, as well as the different things that can be done with waste. By completing the activities together with your learners, you will teach them lessons that they will remember for life. The activities, which are aligned to the CAPS curriculum, cover the curriculum standards of various learning areas, and have been designed to ensure that learners have fun while learning.

You can assist your learners by encouraging them not to litter, and to:

- reduce waste;
- reuse materials; and
- collect materials that can be recycled.

Here is a quick overview of the CAPS-aligned content that you will find in this educational pack:

Grade 1

Life Skills – My community

Grade 2

Life Skills – People who help us

Grade 3

Life Skills – Recycling

Introduction

Section A

Introduction

Background and Context

Pick n Pay School Club is celebrating its 18th year of providing much-needed educational material, which now reaches 110,425 teachers and 2.36 million learners across South Africa. The Petco learning programme is aligned to the CAPS curriculum, which adheres to the standards set by the Department of Education.

The material is designed to facilitate the learning process and culminates in the assessment of competency levels according to the standards set for each specific grade. The educator is supported by way of research and learning content that is presented clearly and is easy to implement in the classroom.

Introduction

Acronyms:

CAPS: Curriculum and Assessment Policy Statement
GET: General Education and Training

Section B

Foundation Phase

Grade 1

Name of Lessons: We don't litter		Time: 3 x 30 minutes
Grade 1		Subject: Life Skills Term 3 (My community)
Curriculum Standards (CAPS): Life Skills Term 3: Beginning knowledge and personal and social well-being Topic: My community • Keeping places clean – including using bins and not littering. Additional opportunities for extension and CAPS-alignment: Term 1: Shapes - use recycled materials to explore and create different shapes. Term 2: Materials that homes are made of - look at traditional homes, modelling out of 'waste'. Term 4: Water.		
Objectives		
The learners will be able to: - Identify, and differentiate between, waste and litter. - Show care for the environment. - Identify objects that can be reused and recycled.		
Content	Skills	Values
Learner Activity 1: I see litter - Waste - Litter Learner Activity 2: I love Earth - Environmental responsibility Learner Activity 3: What Can I reuse or recycle? - Reusing - Recycling	Learner Activity 1: I see litter - Discrimination (Discern differences) - Sorting Learner Activity 2: I love Earth - Creativity - Identification of symbols Learner Activity 3: What can I reuse or recycle? - Matching - Categorisation	Learners appreciate the importance of caring for the environment and that they are responsible for keeping it clean.
Resources needed		
For all 3 Learner Activities: Pencils/crayons; the Petco poster; photocopies of the Learner Activities.		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the three lessons before the lesson starts. Print sufficient Learner Activity worksheets.		
Teaching the Learner Activities		
Learner Activity 1: I see litter		
Vocabulary: Waste: Unwanted things that are thrown away after we have used them. Litter: Waste such as paper, cans, plastic shopping bags and bottles left lying on the ground, in water or on plants.		
Ask: - What is rubbish? - What should we do with rubbish?		

Section B
Foundation Phase
Grade 1

Educator Guide

Explain:

- Another word for rubbish is waste.
- Explain the word waste, using the definition provided as a guide.

Ask:

- What do we do with waste in our homes and schools?
- What is litter?

Explain:

- Explain the word litter, using the definition provided as a guide.

Refer:

- Refer the learners to the Petco poster.

Discuss:

- What is the difference between the two scenes on the poster?
- How do you feel when you look at the left side of the poster?
- Which side of the poster looks nicer?

Ask:

- Do you see litter on both sides of the poster?

Explain:

- The waste lying on the ground on the left side of the poster is litter because it has been left lying on the ground, instead of being put in a waste bin.
- The waste in the bins on the right side of the poster is not litter, because it has been put in a waste bin.
- The correct thing to do with waste is to put it in a waste bin.
- It is bad to leave litter lying around on the ground.

Complete the Learner Activity:

- Hand out the Learner Activity 1 worksheets.
- Let learners compare the two drawings on the worksheets.
- Learners draw a circle around each piece of litter, on the right, that does not belong on the ground.

Learner Activity 2: I love Earth

Vocabulary:

- Environment: The environment is the world that we live in. The environment includes everything living and everything non-living. Living things (people, animals, plants) need the non-living parts of the environment (water, air, sun) to survive.
- Reduce: To make smaller or use less of. To cut back on what we buy and the waste we make.
- Reuse: To find many new ways to use waste, so that we don't throw it away.
- Recycle: To use waste to remake new goods that can be used and sold again.
- Landfill: A landfill is a place where waste is taken to be buried in a big hole in the ground.

Ask:

- What is the environment?

Explain:

- Explain the word environment, using the definition provided as a guide.

Ask:

- Is our school part of the environment?
- Is your home part of the environment?
- Is a park part of the environment?
- Is a river part of the environment?

Section B

Foundation Phase

Grade 1

Explain:

- Waste and litter are bad for the environment.
- Explain what a landfill is using the definition provided as a guide.
- All the things that we throw away have to be taken away and buried in a landfill.
- The more things that we throw away, the more space is needed to bury all the waste.
- Explain the word reduce, using the definition provided as a guide.
- There are ways to reduce the amount of waste that has to be buried in a landfill.
- Explain the word reuse, using the definition provided as a guide.
- Explain the word recycle, using the definition provided as a guide.

Explain:

- When we are kind to the environment, we don't throw away things that can be reused or recycled.

Complete the Learner Activity:

- Hand out the Learner Activity 2 worksheets.
- Learners trace over the words on the worksheet.
- Learners colour in the drawings on the worksheet.

Learner Activity 3: What can I reuse or recycle?

Vocabulary:

Compost: Rotting organic things used as a food for growing plants.

Explain:

- Just because we have finished using something, does not mean that it must now get thrown away.
- There are things that we use every day that can be reused or recycled.

Ask:

- Do you remember what the word 'reuse' means?
- Can you think of anything that you normally throw away that you could also reuse?
- Write learners' answers on the board.
- Can you remember what the word 'recycle' means?

Explain:

- Explain that many things that are made of paper, plastic, metal, or glass can be recycled.

Ask:

- Can you think of examples of paper, plastic, metal or glass things that you usually throw away?
- Write learners' answers on the board.

Explain:

- Some things can be reused OR recycled.
- Plastic bottles can be recycled to make new things or new bottles, but they can also be washed, refilled, and used again.
- Food cannot be recycled, but some food can be reused to make compost.
- Explain the word 'compost', using the definition provided as a guide.
- Organic things are things that come from plants and animals.
- We can reuse things like eggshells, apple cores and other fruit and vegetable scraps to make compost.
- We must not put meat or dairy products into a compost heap because it attracts rats and other pests.
- We must throw away things like bones, milk, cheese and oils.
- Some things that we use cannot be reused or recycled and must be thrown away.

Complete the Learner Activity:

- Hand out the Learner Activity 3 worksheets.
- Learners draw a line between the word and the picture of that word in the 'new' column.
- Then, learners draw a line between the 'new' picture and the 'used' picture.

Section B
Foundation Phase
Grade 1

- The first one has been done for the learners.
- Learners colour in the items that can be recycled (can, bottle, carton).
- Learners colour in the items that can be reused (apple and banana).

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?

Educator Guide

Section B
Foundation Phase
Grade 1

I see litter

Name:..... Date:.....

- 1. Look at these 2 pictures.
- 2. Some of the things in Picture 2 are litter and some are not.
- 3. Draw a circle around each piece of litter in Picture 2.

Learner Activity 1



Picture 1



Picture 2

Section B
Foundation Phase
Grade 1

I love Earth

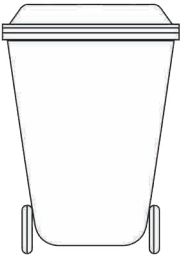
Name:..... Date:.....

1. Trace over the words and colour in the pictures below.

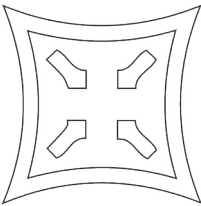
earth



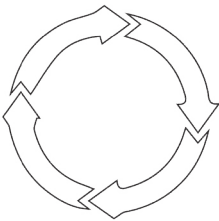
waste



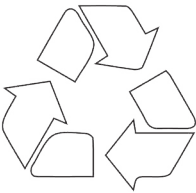
reduce



reuse



recycle



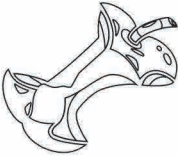
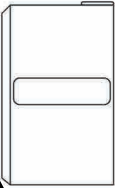
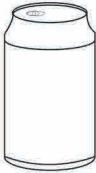
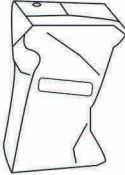
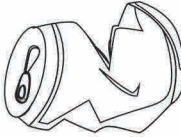
Learner Activity 2

Section B
Foundation Phase
Grade 1

What can I reuse or recycle?

Name:..... Date:.....

1. Look at the words and pictures in this table.

Name	New	Used
Banana		
Can		
Apple		
Plastic Bottle		
Carton		

2. Draw a line between the word and the picture of that word in the 'new' column. The first one has been done for you.
3. Now, draw a line between the 'new' picture and the 'used' picture. The first one has been done for you.
4. Colour in the things that can be reused or recycled.

Section B
Foundation Phase
Grade 2

Educator Guide

Name of Lessons: I can separate waste		Time: 3 x 30 minutes
Grade 2		Subject: Life Skills Term 2 (People who help us)
Curriculum Standards (CAPS): Life Skills Term 2 Topic: People who help us • People who help us in our community - such as clinic nurse, after-care teacher, librarian. • How different people help me. Additional opportunities for extension and CAPS-alignment: Term 3: Soil. Term 3: Making useful items from papier-mache or recycled items.		
Objectives		
The learners will be able to: • Sort items into 'plastic', 'paper', 'metal', 'glass' and 'waste'. • Identify where waste goes and understand cause and effect. • Appreciate the importance of collectors in waste management.		
Content	Skills	Values
Learner Activity 1: Litter belongs in the bin! • Recycling • Differentiating between 'plastic', 'paper', 'metal', 'glass' and 'waste' Learner Activity 2: Where does waste go? • Waste and waste reduction • Rubbish dumps • Landfills Learner Activity 3: Jabu, the collector • Community helpers • Collectors	Learner Activity 1: Litter belongs in the bin! • Complex problem solving • Critical thinking • Cutting and pasting Learner Activity 2: Where does waste go? • Sequencing • Cause and effect Learner Activity 3: Jabu, the collector • Reading for meaning • Creativity	Learners appreciate the importance of caring for the environment and that they are responsible for keeping it clean.
Resources needed		
Learner Activity 1: Litter belongs in the bin! Scissors (learners must be supervised when using scissors); glue; the Petco poster; photocopies of the Learner Activity. Learner Activity 2: Where does waste go? Pencils/crayons; the Petco poster; photograph of rubbish dump from Annexure; photograph of landfill from Annexure; photocopies of the Learner Activity. Learner Activity 3: Jabu, the collector Pencils/crayons; the Petco poster; photocopies of the Learner Activity.		
Teacher preparation before starting		
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the three lessons before the lesson starts. Print sufficient Learner Activity worksheets.		

Section B

Foundation Phase

Grade 2

Teaching the Learner Activities

Learner Activity 1: Litter belongs in the bin!

Vocabulary:

Waste: Unwanted things that are thrown away after we have used them.

Recycle: To use waste to remake new goods that can be used and sold again.

Material: What something is made from.

Ask:

• Do you know what the word ‘recycle’ means?

Explain:

• Explain the word recycle, using the definition provided as a guide.

• Many things that are made of paper, plastic, metal, or glass can be recycled.

• When waste that can be recycled is collected, it must be separated according to the kind of material it is made from.

• Explain the word material, using the definition provided as a guide.

Ask:

• What material are these things made from? Are they made from plastic, metal, glass, or paper?

• Wine bottles; soda cans; magazines; water bottles; fast food boxes; jars; food tins; shopping bags.

Explain:

• The different materials that can be recycled need to be separated because we do different things with them when they get recycled.

• Some things that we use cannot be reused or recycled and must be thrown away.

• Food cannot be recycled and must be separated from the things that can be recycled.

• PET plastic bottles that are brightly coloured, or that you can’t see through, do not get collected for recycling because it is hard to make new things with them.

Complete the Learner Activity:

• Hand out the Learner Activity 1 worksheets.

• Learners cut out the 20 drawings of different types of waste.

• Learners sort the 20 drawings into 5 piles:

• Plastic; Metal; Paper; Glass; Waste.

• Learners glue each of the drawings onto the correct recycle bin.

Answers to Learner Activity:

• Paper items:

• Paper cup; old school books; cardboard box; crushed newspaper.

• Plastic items:

• Clear PET bottle; milk carton; plastic bag; yoghurt container.

• Metal items:

• Food can; coffee can; soda can; aerosol can.

• Glass items:

• Empty beer bottle; empty wine bottle; empty food bottle; empty medicine bottle.

• Waste items:

• Cigarette butt; nappy; chicken bone; fish skeleton.

Extension Activity (if appropriate):

• Learners are divided into small groups.

• Each group is given an area of the school to spend 15 minutes collecting litter.

• Groups separate their collected litter into the various types of litter (plastic/paper/metal/glass/waste).

• All the groups combine their separated litter to understand the concept of cumulative waste.

Section B

Foundation Phase

Grade 2

Learner Activity 2: Where does waste go?

Vocabulary:

Rubbish dump: A rubbish dump is a place where waste is left in one place on top of the ground.

Landfill: A landfill is a place where waste is taken to be buried in a big hole in the ground.

Ask:

- How much waste do you throw away every day?
- What things do you throw away?
- What do you think happens to the rubbish that you throw away?
- Where do you think all the waste goes?

Explain:

- All of our waste has to be taken somewhere.
- Most of our waste is taken to rubbish dumps or landfills.
- Explain the term 'rubbish dump', using the definition provided as a guide. Show learners the picture of the rubbish dump (in the Annexure to this guide).
- Explain the word 'landfill', using the definition provided as a guide. Show learners a picture of the landfill (in the Annexure to this guide).
- Rubbish dumps and landfills are unsafe and unhealthy to be in or around. They also have a bad smell and look bad, so they are usually found far away from where people live.
- They can make you sick and are also dangerous because they are full of rats and other animals that eat the waste.
- We should stay away from rubbish dumps and landfills.

Ask:

- How can we reduce the amount of waste that lands up in rubbish dumps and landfills?

Explain:

- Recycling waste means that, instead of landing up in rubbish dumps and landfills, the waste can be made into new things.
- The more we reduce and recycle, the less things have to get thrown away.
- If we don't reduce and recycle, then all the waste that could have been recycled lands up being dumped in landfills and rubbish dumps.
- The way we act can have good results or bad results.
- If we plant a seed in the ground and water the seed, then a flower will grow. This is an example of a good result.
- If we throw away something that could be reused or recycled, like a plastic bottle, then the plastic bottle will land up in a rubbish dump or landfill and won't get made into something new. This is an example of a bad result.
- We should always think carefully before we do things.

Complete the Learner Activity:

- Hand out the Learner Activity 2 worksheets.
- Learners look at a series of 4 pictures that tell a story.
- Learners then look at a second series of 4 pictures. The pictures are in the wrong order and the story doesn't make sense.
- Learners must arrange the pictures into an order that makes sense.
- Learners look at a third series of four pictures about throwing things away. The pictures are in the wrong order, and the story doesn't make sense.
- Learners must arrange the pictures into an order that makes sense.

Answers to Learner Activity:

- **Story 2:** 2; 1; 4; 3.
- **Story 3:** 4; 1; 3; 2.
- **6.** Story 2 has a good result. Story 3 has a bad result.

Section B

Foundation Phase

Grade 2

Learner Activity 3: Jabu, the collector

Vocabulary:

Community:

A community is a place where people live, work and play.

Collector:

A collector has an important job. They collect recyclable materials from homes and public areas. The collector sorts and separates the material into piles of metal, glass, plastic, and paper, and then sells the recyclables.

Buy-back centres:

Collectors take recyclable materials to a buy-back centre to sell and they get paid for what they have collected. The buy-back centre sells the materials to a recycling plant. At the recycling plant, they make new and useful things from the materials.

Ask:

• How does your family get rid of waste?

• How does our school get rid of waste?

• Do you know what a community is?

Explain:

• Explain the word 'community', using the definition provided as a guide.

• Community helpers are people in your community that help others.

Ask:

• Can you think of other community helpers? (police, nurses, doctors, firefighters).

Explain:

• Let's read a story about Jabu, the collector. Jabu is a community helper.

• Explain the word 'collector', using the definition provided as a guide.

Complete the Learner Activity:

• Hand out the Learner Activity 3 worksheets.

• Read the story of Jabu the collector with the learners.

• Learners draw pictures and write words on Jabu's trolley to help people to know what Jabu does and why he is an important community helper.

• Learners answer questions based on the story.

Answers to Learner Activity:

• 2 = b; 3 = a; 4 = c

Extension Activity

Let learners write, draw pictures, or act out the following:

• You are a plastic bottle. A learner gave you to Jabu the collector. What happens next?

Assessment
Refer to the Resource Section for the Assessment Rubric.
Teacher reflection
Is there anything you would do differently if you taught this unit again?

Section B
Foundation Phase
Grade 2

Litter belongs in the bin!

Name:..... Date:.....

1. All these things are waste. Cut out each picture.



2. Now, sort your litter pictures into five groups: 'plastic', 'paper', 'metal', 'glass' and 'waste'.
3. Glue your pictures onto the bin where the litter belongs.

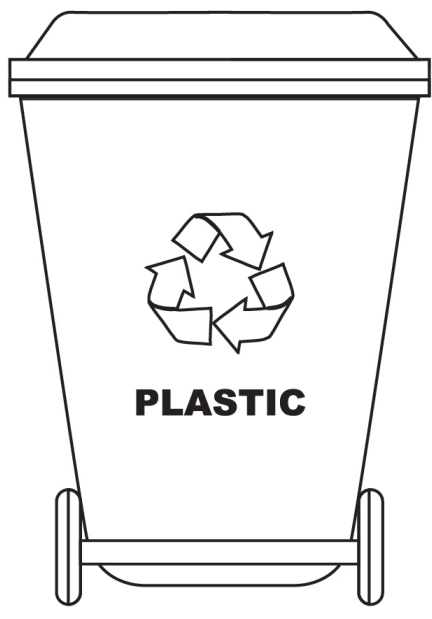
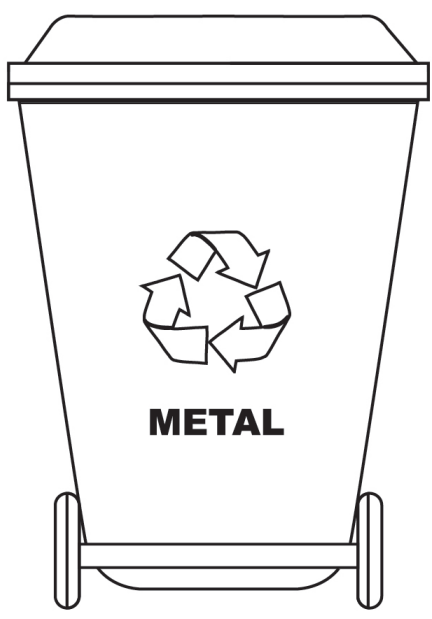
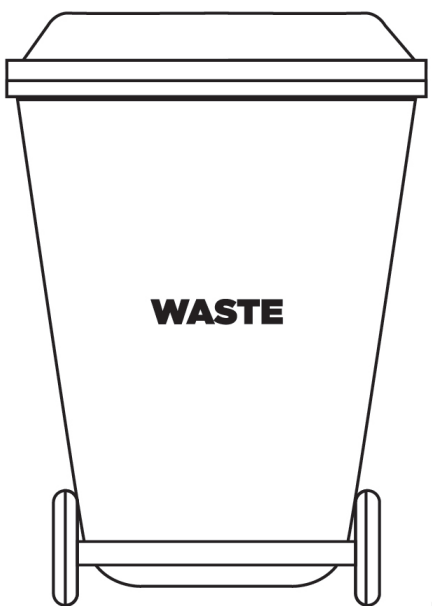
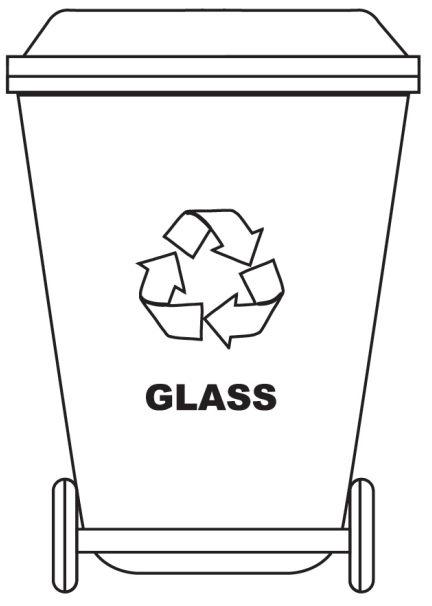
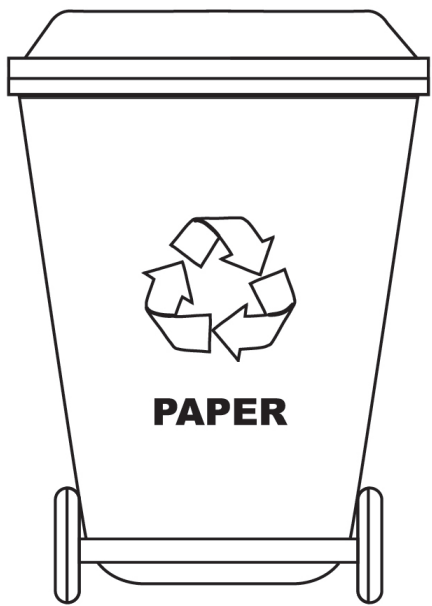
Learner Activity 1

Section B

Foundation Phase

Grade 2

Learner Activity 1



Section B

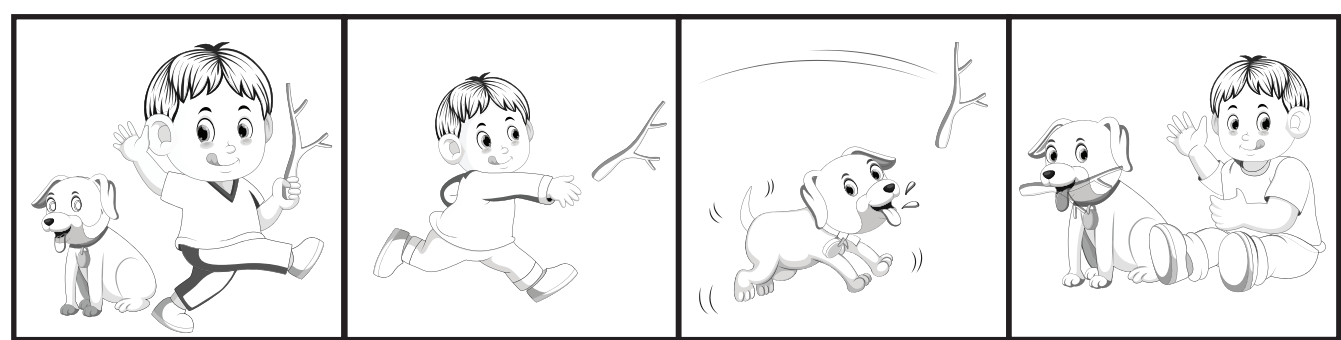
Foundation Phase

Grade 2

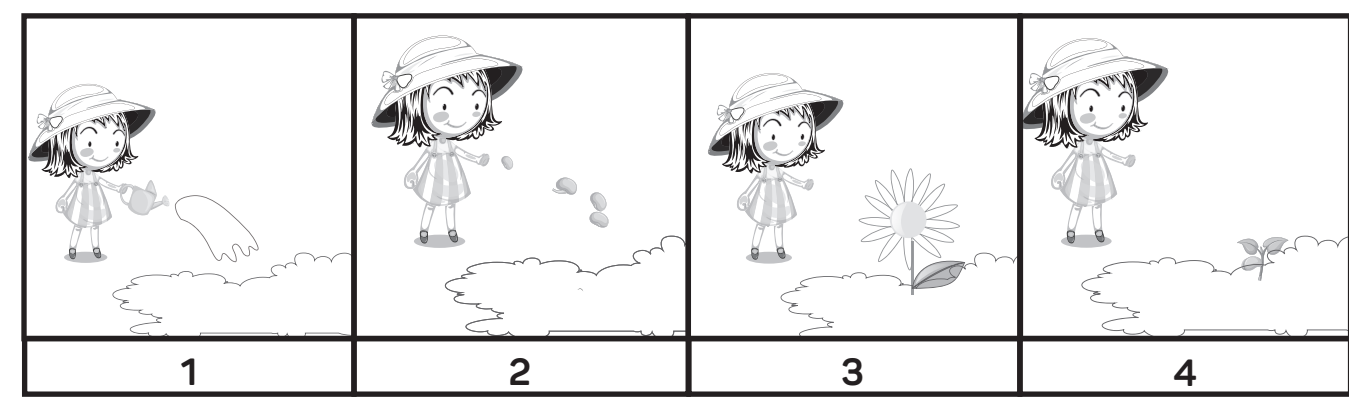
Where does waste go?

Name:..... Date:.....

1. Look at these pictures. They tell a story.



2. Now, look at these pictures. The story is mixed up!

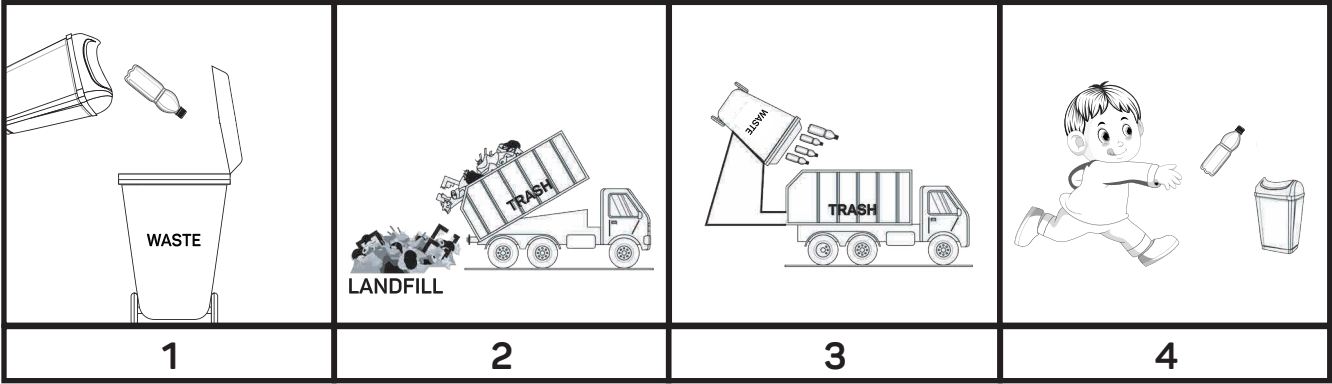


3. Write down the numbers of the pictures to make the story make sense.

Learner Activity 2

Section B
Foundation Phase
Grade 2

4. Now, look at these four pictures about throwing things away. The pictures are in the wrong order, and the story doesn't make sense.



5. Write down the numbers of the pictures in the correct order for the story to make sense.

6. Which story has a good result and which story has a bad result?

Learner Activity 2

Section B

Foundation Phase

Grade 2

Jabu, the collector

Name:..... Date:.....

Read about Jabu, the collector, with your teacher. Jabu is a community helper.



Every week your family uses a lot of things that need to be thrown away because they are no longer useful. These things are called waste. We put all our waste into a big bin and then we put the bin in the street. Collectors come to our streets and they sort through our waste. Jabu is a collector. He takes out all the materials that can be reused and recycled.

Jabu has a very important job in keeping the environment clean. He works hard to help us. He wakes up very early every day to start his work. In summer, it is very hot. In winter, it is very cold. But Jabu is always there, making sure that our waste goes to the right place. Jabu works all day until he has collected all our waste that can be recycled. He separates our waste into piles of plastic, glass, metal and paper. He then takes the recyclable materials to a buy-back centre where he sells the things that can be recycled and gets paid for what he has collected. The buy-back centre will then sell the material to a recycling plant where it will be made into something new and useful.

Jabu and the other collectors use a trolley to collect our waste that can be recycled. Next time you see a collector, wave and smile. If you have some food or a cold drink at home, you can give it to a collector to say thank you!

Learner Activity 3

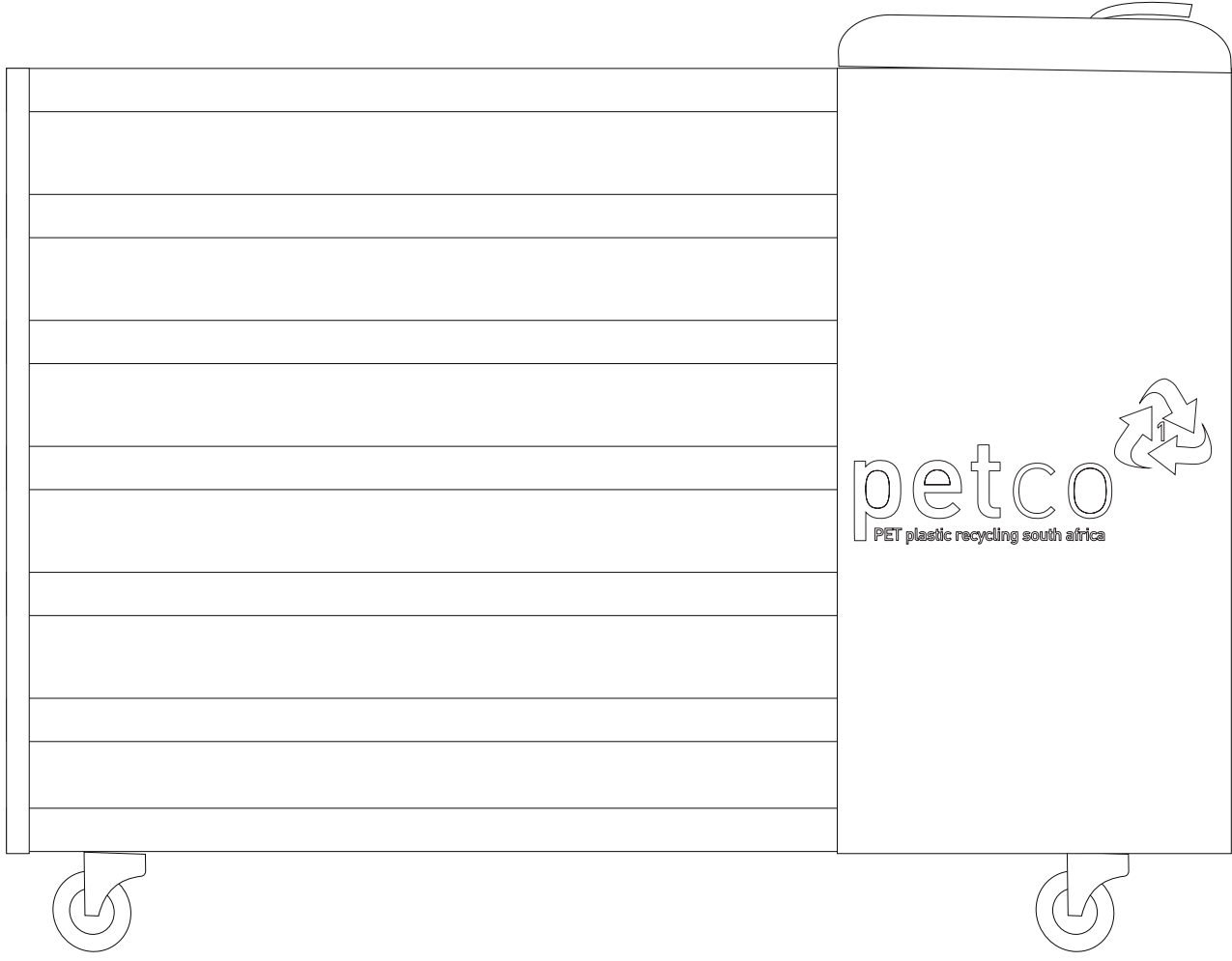
Section B

Foundation Phase

Grade 2

1.
- Can you make Jabu’s trolley look pretty? Draw pictures and write words on Jabu’s trolley that will help people to know what Jabu does and why he is an important community helper.

Learner Activity 3



Section B

Foundation Phase

Grade 2

Answer these questions about Jabu.

2. When does Jabu go to work?
- a) when he feels like it
 - b) before sunrise every day
 - c) after lunch
 - d) at sunset

Answer: _____

3. Jabu helps us by:
- a) keeping our streets clean
 - b) making a mess
 - c) feeding the rats
 - d) giving us a map to the dump

Answer: _____

4. Jabu takes our waste that can be recycled to the _____
- a) office
 - b) shops
 - c) buy-back centre
 - d) dance

Answer: _____

Learner Activity 3

Section B

Foundation Phase

Grade 3

Educator Guide

Name of Lessons: I know the 3 R's		Time: 3 x 30 minutes
Grade 3		Subject: Life Skills Term 2 (Recycling)
Curriculum Standards (CAPS): Life Skills Term 2: Beginning knowledge and personal and social well-being Topic: Recycling • What happens to our waste? • Reducing (using less). • Reusing (things that can be used again). • Recycling (used things that can be made into something new). • What cannot be recycled. • Recycling at home and at school. Additional opportunities for extension and CAPS-alignment: Term 3: Pollution. Term 3: Products and Processes - plants & the earth.		
Objectives		
The learners will be able to: • Differentiate between, and understand the meaning of reducing, reusing, and recycling. • Sort items that can be recycled, reused, and be discarded. • Demonstrate their understanding of recycling.		
Content	Skills	Values
Learner Activity 1: Reduce, Reuse, Recycle • Waste handling – reduce, reuse, recycle Learner Activity 2: Reuse, recycle or throw away? • Recycle vs. reuse or discard Learner Activity 3: Recycling pays! • The recycling process	Learner Activity 1: Reduce, Reuse, Recycle • Complex problem solving • Critical thinking • Active listening • Subtraction • Reading for meaning • Spelling Learner Activity 2: Reuse, recycle or throw away? • Sorting • Critical thinking Learner Activity 3: Recycling pays! • Creativity • Comprehension • Rhyming	Learners appreciate the importance of caring for the environment and that they are responsible for keeping it clean.
Resources needed		
Learner Activity 1: Reduce, Reuse, Recycle Pencils/crayons; photograph of rubbish dump from Annexure; photograph of landfill from Annexure; the Petco poster; photocopies of the Learner Activity. Learner Activity 2: Reuse, recycle or throw away? Scissors (learners must be supervised when using scissors); glue; the Petco poster; photocopies of the Learner Activity. Learner Activity 3: Recycling pays! Pencils/crayons; the Petco poster; photocopies of the Learner Activity.		

Section B
Foundation Phase
Grade 3

Educator Guide

Teacher preparation before starting	
Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the three lessons before the lesson starts. Print sufficient Learner Activity worksheets.	
Teaching the Learner Activities	
Learner Activity 1: Reduce, Reuse, Recycle	
Vocabulary: Environment: The environment is the world that we live in. The environment includes everything living and everything non-living. People, animals, plants, and all other living things rely on the non-living parts of the environment to survive. Rubbish dump: A rubbish dump is a place where waste is left in one place on top of the ground. Landfill: A landfill is a place where waste is taken to be buried in a big hole in the ground. Reduce: To make smaller or use less of. To cut back on what we buy and the waste we make. Reuse: To find many new ways to use waste, so that we don't throw it away. Recycle: To use waste to remake new goods that can be used and sold again.	
In this activity, learners do simple maths sums and word games which demonstrate the meaning of the 3 words: reduce, reuse, and recycle. • Draw three columns on the board. Explain: • Waste and litter are bad for the environment. • Explain the word 'environment', using the definition provided as a guide. • All the things that we throw away must go somewhere. They have to be taken away to a rubbish dump or buried in a landfill. • Explain the term 'rubbish dump', using the definition provided as a guide. Show learners the picture of the rubbish dump (in the Annexure to this guide). • Explain the word 'landfill', using the definition provided as a guide. Show learners a picture of the landfill (in the Annexure to this guide). • The more things that we throw away, the more space is needed for all the waste. • To keep as many things out of the rubbish dump or landfill as possible, it's important for each of us to do our part. • One of the ways to help is through the 3 R's of managing waste. • The first R stands for reduce. • Write the word REDUCE in the first column on the board. • Explain the word 'reduce', using the definition provided as a guide. Ask: • Can you think of ways to reduce the amount of waste that has to be buried in a landfill or rubbish dump? • Write learners' suggestions on the board under the column REDUCE. Explain: • The second R stands for reuse. • Write the word REUSE in the second column on the board. • Explain the word reuse, using the definition provided as a guide. Ask: • Can you think of examples of things that we can reuse, instead of throwing them away? • Write learners' suggestions on the board under the column REUSE. Explain: • The third R stands for recycle. • Write the word RECYCLE in the third column on the board. • Explain the word recycle, using the definition provided as a guide.	

Section B

Foundation Phase

Grade 3

- Ask:**
- What are some kinds of recyclable materials? (Metal, plastic, glass, and paper).
 - Can you think of examples of things that can be recycled?
- Complete the Learner Activity:**
- Hand out the Learner Activity 1 worksheets.
 - Learners complete three subtraction sums by drawing the correct number of bottles to make each sum correct (Subtraction = take-away = reduce).
 - Learners reuse highlighted words in sentences to create new sentences with the highlighted word.
 - Learners recycle letters of words to make new words.
- Answers to Learner Activity:**
- **Question 2:** 4 bottles; 5 bottles; 13 bottles.
 - **Question 6:** Night; Wolf; Read.

Learner Activity 2: Reuse, recycle or throw away?

Vocabulary:

Reuse: To find many new ways to use waste, so that we don't throw it away.

Recycle: To use waste to remake new goods that can be used and sold again.

- Ask:**
- Who remembers the difference between reuse and recycle?
- Explain:**
- Explain the word 'reuse', using the definition provided as a guide.
 - Explain the word 'recycle', using the definition provided as a guide.
 - Many things that are made of paper, plastic, metal, or glass can be recycled.
- Ask:**
- All these things can be recycled. What are these things made from? Are they made from plastic, metal, glass, or paper?
 - Wine bottles (glass); soda cans (metal); magazines (paper); water bottles (plastic); boxes (paper); jars (glass); food tins (metal); shopping bags (plastic).
- Explain:**
- It is very important to reduce the amount of waste that we use and throw away, because it all lands up in a rubbish dump or landfill.
 - That is why it is so important to try to reuse or recycle as much waste as possible.
 - Only things that cannot be reused or recycled should be thrown away into a rubbish bin.
 - There are some things that we can't recycle, even though they are made from glass, metal, paper or plastic.
 - Plastic bottles that are clear or light blue can be recycled into a brand-new PET plastic bottle.
 - PET plastic bottles that are brightly coloured, or that you can't see through, do not get collected for recycling because it is hard to make new things with them. (When the learners do the activity, point out that the plastic bottle at the bottom of the worksheet is brightly coloured e.g. bright purple or bright yellow).
 - Just because we can't recycle these bottles, doesn't mean they should be thrown away! They can still be washed and reused.
 - Plastic knives and forks are usually made of a combination of different materials which makes them hard to recycle. But they can be washed and reused.
 - Glass jars can be reused (e.g. honey jar).
 - Things like lightbulbs or mirrors can't be recycled with your regular glass recycling as this glass has different properties to packaging glass.

Section B

Foundation Phase

Grade 3

Educator Guide

- Even though fast-food containers are made of paper, we can't recycle them if they have got food left in them or if the box is greasy. We cannot reuse the box either, so we have to throw it away.
- If the fast-food box is clean and there is no food on it, then it can be recycled.

Complete the Learner Activity:

- Hand out the Learner Activity 2 worksheets.
- Learners look at a table of 15 drawings.
- Each drawing is of a thing that can either be:
 - o recycled
 - o not recycled, but can be reused
 - o cannot be reused or recycled and must be thrown away.
- Learners cut out the 15 drawings.
- Learners glue each drawing on a new table, under the correct column:
 - o Recycle
 - o Reuse
 - o Send to the landfill

Answers to Learner Activity:

- **Reuse:** jeans, plastic cutlery, cloth face mask, brightly coloured plastic bottle, used glass jar.
- **Recycle:** PET bottle, soda can, clean pizza box, cardboard box, beer bottle.
- **Landfill:** nappy, used pizza box, chicken bone, cigarette butt, fish skeleton.

Learner Activity 3: Recycling pays!

Vocabulary:

Collector:	A collector collects recyclable materials from homes and public areas. The collector sorts and separates the material into piles of metal, glass, plastic, and paper.
Buy-back centres:	A place where collectors are able to take recyclable materials that they have collected and get paid for them.
Depot:	Another word for buy-back centre.
Recycling plant	A company that buys the recyclable materials from the buy-back centre. Then they make new and useful things from the materials.

Ask:

- Who knows what a collector is?

Explain:

- Explain the word 'collector', using the definition provided as a guide.
- After the recyclable things have been separated into piles of metal, glass, plastic and paper, the collector takes them to the buy-back centre to sell them.

Ask:

- What do you think a buy-back centre is?

Explain:

- Explain the term 'buy-back centre', using the definition provided as a guide.
- The buy-back centre then sells all the recyclable materials that have been collected to a recycling plant.
- Explain the term 'recycling plant', using the definition provided as a guide.
- There are different recycling plants that deal with the different materials e.g. a PET plastic recycling plant or a glass recycling plant.
- The recycling plant can make many new and useful things from the recyclable materials.
- At a metal recycling plant, the recycling plant crushes and bundles the cans and takes them to a place where the cans are melted in a big fire and then rolled into a long thin sheet.

Section B

Foundation Phase

Grade 3

- The sheet can now be used to make new cans.
- The PET plastic recycling plant will take plastic and shred the plastic into tiny bits that can then be made into new bottles, new plastic things or even into material for clothes.
- The paper recycling plant takes paper and cardboard and soaks it and mashes it and then rolls it into a long thin sheet.
- The sheet can now be used to make new things from the paper.

Complete the Learner Activity:

- Hand out the Learner Activity 3 worksheets.
- Read the rap song. Let learners put whatever music or beat to it that they choose.

Explain:

- The word 'depot' is another word for a buy-back centre.
- Point out the rhyming words (e.g. new – you; dump – lump).
- Let learners come up with other words that rhyme with some of the words in the poems.
- Go through each verse. Ask learners questions about the information.
- Before learners write their own rap, write these sentences on the board to help them with their rap. What is the message of each sentence? Point out the rhyme.
 - Help with our plan or we could all be living in a garbage can!
 - Glass and paper, plastic, tin, go in your recycling bin!
 - Save your glass, and your tin too. Recycling is the thing to do!
 - We must start now, we can't wait. Quick or it will be too late!
- Let learners work in groups to write their own rap using the information they have learned about recycling.
- Each group presents their rap to the rest of the class.
- Some learners could sing/rap while others keep a beat or make sound effects.
- The raps can be used as a presentation for other classes, or as part of an assembly, to teach other learners about recycling.

Answers to Learner Activity:

- **2a).** electricity.
- **2b).** depot.
- **2c).** money.
- **2d).** shirt, bag, skirt.
- **2e).** shred, melt, spin.
- **2f).** We cut down less trees. The animals still have their homes.

Assessment

Refer to the Resource Section for the Assessment Rubric.

Teacher reflection

Is there anything you would do differently if you taught this unit again?

Section B
Foundation Phase
Grade 3

Reduce, Reuse, Recycle

Name:..... Date:.....

I can reduce numbers

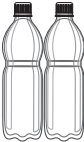
1. Look at this sum:



-



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5

-

3

=

2

2. Draw the right number of bottles in the missing box to make the sum right.



-

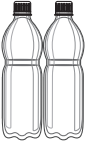


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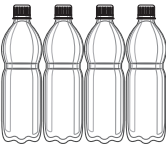
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Learner Activity 1

Section B

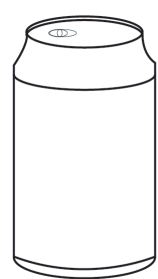
Foundation Phase

Grade 3

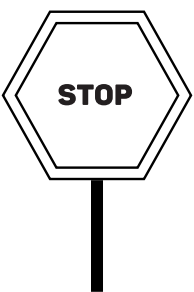
I can reuse words

3. Read this sentence:
I do the **right** thing when I pick up litter.
Now read this sentence. The word **right** is reused with a different meaning:
The litter bin is on the **right** of the classroom.
4. Make up a new sentence using the **bold** word in each of these sentences:

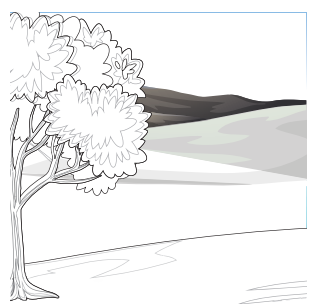
I **can** pick up my waste.



My mom must **sign** my homework.



My dad can **park** his car.



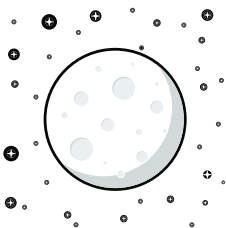
Learner Activity 1

Section B
Foundation Phase
Grade 3

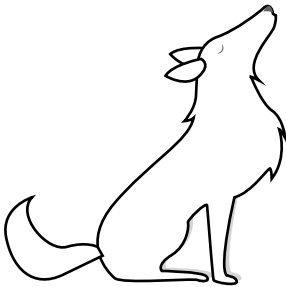
I can recycle letters

5. Look at the word **EAT**.
Can you recycle the letters to make a drink?
Yes! **TEA**
By using the same letters (E, A and T) in a different order, we can make new words, like **ATE** and **TEA**.
The word EAT has been recycled into 2 new words: ATE and TEA
6. The following words can be 'recycled' to make a new word, using all the same letters in each word. Can you think of the new word?

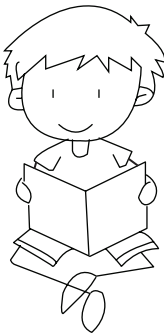
Change the word **thing** into a time of day.



Change the word **flow** into an animal.



Change the word **dear** into something you do with a book.



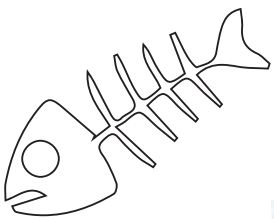
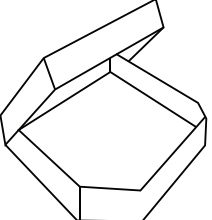
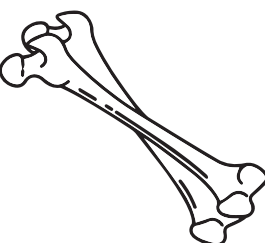
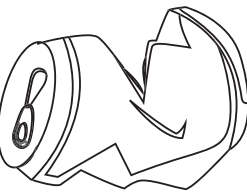
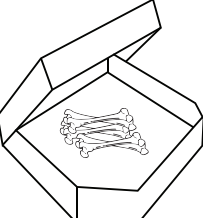
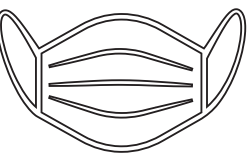
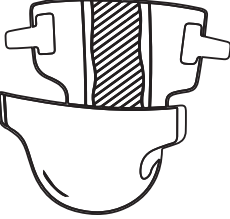
Learner Activity 1

Section B
Foundation Phase
Grade 3

Reuse, recycle or throw away?

Name:..... Date:.....

1. Look at these pictures. Some things can be recycled.
Some cannot be recycled, but they can be reused.
Some must be sent to the landfill.



Learner Activity 2

Section B
Foundation Phase
Grade 3

Learner Activity 2

2. Cut out all the things and glue them in the right place:

REUSE	RECYCLE	LANDFILL

Section B

Foundation Phase

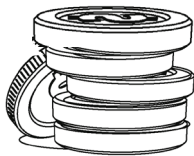
Grade 3

Recycling pays!

Name:..... Date:.....

1. Read this rap in your group, or with your teacher.

One little can all shiny and new
Used a lot of energy getting to you.
So much electricity to make a can
We can save a lot if we use the can again.



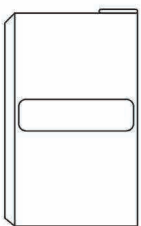
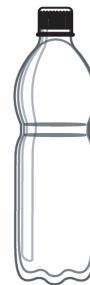
Don't throw it away to fill up the dump
Or lie along the roadside...a littering lump.
Take it to the depot*, get some money back
Get it going 'round the right recycle track.

They'll crush it and bundle it and take it to a town
Where a huge hot fire will melt it down.
Then roll it all out in a long thin sheet
To cut for new cans... that's pretty sweet.



And that plastic bottle...the one that held your drink
If it's headed for the garbage, now's the time to think.
Take it to the depot*, get some money back
Get it going 'round the right recycle track.

They can shred it, melt it, spin it into a shirt,
a bag, or even a skirt.
Reduce, reuse, recycle, don't throw it away
You can use it another day.



Now that little box....the one that held your drink
Can have a longer life when you take the time to think.
Take it to the depot*, get some money back
Get it going 'round the right recycle track.

They can soak it and mush it to separate each part
Paper, plastic and metal get a brand new start.
Paper for new boxes instead of cutting trees
Leaving homes for animals, the birds and bees.

*Depot = Buy-back centre
Adapted from: <https://www.enr.gov.nt.ca>

Section B
Foundation Phase
Grade 3

Learner Activity 3

2. Now, answer these questions about the rap.
- a) What can we save if we reuse cans? _____
- b) What word means 'buy-back centre'? _____
- c) If you take your bottles to the buy-back centre, you can get some
_____ back.
- d) Write down 3 things that can be made from a recycled plastic bottle.

- e) Write down the three words that tell us what happens to a plastic
bottle after it arrives at the recycling plant.

- f) How, according to the rap, does recycling help the environment?

3. Now, it is your turn to write a rap about recycling PET plastic bottles.

You can use these sentences to help you:

- Recycling is easy.
- Recycling your plastic bottle saves space in the landfill or the dump.
- You can reuse your plastic bottle.
- Clear and light blue bottles can become brand-new PET plastic bottles.
- PET plastic has a little number 1 on it.
- Plastic bottles can be recycled into new things – even clothes!
- Don't forget about the collectors in your area. They are community helpers!

Section C

Resource Section

Assessment Rubric:

Assessment	
Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

Resource Section

Section C
Annexure

Photograph of rubbish dump



Source: Petco

Photograph of landfill



Source: Petco

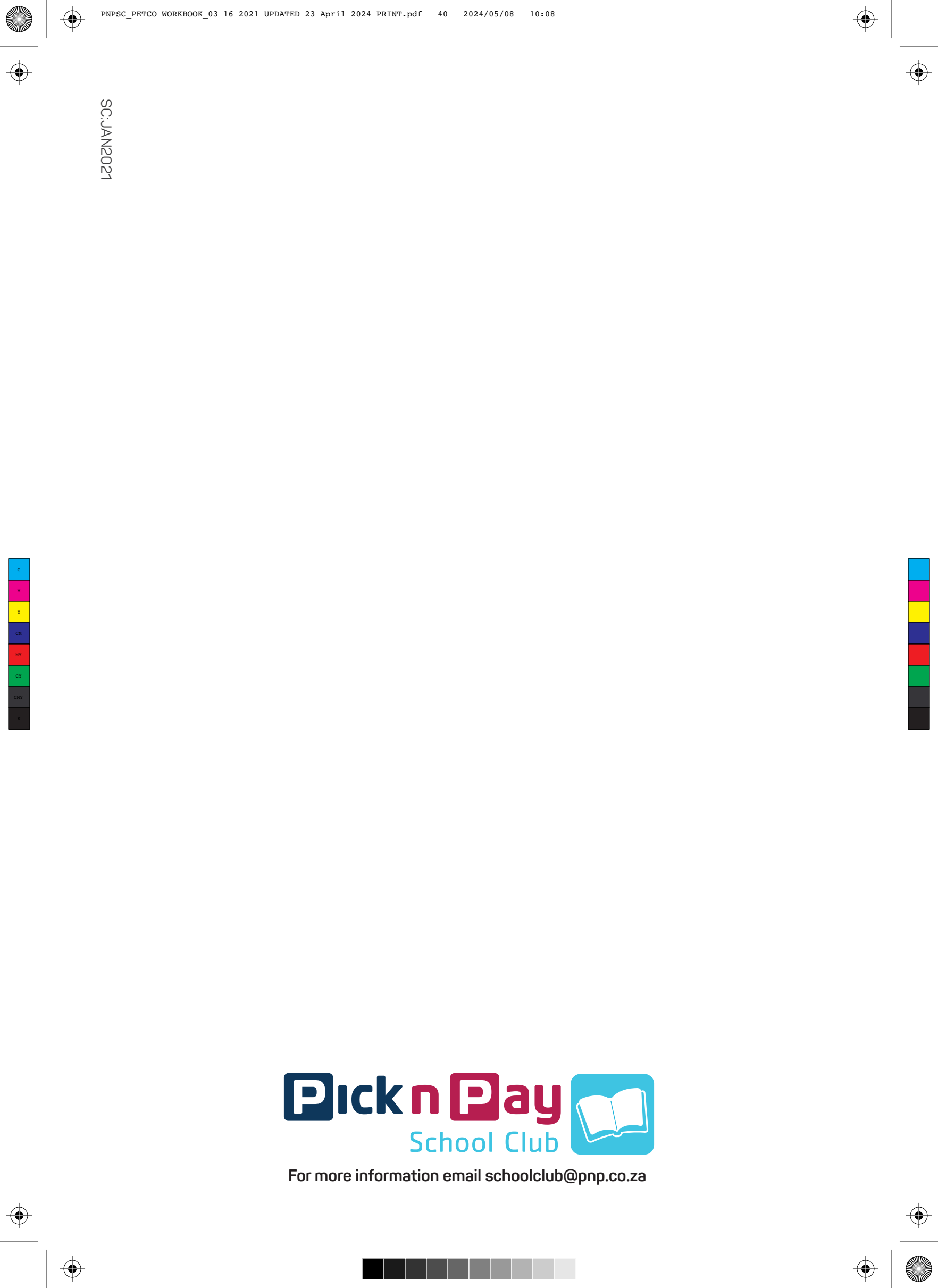
Annexure



Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





SC:JAN2021



For more information email schoolclub@pnp.co.za