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Unit Title: The Earth, Our House

Partner(s): Romanian RWCT Association, Cluj-Napoca

Topic: Eco Pirates – Recycling

Subject area: Science and cross-curricular: ecology, literacy, personal and social education, art, technology

Language: English

Language Level: **B1**

Target students: Primary school pupils (ages 9 to 11)

Time: 10 academic hours (10 lessons of one hour each)

Aims:

- to list ways to reduce, reuse, and recycle materials;
- to sort and recycle paper, glass, and plastic;
- to seek information on a given topic using various sources of information;
- to communicate by relying on verbal and non-verbal cues, using recycling-related key vocabulary in English (e.g. to recycle, to collect, to save) in order to:
 - identify the effects of reducing, reusing and recycling materials on our environment
 - to analyse the effect of people's indifference towards the environment;
 - to advise on how to protect the environment;
 - to design and prepare visuals (drawings, symbols, pictures, photos) to raise awareness of recycling;
- to successfully cooperate with peers;

Final products: poster campaign for ecological balance, recommendations, advice.

Methodology, classroom activities:

- ✓teacher's presentation
- ✓group work
- ✓pair work
- ✓individual activities
- ✓internet research
- ✓warm up

Assessment tools

- Worksheets (see Annex , worksheet 1, 2, 3, 4, 5, 6, 7, 8, 9)
- Questionnaires (see Annex)
- Graphic representation of information obtained by administering questionnaires
- Individual scorecards of progress;
- Group portfolios;

Evaluation criteria			
	Ratings		
	Satisfactory	Good	Very good
- student responds to oral messages related to recycling;	- student responds to oral messages related to recycling in a satisfactory manner;	- student responds well to oral messages related to recycling;	- student responds very well to oral messages related to recycling;
- student uses newly acquired recycle-related words in simple sentences;	- student uses at least 10 new words in simple sentences;	- student uses at least 15 new words in simple sentences;	- student uses all new words in simple sentences;
- student identifies relevant information from various sources of information;	- student identifies relevant information from at least two sources (possibly of the same type);	- student identifies relevant information from at least three sources of at least two different types;	- student identifies relevant information from at least four sources of at least three different types;
- student participates in group work to prepare environmental poster campaign (using drawings, symbols, words, pictures, photos);	- student contributes little information and work and of little relevance to the preparation of the poster campaign	- student contributes information and work of relevance to the preparation of the poster campaign	- student contributes information and work of high relevance to the preparation of the poster campaign;
	- student performs as a group member in a satisfactory manner, carrying out his/her task quite adequately	- student performs well as a group member, demonstrating some initiative and support for other members	- student performs very well as a group member, demonstrating initiative, organization skills and continuous encouragement of all group members to engage in the activity

Documents and materials

- Questionnaire
- Enlarged and cut out images of items that can be recycled
- PPT presentation of interactive Eco Pirates map and of the story about Eco Pirates
- Posters/ visuals displaying topic-related vocabulary
- photos, albums;
- dictionary;
- worksheet;
- maps;
- cardboard, paper;

- markers, crayons, watercolours;
- glue;
- printer, computer, internet connection;
- scissors, thread, needles;
- coins, buttons;
- sellotape.

Description of activities

Students work	Methods and resources	Assessment
Preparatory activities		
Class is divided into groups of four students by criteria established by the teacher. Teams will keep throughout their activities. During the entire period, students have to search on the Internet, albums, pictures, magazines, engage the family members in a dialogue about the recycling practices of other nations, about where and how energy can be saved, how we contribute to the ecological balance. Information may be in English or Romanian	*maps, Internet, albums, photos - individual work, in pairs or in group, at home or in classroom > all the time	- Each group has a portfolio in the classroom in which group members bring the materials found.
Each student is given a questionnaire to collect answers from parents, siblings, grandparents, neighbours, etc. At least five people from at least two different families. They pose the questions in Romanian.	* questionnaire	- filled in questionnaires included in portfolio.
Lesson 1		
Warm up - Each student says a word about how he feels. Each student completes their questionnaire answers. They use the tool questionnaire in Romanian.	* Initial questionnaire Worksheet 1 (see Annex) - individual activity > 10 minutes	- Direct observation
Centralizes data and elaborate graphics.	* Initial questionnaire Worksheet 1 (see Annex) - Individual work with colleagues support > 20 minutes	-Whole-class activity >10 minute
Teacher shows the class material	* pictures of	- Direct observation

<p>objects and images that can be recycled, reused and saved. Students name to objects which are materials that can be recycled, shown by the teacher.</p>	<p>things: plastic bottles, glass bottles, drink cans, paper, textiles, aluminium - 5 minutes > Whole-class activity</p>	
Lesson 2		
<p>Warm up – A student proposes a rhythm by clapping. Others imitate and follow him. Students learn basic words and expressions, using a Jigsaw setting. Divided into groups of four students (home groups), alternating with expert groups. Teacher reads aloud. Each student receives the file with all the words they have learned. Students colour the words learned in the expert group. Experts teach home group members the new words</p>	<p>*worksheet 2 (see Annex) - 15 minutes > work in team</p>	<p>* Direct observation * Repeating words to the whole class - 5 minutes</p>
<p>“Carousel”: questions (below) written on a poster each. Posters displayed on the wall. Teacher reads aloud. Groups rotate clockwise and answer each question (after having read the answers of previous groups). Questions: - What do you think when you hear the word 'recycling'? - Why is it better to recycle? - Why don't you recycle? - What materials do you recycle? - How do you recycle? - Where do you recycle? - How much time a week do you use for recycling activities?</p>	<p>* Dictionary, worksheets, flipchart sheets, markers - 15 minutes > team work</p>	<p>- 10 minutes * discuss and rank all the answers, noting with 1 the most interesting or appropriate response, 2 the next most interesting, and so on (purpose: analysis and evaluation of profoundness of answers)</p>
Lesson 3		
<p>Warm up exercise Using “gallery tour”, the students fill in the worksheet with names of things that can be recycled in each container. The children cut the images of these things and glue them according to the containers: plastic, cans, glass, textiles, aluminium. They label every image with</p>	<p>* worksheet 3 (see Annex), glue - 15 minutes > work in team</p>	<p>*After the products are ready, they are placed on the wall. Groups rotate, analyse their peers' work, and ask questions where there is something to be clarified. Groups rotate to get in front of their product. Consider the questions and provide answers for the whole class.</p>

the name of the item showed.		- 15 minutes
Each student writes words from Recycle Vocabulary and remembers them. ..	* paper - 8 minutes > individual activity	*AutoCorrect, by comparison with colleague and the worksheet. *Students with deskmate, is on a network of squares chart sheet with the number of words written. Are compared with last time. - 7 minutes
Lesson 4		
Warm up exercise. Each student writes words from Recycle Vocabulary and remembers them; monitor their progress comparing the list to the previous one produced.	* paper - 5 minute > individual activity	*Each read colleagues wrote. * AutoCorrect, by comparison with colleague and the copybook *Students with deskmate, is on a network of squares chart sheet with the number of words and sentences written. Students use different colours and graphics to represent the number of words accurate enough to be understood the message. They are compared with last time. - 5 minutes
Each student makes up at least a sentence with words written and said by a group of colleagues.	- 10 minutes > individual activity	*Each read colleagues wrote. *Correction with fellow group. Students use different colours and graphics to represent the number of sentences accurate enough to be understood the message - 5 minutes
Students receive worksheet number 4, 4a, 4b and stick each eco label above the correct picture (all sort of containers). Children colour the items in every container. □	* worksheet 4, eco label, markers - 10 minutes >work in pairs	*Direct observation *Finally, they write an advice about what do they save if they recycle different thing. *Whole-class evaluation They read what write. E.g.: Save the trees! Save energy! -10 minutes
Lesson 5		
Warm up exercise Teacher reads aloud. In each group, students read the Eco – Pirates story.	*Worksheet 5 (see Annex). - 10 minutes >work in team	* Direct observation *Correct pronunciation between neighbouring groups. *Students discuss the content into the story. A group questioning other answers. Then change roles - 10 minutes

<p>Students draw on the map the Eco Pirates' trip and find out where the pirates buried their eco-treasure.</p>	<p>*Worksheet 6 (see Annex) Treasure Hunt map - 15 minutes >work in pairs</p>	<p>* Each pair shows fellow front / rear what he work Couples who want reports to the class. -10 minutes</p>
Lesson 6		
<p>Warm up exercise Teacher tells and shows the projection of the Eco–Pirates story. Students receive written text of Eco–Pirates story and the missing words (now in red in the Annex). Students to complete the story with the missing words while watching the presentation.</p>	<p>*presentation on the video projector. Worksheet 6b (see Annex) - 10 minutes > work in pair</p>	<p>*Reciprocal reading. Each pair read what group mates wrote. - 10 minutes</p>
<p>Students draw the Eco-Paradise, their favourite sports, their eco friends, their magic flowers, and their favourite fruit.</p>	<p>*Worksheet 7 (see Annex) - 15 minutes >work in team</p>	<p>*Each group presents to the class, eco paradise achieved. -10 minutes</p>
Lesson 7		
<p>Warm up exercise Each student writes as many words and sentences from Recycle Vocabulary as they can remember. AutoCorrect, support from deskmate; each student monitors his/her progress.</p>	<p>* paper - 5 minute > individual activity</p>	<p>*Each read colleagues wrote. *AutoCorrect, by comparison with colleague and the copybook *Students with deskmate, is on a network of squares chart sheet with the number of words and sentences written. Students use different colours and graphics to represent the number of words and number sentences accurate enough to be understood the message. They are compared with last time. - 5 minutes</p>
<p>Students read the story of the Eco-Pirates family or the text The way to save energy. Using INSERT, they analyse and categorize information from the text.</p>	<p>* Worksheet 8 (see Annex) - 20 minutes > work in pairs</p>	<p>* class to discuss about information found. What was most interesting, unexpected idea discovered? What information is unclear? That information contradicts what students knew already? - 15 minutes</p>
Lesson 8		
<p>Warm up exercise Students develop a poster that can be used in an environmental campaign. They use information found on best practices of other nations about materials that can be recycled and methods of recycling, where and how energy can be saved, how we contribute to the ecological balance, etc.</p>	<p>* Cardboard, paper, markers, glue, crayons, watercolours, photos, printer, computer, internet, dictionary, albums, scissors, thread, needles,</p>	<p>* Direct observation *Makes an exhibition</p>

	- 45 minutes > work in team	
Homework. Students re-administer questionnaires. Each student is given a questionnaire to ask their parents, siblings, grandparents, neighbours, etc. At least five people, at least two different families. They use the questionnaire in English.	* Final questionnaire. Worksheet 1	- include questionnaires in portfolio/ folder
Lesson 9		
Warm up exercise Visit the "exhibition". Groups analyse posters.	- 10 minutes	*The students ask questions and express opinions
Each student completes their questionnaire answers. They use the questionnaire in English	* Final questionnaire. Worksheet 1 - individual activity > 20 minutes	- Direct observation
Centralise data and prepare graphic representation.	* questionnaire - Individual work with colleagues support > 10 minutes	Point of view. Compared to discuss the data. Evaluate progress against results from the initial questionnaire. -Whole-class activity >5 minute
Lesson 10		
Warm up exercise/ Groups of four students are describing, without words, a given word – teacher chooses the word from the Recycle Vocabulary. The other students guess the word the group of students describes. Students made a list of actions that could be achieved in the group they live in (class, family) to support the ecological balance.	* Flipchart sheets, Pin-up tickets; markers - 15 minutes > team work	- 10 minutes * discuss and rank all the answers
Each student writes as many words and sentences from Recycle Vocabulary as they can remember. AutoCorrect, support from deskmate; each student monitors his/her progress.	* paper - 10 minute > individual activity	*Each read colleagues wrote. *AutoCorrect, by comparison with colleague and the copybook and worksheet. *Students use grid to mark the number of words and sentences they learned. Students use different colours and graphics to represent the number of words and number of accurate sentences. They analyse and evaluate progress during the activity of the unit. - 10 minutes