# Waste Management in Education - Foundation Phase

**Written by:**
Liezel Blom

**Edited by:**
Michele van Loggenberg

**Technical support by:**
Dreyer Lötter
Mark Hageman
Maryke Hageman

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© **Department of Environmental Affairs and Development Planning**

E-mail: Evodia.Boonzaier@pgwc.gov.za
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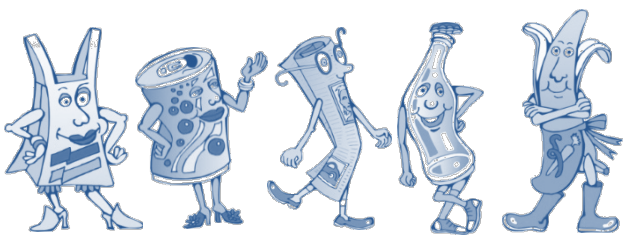
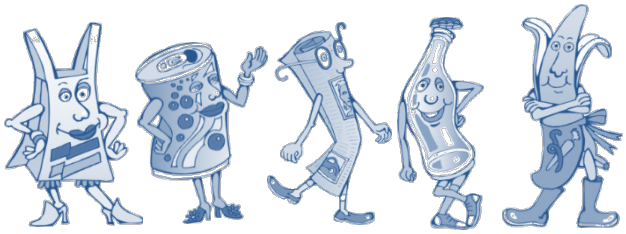


# Index

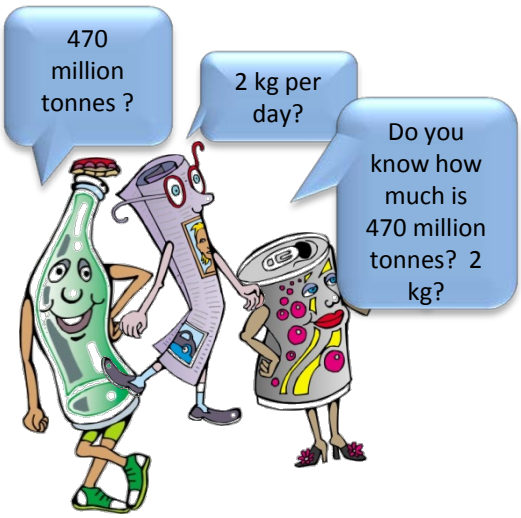

| | Page |
|---|---|
| 1. Our environment | x |
| 2. Waste we created | x |
| 3. Solid waste | x |
| 4. Reduce and re-use | x |
| 5. Recycle | x |

# Why work at waste at school?

## Problem Statement

South Africa produces 470 million tonnes of waste a year. Each person produces almost 2kg of domestic waste **A DAY**. Most of this waste is dumped and buried in budfill or waste dump sites. This causes precious resources to be wasted and the physical , state of many of the landfill sites create **HUGE** environmental problems, as well as **HEALTH** problems for those line close by. This situation is totally unacceptable and unsustainable.




"The government will promote the education and empowerment of South Africa's people with regards to integrated pollution and waste management by increasing their awareness of and concern for pollution and waste, and assisting in the developing of the knowledge, skills, values and commitment necessary for successful integrated management." http://easd.org.za/sapol/polwp6&7.htm#7.2

How are you going to create awareness and concern for waste at your school?

***The Bill of Rights***

The most pertinent fundamental right in the context of integrated pollution and waste management is the Environmental

Right (s 24) which provides that:

*"Everyone has the right*

*a. to an environment that is not harmful to their health or well-being; and*

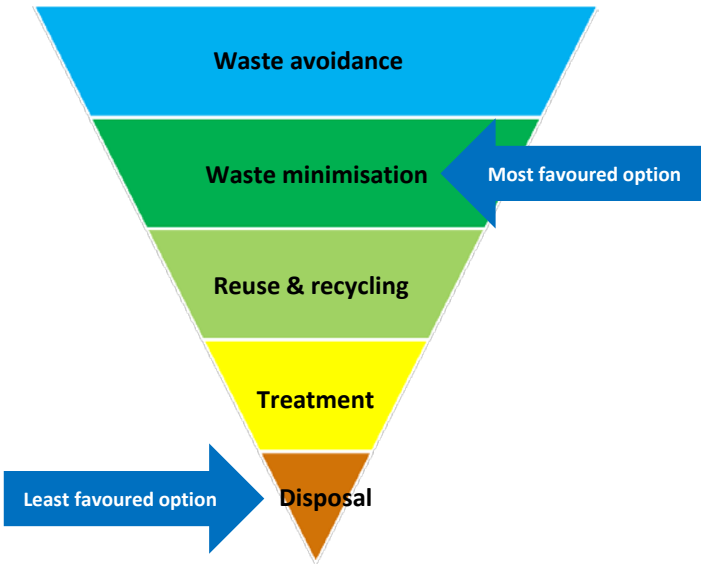
*b. to have the environment protected, for the benefit of present and future generations, through reasonable legislative and other measures that*

*(i) prevent pollution and ecological degradation;*

*(ii) promote conservation; and*
*(iii) secure ecologically sustainable development and the use of natural resources while promoting justifiable economic and social development.*

This section of the Bill of Rights guarantees the people of South Africa the right to an environment not detrimental to human health or well-being, and specifically imposes a duty on the State to promulgate legislation and take other steps to ensure that the right is upheld and that, among other things, pollution and ecological degradation are prevented.

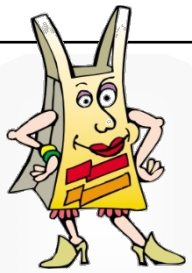
What can be done to minimise the impact of waste?



# Puppet show

A puppet show is the foundation of the preschool and foundation phase project. The problems and solutions concerning waste management are viewed through the eyes of 'the family'. Through an encounter with the friendly characters Penny Plastic, Milly Metal, Peter Paper, Gugu Glass and Compi Compost the family learns about the valuable treasures found in a rubbish bin. From litter to recycling to landfills, the characters show the family how they can save the treasures of the earth.

## Waste buster characters:

|  | | | | |
|---|---|---|---|---|
| **Penny Plastic** | **Milly Metal** | **Peter Paper** | **Gugu Glass** | **Compi Compost** |
| Penny Plastic has a bouncy and fun attitude. She sometimes wants to do too many tasks. She focuses on the 3Rs of plastic. | Milly Metal is always full of energy and enthusiasm. She sometimes thinks she is stronger than what she is. She focuses on the 3Rs of metal. | Peter Paper is a very serious character. He always gives us facts on the 3Rs. He focuses on the 3Rs of paper. | Gugu Glass is always concerned about health issues. She is sometimes a bit of a snob. She focuses on the 3Rs of glass. | Compi Compost is always asking: 'Can I make your plants grow?' He focuses on the 3Rs of organic waste. |

## Other characters:

### Waste creators

- Paper man
- Can man
- Plastic man
- Stage

### Concerned citizens

- The family

## The puppet show has six scenes:

Scene 1: Be a litter quitter

Scene 2: How much does it weigh?

Scene 3: Search for the hidden treasure.

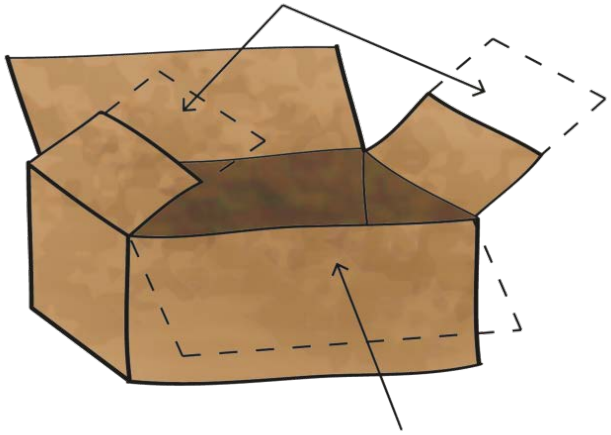
Scene 4: Origins of waste and re-using it

Scene 5: Recycling

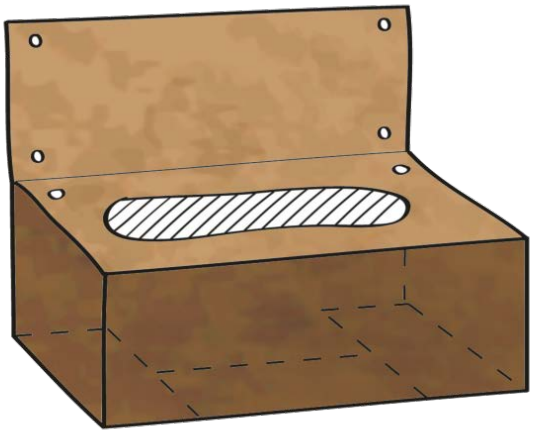
Scene 6: Going to the landfill

# How to make a puppet stage.

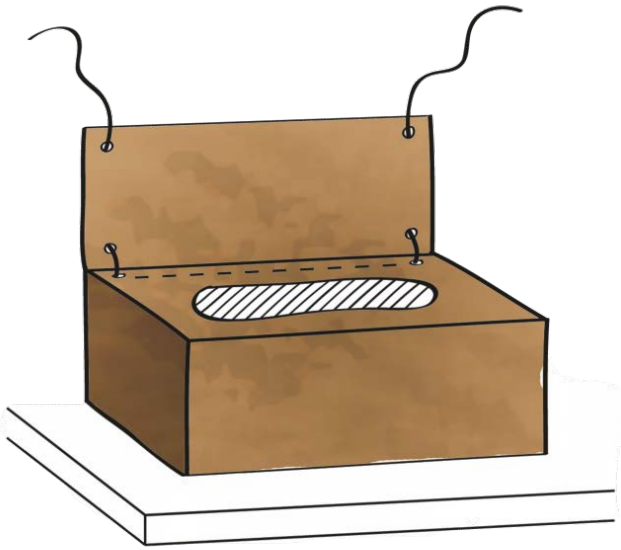
**Step 1**



**Step 2**



**Step 3**



**Step 4**

# 1. Our environment

**Subject:** Life Skills
**Objective:** To make learners aware of waste around them.

**CAPS link:**

| Grade R ✔ | Grade 1 ✔ | Grade 2 ✔ | Grade 3 ✔ |
|---|---|---|---|
| **Term 3**<br><br>**Beginning knowledge and personal and social well-being**<br><br>**Grade R**<br>**Topic: Healthy environment**<br>• The importance of a clean environment<br>• Ways in which people pollute the environment<br>• The importance of recycling<br><br>**Creative arts: improvise and interpret**<br>**Grade R**<br>Songs: focusing on pitch, e.g. high: Twinkle, twinkle little star,<br>and low: My grandfather's clock | **Term 3**<br><br>**Beginning knowledge and personal and social well-being**<br><br>**Grade 1**<br>**Topic: My community**<br>Keeping places clean – including using bins and not littering<br><br>**Creative arts: improvise and interpret**<br>**Grade 1**<br>Dramatising a make-believe situation based on a South African poem, song or story (guided by teacher) | **Term 3**<br><br>**Creative arts: improvise and interpret**<br><br>**Grade 2**<br>• Creating a simple puppet using waste material: sock puppets, finger puppets, shadow puppets<br>• Create own puppet performance based on appropriate vocal characterisation and manipulation of own puppet<br>• Creating sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects<br>• Exploring the movement characteristics of the puppet such as: the hungry lion crawling and creeping about to catch the mouse, etc. | **Term 3**<br><br>**Beginning knowledge and personal and social well-being**<br><br>**Grade 3:**<br>**Topic: Pollution**<br>• What pollution is<br>• Different types of pollution – water, land, air, noise<br>• Effects of pollution on people<br>• Effects of pollution on the environment<br><br>Note: survey and clean an area - this will serve as an introduction to field work<br><br>**Creative arts: improvise and interpret**<br>Classroom dramas: illustrating different characters through vocal and physical characterisation, e.g. moving and speaking like the mother, the grandfather, the doctor, etc. |

| Resources needed: | | | |
|---|---|---|---|
| Puppet show | Puppet show box | Poster | Resources for finger puppets (Grade 2) |
| Hand puppets | | Worksheets | |

## Puppet show

**Grade R**
- Act out the puppet show using the hand puppets.
- Ask the learners:

Should litter? Why not?
- Sing the songs 'Pick up litter' and 'Pick me up'.

**Grade 1**
- Act out the puppet show using the hand puppets.
- Ask the learners:

Where should we do with our rubbish? Why?
- Act out scene 1.

**Grade 2**
- Learners make their own finger puppets and act out the puppet show.
- Ask learners:

What is the puppet show telling us?
- Act out scene 1.

**Grade 3**
- Act out the puppet show using the hand puppets.
- Ask the learners:

What does 'pollution' mean?
- Act out scene 1.

## Poster talk

Talk about the poster.

Ask learners the following questions:

**Grade R**

Give learners a copy of the poster and talk about it. The focus should be on a clean environment.

**Grade 1**

Talk about the poster with the focus on dustbins and recycling bins.

**Grade 2**

Talk about the poster and how it will help them with their puppet show.

**Grade 3**

Talk about the poster and how pollution affects us.

## Worksheet

The worksheet focuses on:

**Grade R**

Senses and rubbish

**Grade 1**

Keeping it clean

**Grade 2**

Puppet patterns

**Grade 3**

Pollution

## Scene 1: Be a litter quitter

One way in which many people dispose of waste is by littering... Dropping an item on the ground, in the water, or on the sidewalk. Learners learn about the problems of littering in the environment by participating in a litter pick-up. Activities may range from creating a litter collage for display to competing amongst teams to collect the most litter.

**This activity will take place in the classroom and outside.**

**Peter Paper:** Hello, children. I am feeling very sad today.

**Milly Metal:** Why, Peter? What is wrong?

**Peter Paper:** As I came to visit the children this morning, I saw papers lying around.

**Milly Metal:** Oh, Peter, don't cry. I am sure the children will help us quickly.

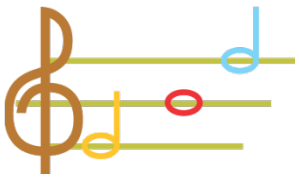
**Peter Paper:** What should they do, Milly?

**Milly Metal:** Hmmm (thinking). Who are you again? (looking at the children). Yes, you are the Waste Busters.

**Peter Paper:** Yes, they are the Waste Busters!

**Milly Metal:** (to children) I want you to go out and pick up all the litter that is lying around and bring it back to the class.

**Peter Paper:** Yes, go and be Litter Quitters!



**Pick up litter**

(to the melody of 'If you're happy and you know It')

If you see a piece of litter pick it up

If you see a piece of litter pick it up

You will make the world look better

If you pick up all the litter

If you see a piece of litter, pick it up

**Pick me up**

(to the melody of 'I'm a little teapot')

Pick me up
Put me in the dustbin
Or recycle me
When you do this
You'll make the earth
Much more beautiful
For you and me

See the pond all grimy
Help clean up
You'll see more happy faces
Wherever you go
You'll make the earth more beautiful
than ever before,
You'll be able to hear it say

'Thank you!'

# Poster

# Keeping places clean

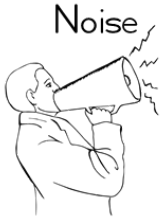
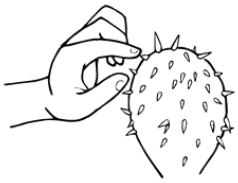
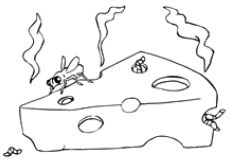
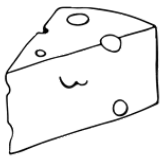
Grade R

Name: _____

My senses can tell me if something is good or bad.

Make a tick (a) if your senses tell you that it is good.

Make a cross (x) if your senses tell you that it is bad.

| | | |
|---|---|---|
| Ears | Noise  X | Sounds ✓ |
| Hands | Bad touch  | Good touch |
| Nose | Flowers | Smoke |
| Tongue | Bad taste  | Good taste  |
| Eyes | Litter | Trees |

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Does not understand what a clean environment is. | With help understands what a clean environment is. | Sometimes understands what a clean environment is. | Most of the time understands what a clean environment is. | Understands what a clean environment is. | Understands and give ideas to keep an environment clean. | Has an excellent understanding of a clean environment. |

# Keep it clean

Grade 1

Name: _____

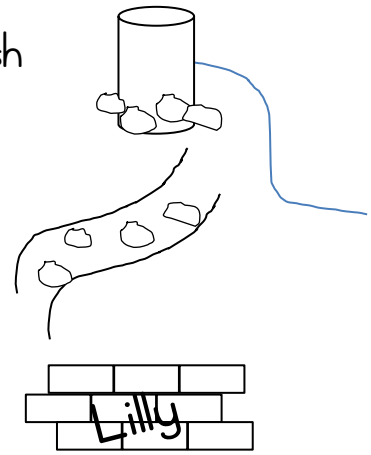
Colour the side of the picture where you would like to live.

Join the good habit to the bad habit.

Throw the rubbish on the floor.

Pollute the river.

Write on the walls.




Clean the walls.

Throw the rubbish in the bin.

Clean the river.

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Does not understand what a clean environment is. | With help understands what a clean environment is. | Sometimes understands what a clean environment is. | Most of the time understands what a clean environment is. | Understands what a clean environment is. | Understands and give ideas to keep an environment clean. | Has an excellent understanding of a clean environment. |

# Make finger puppets

Grade 2

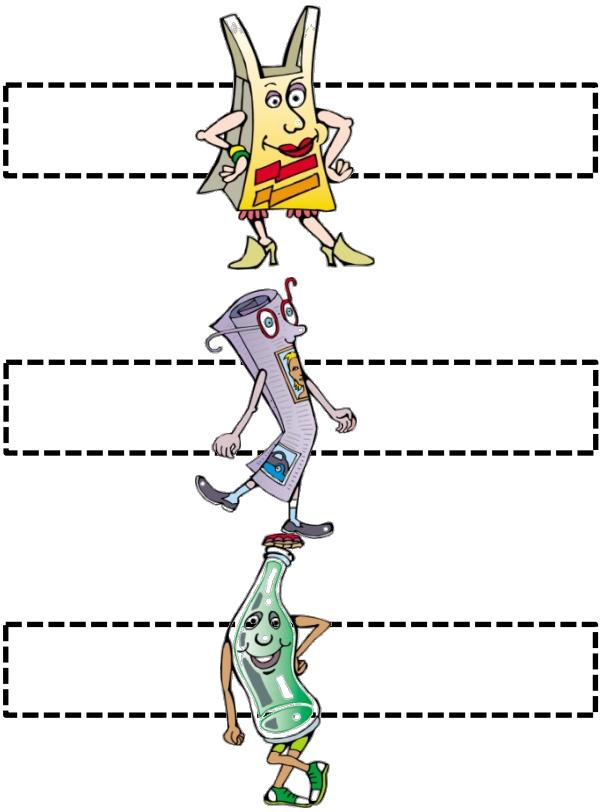
Name: _____

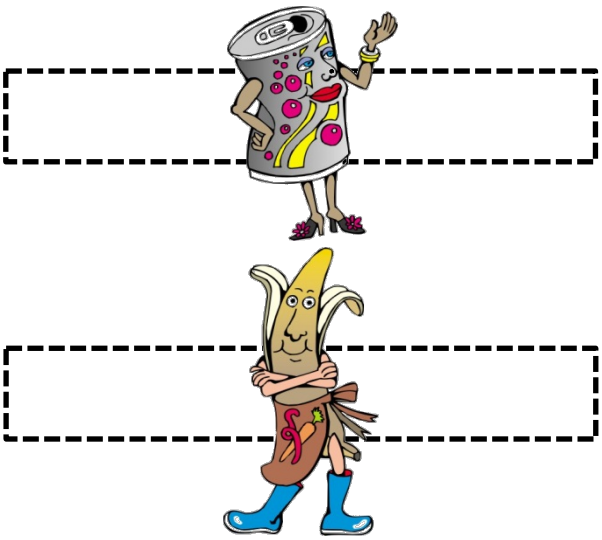
## What you need:

- A pair of scissors
- Finger puppet templates
- Cellotape

## What to do:

- Cut out the five finger puppets below.
- Wrap each one around a finger.
- Stick it with cellotape where it joins.





| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Did not create finger puppets. | With help created finger puppets. | Created one finger puppet. | Created all five finger puppets. | Created finger puppets and a performance. | Created finger puppets, a performance and added some sound. | Created an excellent performance with self made finger puppets. |

# Polluted area

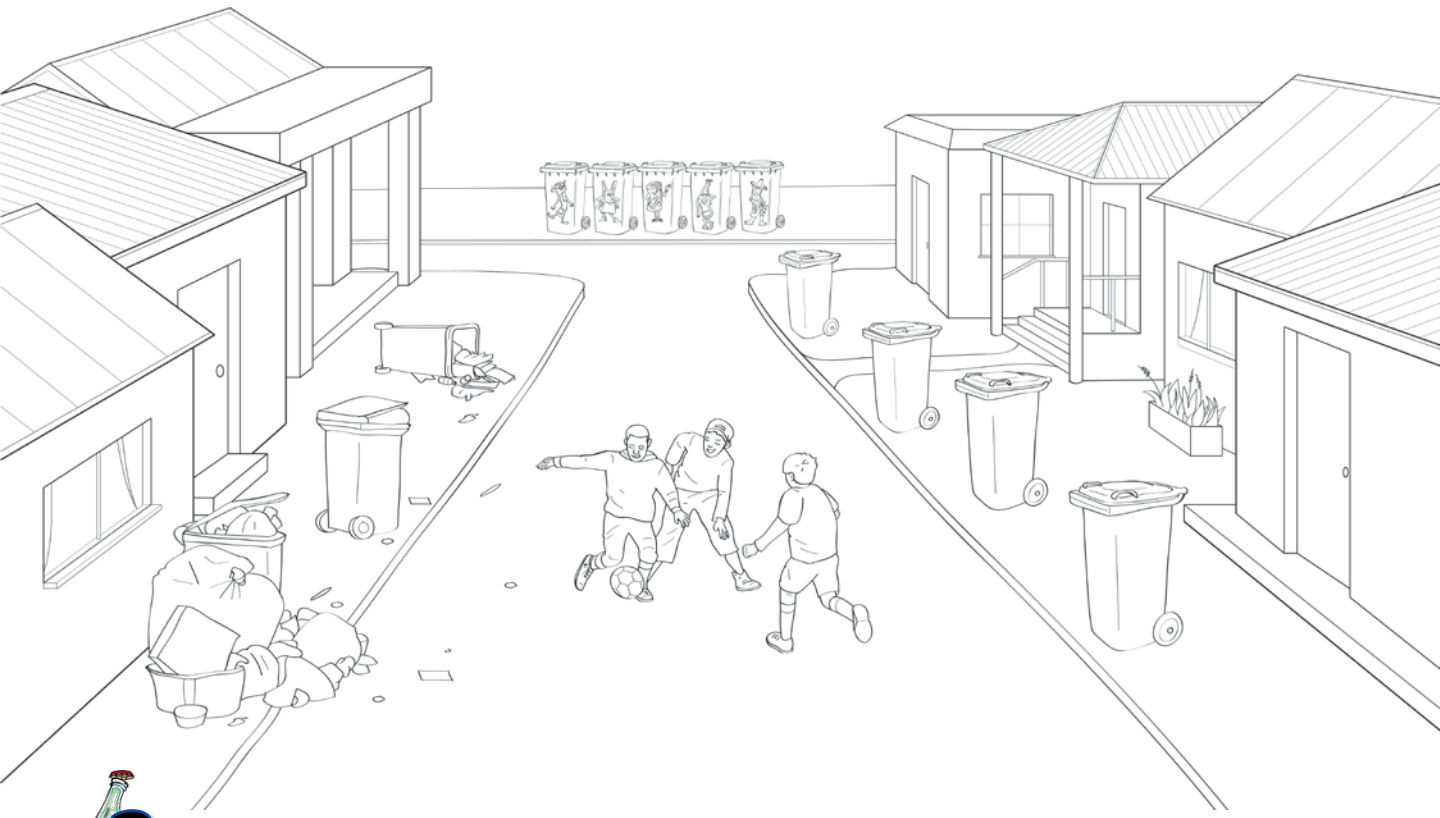
Grade 3

Name: _____

1 We get water, land, air and noise pollution.

Look at this picture of an area that is polluted.

What type of pollution do you see?



2 Join the sentences by using the correct connecting word.

The community is polluted. The boy is throwing papers in the street.

_____

_____

The community is clean. The people throw the rubbish in the bins.

_____

# 2. Waste we create

**Subject:** Mathematics
**Objective:** To make learners aware of how much waste we create.

**CAPS link:**

| Grade R ✔ | Grade 1 ✔ | Grade 2 ✔ | Grade 3 ✔ |
|---|---|---|---|
| **Term 3**<br><br>**Measurement: Mass**<br><br>**Informal measurement**<br>• Compare and order the mass of two or more objects by feeling them or using a balancing scale<br><br>• Use language to talk about comparison, e.g. light, heavy, lighter, heavier | **Term 1 and 4**<br><br>**Measurement: Mass**<br><br>**Informal measurement**<br>• Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures, e.g. blocks, bricks<br><br>• Use language to talk about comparison, e.g. light, heavy, lighter, heavier | **Term 2 and 4**<br><br>**Measurement: Mass**<br><br>**Informal measurement**<br>• Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures, e.g. blocks, bricks<br><br>• Use language to talk about comparison, e.g. light, heavy, lighter, heavier<br><br>**Introducing formal measuring**<br>• Compare, order and record the mass of commercially packaged objects, which have their mass stated only in kilograms | **Term 2 and 4**<br><br>**Measurement: Mass**<br><br>**Informal measurement**<br>• Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures, e.g. blocks, bricks<br><br>• Use language to talk about comparison, e.g. light, heavy, lighter, heavier<br><br>**Introducing forma measuring**<br>• Compare, order and record the mass of commercially packaged objects, which have their mass stated in kilograms |

| Resources needed: | | | |
|---|---|---|---|
| Puppet show<br>Hand puppets | Puppet show box | Products as stated below | Worksheets |

## Puppet show

### Grade R–3

Use hand puppets to act out the puppet show (scene 2) to your learners.

## Waste we create

### Grade R

- Place a 2 kg product in one bag, and a 1 kg product in another bag, e.g. two different packets of sugar. Give the learners the two bags. Note: do not tell them that it weighs 2 kg and 1 kg. Ask the following:

↝ Which bag is heavier?
↝ Which bag is lighter?

- Tell the learners that we create waste that weighs the same as the heavier bag every day.

### Grade 1

- An average brick weighs between 2 and 3 kg. Place one brick in a strong bag and half a brick in another bag. Ask the following:

↝ Which bag is heavier?
↝ Which bag is lighter?

- Tell the learners that we create waste that weighs the same as the heavier bag every day.

### Grade 2

- Show learners a 2 kg product such as a packet of sugar. Show them where to read the mass. Give them a 1 kg product. Ask them how we know that the mass is 1 kg. Ask the following:

↝ Which product is lighter?
↝ Which product is heavier?
↝ What is the mass of the lighter product?
↝ What is the mass of the heavier product?

- Tell the learners that each one of us creates more or less 2 kg waste per day.

### Grade 3

- Show learners a 2 kg product such as a packet of sugar. Show them where to read the mass. Give them a 1 kg product. Ask them how we know that the mass is 1 kg. Ask the following:

↝ Which product is lighter?
↝ Which product is heavier?
↝ What is the mass of the lighter product?
↝ What is the mass of the heavier product?

- Tell the learners that each one of us creates more or less 2 kg waste per day.

### Worksheets

Complete Grade 1–3 worksheets.

## Scene 2: How much does it weigh

To begin to understand the solid-waste dilemma, learners must realise that we create a lot of waste each and every day. This puppet show will help your learners to visualise the daily waste volume generated by people in their class and identify who creates garbage. This activity will include 'waste bag weigh-in', a maths-oriented activity focusing on mass.

Puppets sit with a big bag of waste in front of them.

**Peter Paper:** Look at all this waste!

**Gugu Glass:** This is all the waste we created yesterday.

**Penny Plastic:** Who created all this waste?

**Peter Paper:** They did! (looking at the stage)

**Gugu Glass:** ... and they did! (looking at the children.)

**Peter Paper:** Did they create all this waste in one day?

**Gugu Glass:** Yes.

**Peter Paper:** One day! Eish!

**Milly Metal:** Let us see what waste they (looking at learners) created .

**Gugu Glass:** Oh no!

**Milly Metal:** What is wrong, Gugu?

**Gugu Glass:** You cannot just open the bag and take out the waste!

**Milly Metal:** Why not?

**Gugu Glass:** It is dirty and unhealthy.

**Milly Metal:** So what should I do?

**Gugu Glass:** You should wear rubber gloves and protective clothing, or wear old clothes.

**Milly Metal:** Wow, Gugu, you are clever. I almost took it out with my bare hands. (pause) It could have made me ill.

**Gugu Glass:** (to learners) Who wants to take the waste from this bag? Look, here are 'waste buster clothes' for two children.

**Milly Metal:** But where will they put the waste?

**Gugu Glass:** Oh, yes! We need to prepare this table. (looking at table).

**Milly Metal:** Who would like to prepare the table?

**Gugu Gass:** You can prepare the table.

(Give learners the opportunity to prepare the table and to put on 'waste detective clothes'

**Peter Paper:** Wow! This is a lot of waste. Look at all the pieces of paper.

**Penny Plastic:** Look, there are my cousins.

**Peter Paper:** Don't be silly, how can they be your cousins?

# Puppet show

**Penny Plastic:** (with sad voice) You are right, they are part of my cousins. Please children, will you show the rest of the class a piece of my cousins? (If necessary, tell learners that the cousins are made of plastic.)

Pause

**Peter Paper:** (to learners) Waste busters!

**Penny Plastic:** Peter, don't be silly. You should tell the learners that they are waste busters.

**Peter Paper:** (to learners) You are waste busters. Who are you? I can't hear you. Say it again.

**Penny Plastic: ...** but why are they waste busters?

**Peter Paper:** ... because they will find out who is creating waste and who is wasting things that we could use again ... and BUST them.

**Penny Plastic:** Will they do it only at school?

**Peter Paper:** No, they will do it at home, in their communities, in public parks ... all over the show.

**Puppets:** We are the waste busters,

Who are you?

**Learners:** We are the waste busters

Who are you?

**Puppets:** You are the waste busters, so are we

Who are we?

TOGETHER we are the waste busters!

**Peter Paper:** Look at all this waste!

**Penny Plastic:** I wonder how much it weighs.

**Peter Paper:** But how much waste is this?

**Penny Plastic:** (to Grade R learners) Is this bag of waste light or heavy? Come, try to pick it up ....

**Peter Paper:** I told you, you are creating a lot of waste. (to Grade R learners) Do you think this is a lot of waste? Do you think we must try to create less waste? Why? Because we are the ... (pause) WASTE BUSTERS!

**Penny Plastic:** (to Grade 1, 2 and 3 learners) Is this bag as heavy as a brick? Come, try to pick it up ...

**Peter Paper:** Same as above, I told you, ...

**Penny Plastic:** This bag weighs (multiply learners in class by 2 kg). Is this heavier or lighter than you? Come, try to pick it up ...

**Peter Paper:** Same as above, I told you, ...

# Comparing and ordering mass

Grade 1

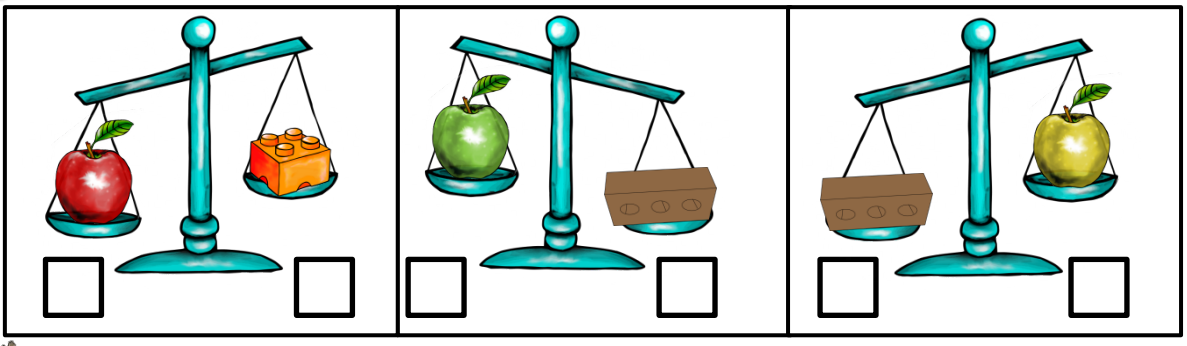
Name: _____

## 1 Colour the correct answer.

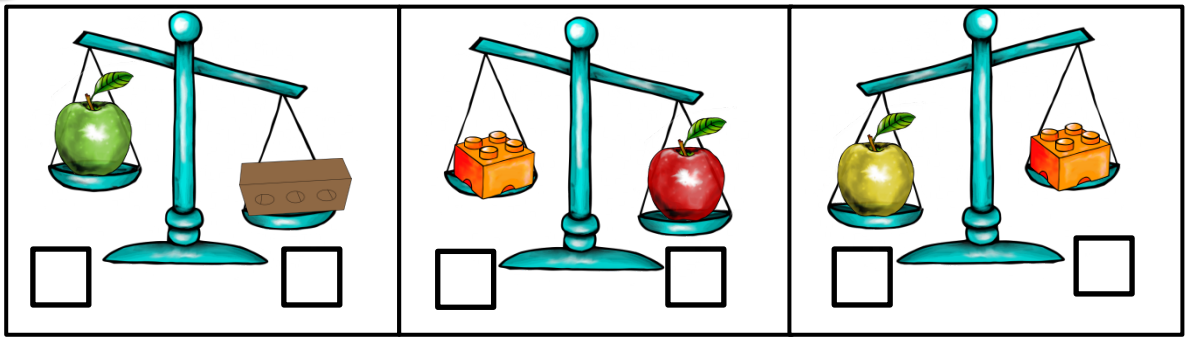
Jane's apple is heavier | lighter than John's block.

John's block is heavier | lighter than Jane's apple.

## 2 Tick the object that is heavier.



## 3 Tick the object that is lighter.



| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| 1 to 2 correct | 3 correct | 4 correct | 5 correct | 6 correct | 7 correct | 8 correct |

# Mass

Grade 2

Name: _____

## 1 What is the mass of the product?

## 2

a. Your teacher will give you some objects.

b. Estimate what the mass is.

c. Weigh the object and write your answer in kilograms.

d. Compare your estimation and measurement. How close were you?

| a. Product name | b. Estimation | c. Measurement | d. Comparison |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| 1 – 4 correct | 5 – 6 correct | 7 – 8 correct | 9 – 10 correct | 11 – 12 correct | 13 – 14 correct | 15 – 17 correct |

# Mass

Grade 3

Name: _____

## 1 What is the mass of the product?

## 2

a. Your teacher will give you some objects.

b. Estimate what the mass is.

c. Weigh the object and write your answer in kilograms.

d. Compare your estimation and measurement. How close were you?

| a. Product name | b. Estimation | c. Measurement | d. Comparison |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| 1 – 4 correct | 5 – 6 correct | 7 – 8 correct | 9 – 10 correct | 11 – 12 correct | 13 – 14 correct | 15 – 17 correct |

# 3. Solid waste

**Subject:** Mathematics
**Objective:** To make the learners aware of the five types of solid waste and how to sort it.

## CAPS link:

| Grade R ✔ | Grade 1 ✔ | Grade 2 ✔ | Grade 3 ✔ |
|---|---|---|---|
| **Term 1-4**<br><br>**Data handling**<br><br>**Collect and sort objects**<br>**Collect and organise objects**<br>Collect and organise objects: Collect and sort everyday objects.<br><br>**Represent sorted collection of objects**<br>**Represent sorted collection of objects**<br>Represent sorted collection of objects: Draw a picture of collected objects.<br><br>**Discuss and report on sorted collection of objects**<br>**Discuss and report on sorted collection of objects**<br>Discuss and report on sorted collection of objects | **Term 1-4**<br><br>**Data handling**<br><br>**Collect and organise data**<br>**Collect and organise data**<br>Collect data about the class or school to answer questions posed by the teacher<br><br>**Represent data**<br>**Represent data**<br>- Represent data in pictograph<br>- Limited to pictographs with one-to-one correspondence<br><br>**Analyse and interpret data**<br>**Analyse and interpret data**<br>Answer questions about data in pictograph<br>- limited to pictographs | **Term 1-4**<br><br>**Data handling**<br><br>**Collect and organise data**<br>**Collect and organise data**<br>Collect data about the class or school to answer questions posed by the teacher<br><br>**Represent data**<br>**Represent data**<br>- Represent data in pictograph<br>- Limited to pictographs with one-to-one correspondence<br><br>**Analyse and interpret data**<br>**Analyse and interpret data**<br>Answer questions about data in pictograph<br>- limited to pictographs with one-to-one correspondence | **Term 1-4**<br><br>**Data handling**<br><br>**Collect and organise data**<br>**Collect and organise data**<br>Collect data about the class or school to answer questions posed by the teacher<br><br>**Represent data**<br>**Represent data**<br>Represent data in<br>- pictograph (limited to pictographs with one-to-one correspondence)<br>- bar graphs<br><br>**Analyse and interpret data**<br>**Analyse and interpret data**<br>Answer questions about data presented in<br>- pictographs(limited to pictographs with one-to-one correspondence)<br>- bar graphs |



The data handling cycle starts with **collecting data**. Once we have collected the data, the question is: What can we do with the data?

The data in its raw format very often does not tell us much about our problem. For data to help us solve our problem, we need to organise, represent and summarise it. In this lesson we are going to do the data handling cycle by focusing on waste.

| Resources needed: | | | |
|---|---|---|---|
| Puppet show<br>Hand puppets | Waste and five labelled cardboard boxes. | Family puppets | Worksheets |

## Puppet show

## Search for the hidden treasure

**Grade R–3**
Note that when doing the data handling cycle you have to choose the context in which to teach it. In this lesson our context is solid waste.

Act out the puppet show to the learners. Ask them questions such as:

- What did each puppet teach you about? You might need to show the learners each puppet again. (The puppets taught us about plastic, Glasss, paper, metal and organic materials.)
- Give me some examples of things made from plastic/Glasss/paper/metal/organic materials.

Tell the learners that most of the things landing up in the rubbish bin are made of plastic, paper, Glasss, metal and organic materials.

## Data handling cycle

*The data handling cycle starts with collecting data. Once we have collected the data, the question is: What can we do with the data?*

*The data in its raw format very often does not tell us much about our problem. For data to help us solve our problem, we need to organise , represent and summarise it. In this lesson we are going to do the data handling cycle by focusing on waste.*

Place the different types of solid waste in each group. Be careful when using Glasss. Make sure the waste is clean before giving it to learners. Ask the learners to sort it according to the puppets or pictures on the bins.

---

Learners might have heard the word recycling before, but we must make sure that they understand where it starts.

We will introduce the sorting of basic solid waste.

---

Place the different types of waste in each group.

Ask the learners to link the examples with the pictures on the cards. (See sorting cards on the next few pages.)

- Learners cut and sort the cards per grade.
- Learners make a pictograph from the cut cards. Grade 3 will make a pictograph and a bar graph.

## Worksheets

Complete Grade 1–3 worksheets.

## Scene 3: Search for the hidden treasure

This interactive puppet show introduces learners to all waste management concepts embodied in the **Wise up on Waste** teacher package. By means of a puppet show, the family and puppets reveal the concepts of litter, reducing, re-using and recycling.

Waste flies from the stage and falls on the ground in front of the learners. (The 'Waste Creator' characters pop up now and then)

**Family:** (Close hand and open so that family is visible to children – front stage (fs))

What is going on?

**Family:** (Peeping over the edge)

Who threw all the waste down here?

(Paper man pops up – back stage (bs) – family turns around, paper man goes down)

**Family:** (Again with louder voices and peeping over the edge)

Who threw all the waste down here? (Pause. Give learners the opportunity to answer.)

(Can man pops – back stage (bs) – family turns around, can man goes down)

**Family:** (Again with louder voices and peeping over the edge) Who threw all the waste down here? (Pause. Give learners the opportunity to answer.)

(Plastic man pops up – back stage (bs) – family turns around, plastic man goes down)

**Family:** (Again with shouting voices and peeping over the edge) Who threw all the waste down here? (Pause. Give learners the opportunity to answer.)

**Penny Plastic:** Parts of me are lying all over. Can you please help me to pick it up? Do you know what to pick up? (Pause) Plastic. My body is made from plastic.

**Family:** But where should we put the plastic objects that we pick up?

**Penny Plastic:** Look for the bin with this sign. (Holding up the picture of the crayon.) Whenever you see this sign, you know that plastic must go into that container or dustbin.

**Milly Metal:** (Throwing a 'fishing rod' with a string attached to it and picking up a piece of metal.) Look! This piece is similar to me. Do you know what we call this material? (Pause). It is metal or tin. Cooldrink cans are made of it. I am sure you will also help me to pick up all the pieces of metal by using your magnets.

**Family:** But where should we put the metal objects that we pick up?

# Puppet show

**Milly Metal:** (Holding up the picture of the can). Whenever you see this sign, you know metal must go into that container or dustbin.

**Peter Paper:** Nobody wants to read me anymore. I am all over the place. Do you know what I am made of? (Pause) Paper. My body is made of paper.

**Family:** But where should we put the paper we pick up?

**Peter Paper:** Look for the bin with this sign. (Holding up the picture of the newspaper.) Whenever you see this sign, you know paper must go into that container or dustbin.

**Compi Compost:** Look, what is lying there? An apple core.

**Family:** We should not throw food on the floor; where should we put the leftovers.

**Compi Compost:** Look for the compost box. It has this sign. (Showing the picture for compost.)

**Gugu Glasss:** Is that part of my body? Yes it is. Pieces of Glasss.

**Family:** We cannot pick it up; it can be dangerous.

**Gugu Glasss:** Why? Are you saying that I am dangerous?

**Family:** It can cut you. I am sure your teacher will help you to pick it up.

**Gugu Glasss:** Look for the bin with this sign. (Holding up the Glasss picture.) Whenever you see this sign, you know Glasss must go into that container or dustbin.

**Family:** Clean and tidy, just the way we like it!

# What is sorting?

When we want to recycle waste, it is sorted into different categories. In this activity we are going to look at the five categories.

**Tips for the classroom.**
Prepare a corner in your classroom with various of waste.

Ask the learners questions such as:

Where do we often use
- newspapers?
- plastic bottles?
- cans?
- glass bottles?
- apples peel?

## Types of solid waste

**Plastic**

- 1 PET
- 2 HDPE
- 3 PVC
- 4 LDPE
- 5 PP
- 6 PS
- 7 OTHER

**Paper**

- Newspaper/Magazines
- Cardboard
- White Paper
- Mixed Paper

**Glasss**

- Coloured Glasss
- White Glasss (transparent)

**Metal**

- Aluminum
- Steel
- Copper

**Organic**

- ✓
- ✗

# Sorting waste

Grade R

Name: _____

Cut out these cards and sort them.
Make a drawing of your sorting.

| | | |
|---|---|---|
| Paper | Metal | Plastic |
| Plastic | Paper | Organic |
| Paper | Metal | Plastic |
| Organic | Paper | Organic |

# Pictograph

Grade R

Name: _____

Use your sorted cards to draw your pictograph here.

Pictograph key:

| | | | | |
|---|---|---|---|---|
| | | | | |
| Paper | Metal | Plastic | Organic | Glass |

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Cannot complete a pictograph. | Did not use the key but pictures to complete pictograph. | With support used key to complete pictograph | Used the key to complete pictograph. | Used the key to complete the pictograph and added a topic. | Complete a pictograph correctly. | Complete a pictograph and interpret it, |

# Sorting waste

Grade 1

Name: _____

Cut out and sort these cards.
Make a drawing of your sorting.

| | | | |
|---|---|---|---|
| Paper | Metal | Plastic | Organic |
| Plastic | Paper | Paper | Plastic |
| Paper | Metal | Plastic | Organic |
| Plastic | Paper | Paper | Plastic |
| Plastic | Paper | Paper | Organic |

# Pictograph

Grade 1

Name: _____

Use your sorted cards to draw your pictograph here.

Pictograph key:

| | | | | |
|---|---|---|---|---|
| | | | | |
| Paper | Metal | Plastic | Organic | Glass |

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Cannot complete a pictograph. | Did not use the key but pictures to complete pictograph. | With support used key to complete pictograph | Used the key to complete pictograph. | Used the key to complete the pictograph and added a topic. | Complete a pictograph correctly. | Complete a pictograph and interpret it, |

# Sorting waste

Grade 2

Name: _____

**1** Cut out and sort these cards.
Make a drawing of your sorting.

| | | | | |
|---|---|---|---|---|
| Paper | Paper | Organic | Organic | Paper |
| Paper | Paper | Organic | Organic | Metal |
| Paper | Metal | Organic | Organic | Organic |
| Paper | Metal | Plastic | Organic | Plastic |
| Paper | Metal | Plastic | Organic | Glass |
| Paper | Metal | Plastic | Organic | Glass |

# Pictograph

Grade 2

Name: _____

Use your sorted cards to draw your pictograph here.

Pictograph key:

| | | | | |
|---|---|---|---|---|
| | | | | |
| Paper | Metal | Plastic | Organic | Glass |

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Cannot complete a pictograph. | Did not use the key but pictures to complete pictograph. | With support used key to complete pictograph | Used the key to complete pictograph. | Used the key to complete the pictograph and added a topic. | Complete a pictograph correctly. | Complete a pictograph and interpret it, |

# Sorting waste

Grade 3

Name: _____

## 1 Cut out and sort these cards

| | | | | | |
|---|---|---|---|---|---|
| Plastic | Metal | Organic | Paper | Plastic | Paper |
| Plastic | Metal | Organic | Paper | Plastic | Paper |
| Plastic | Metal | Organic | Paper | Plastic | Paper |
| Plastic | Organic | Organic | Paper | Glass | Paper |
| Plastic | Organic | Organic | Paper | Glass | Paper |
| Plastic | Organic | Organic | Paper | Glass | Paper |
| Plastic | Organic | Organic | Paper | Glass | Paper |

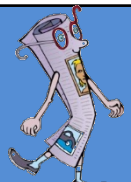
# Pictograph

Grade 3

Name: _____

Use your sorted cards to draw your pictograph here.

Pictograph key:

| | | | | |
|---|---|---|---|---|
| | | | | |
|  Paper | Metal | Plastic | Organic | Glass |

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Cannot complete a pictograph. | Did not use the key but pictures to complete pictograph. | With support used key to complete pictograph | Used the key to complete pictograph. | Used the key to complete the pictograph and added a topic. | Complete a pictograph correctly. | Complete a pictograph and interpret it, |

# Pictograph

Grade 3

Name: _____

Use your pictograph to complete this **bar graph.**

| | | | | |
|---|---|---|---|---|
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| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Paper | Plastic | Metal | Glass | Organic |

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Cannot complete a bar graph. | Did not use the pictograph to complete the bar graph. | Need a lot of support to complete the bar graph. | Complete the bar graph with some support. | Complete the bar graph but made one mistake. | Complete a bar graph correctly. | Complete the bar graph and interpret it. |

# Questions

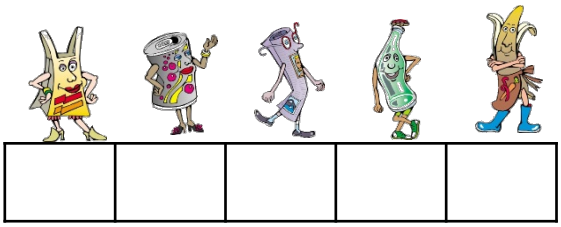
Grade R

Name: _____

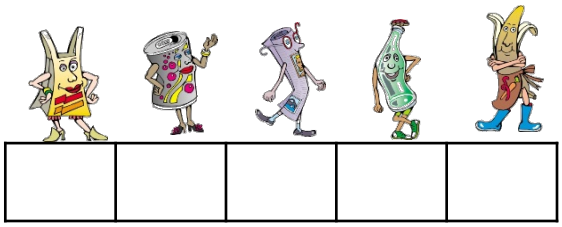
Use your pictograph to answer the following.

**Tick the correct box.**

The most waste created was:



The least waste created was



**Join each picture to the correct bin.**

# Questions

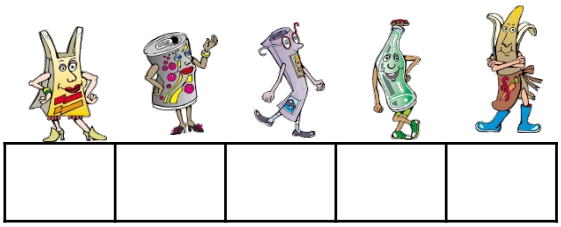
Grade 1

Name: _____

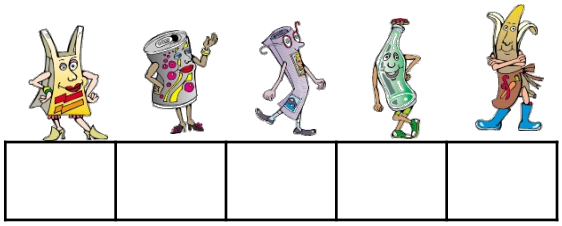
Use your pictograph to answer the following.

**Tick the correct box.**

The most waste created was:



The least waste created was



**Write down three things that you will throw in each recycling bin**

# Questions

Grade 2

Name: _____

Use your pictograph to answer the following.

**Tick the correct box.**

The most waste created was _____.

What can you do with this waste? _____

_____

The least waste created was _____

What can you do with this waste? _____

_____

**Write down three things that you will throw in each recycling bin.**

| | | | | |
|---|---|---|---|---|
| | | | | |

# Questions

Grade 3

Name: _____

Use your pictograph to answer the following.

**Tick the correct box.**

The most waste created was _____.

What can you do with this waste? _____

_____

The least waste created was _____

What can you do with this waste? _____

_____

**How will you use each recycling bin? Name two things that you can throw in them.**

| | | | | |
|---|---|---|---|---|
| | | | | |

# 4. Re-use and reduce

**Subject:** Life Skills
**Objective:** To create objects from waste..

**CAPS link:**

| Grade R ✔ | Grade 1 ✔ | Grade 2 ✔ | Grade 3 ✔ |
|---|---|---|---|
| **Term 3**<br><br>**Creative arts: Visual arts**<br>**Create in 3-D (Constructing and modelling)**<br>Create freely using a range of materials: small boxes, recyclable materials like buttons, egg boxes, cardboard off-cuts and other. | **Term 3**<br><br>**Creative arts: Visual arts**<br>**Create in 3-D (constructing)**<br>Make models of imaginative creatures using clay, play dough or recyclable materials; emphasise appropriate use of materials and spatial awareness. | **Term 3**<br><br>**Creative arts: Visual arts**<br>**Create in 3-D (constructing)**<br>Use recyclable materials and paper maché to make useful objects: egg cups, containers, plant holders, etc. decorate using pattern; discuss geometric shapes and cool and warm colours, develop craft skills. | **Term 3**<br><br>**Creative arts: Visual arts**<br>**Create in 3-D (constructing)**<br>Craft from recyclable materials: patterned frames for own artworks, containers for classroom, etc. |

| Resources needed: | | | |
|---|---|---|---|
| Puppet show | Waste and five labelled cardboard boxes | Toilet roll puppets | Worksheets |
| Hand puppets | | | |

## Puppet show

## Origins of waste and re-using it.

**Grade R–3**
Act out the puppet show to the learners. Ask them questions such as:

- Show each puppet to the learners and ask them what they represent. Plastic? Paper? Metal? Glass? Organic?

Tell the learners that we can use waste in our classroom to do some art.

**Grade R**
**What you need:**
Egg carton, scissors, tape, yellow paint, paint brushes, orange and yellow cardboard, glue and black marker.
**What to do:**

- Cut up an egg carton so that you have two cups.
- Tape the two cups together to act as a hinge.
- Paint it yellow.
- Cut out two yellow and two orange orange triangles.
- Attach four triangles to the carton cups with glue. The orange ones are for the beak; the yellow ones for the wings.
- Draw the eyes.
- Cut out feet and attach it.
- See pictures on worksheet.

**Grade 1**
**What you need:**
Toilet roll, waste templates, scissors, glue, paint, paint brushes, any other decorations.

**What to do:**

- Cut out and stick the waste body parts on the toilet roll.
- Paint and/or decorate the puppets.

**Grade 2**
**What you need:**
Egg carton (dozen), scissors, glue, cardboard, string/wire, paint, paint brushes, etc.
**What to do:**
Learners should freely create flowers from egg carton boxes. Show them the example in the worksheet section.

**Grade 3**
**What you need:**
Newspapers, sticky tape, paint and decorations.
**What to do:**
Learners roll the newspaper in rolls in the width of the newspaper and then stick it together with sticky tape. They use it to make a square prism (box) and square pyramid. They stick the prism and pyramid together to make a house.
Then they paint and decorate it.

**Worksheets**
Grade 1–3: how to make worksheets.

## Scene 4: Origins of waste and Re-using it

In order to appreciate the resource value of garbage, learners must recognise that everyday items are made from other materials.

"Beauty is in the eyes of the beholder." And so it goes for waste! Learners will learn that a used item designated as “waste" by one person can become a useful "treasure" for another. Learners will experience practical waste examples.

All five characters sitting with objects in front of them.

**Penny Plastic:** Hello friends. (Bottle in front of her) Can you still remember what this is made of? (plastic)

**Milly Metal:** (can in front of her) Can you still remember what this is made of? (metal)

**Peter Paper:** (newspaper in front of him) Can you still remember what this is made of? (paper)

**Gugu Glass:** (glass container in front of her) Can you still remember what this is made of? (glass)

**Compi Compost:** (plate with fruit) I am so hungry! Hmmm, this is nice, but what am I going to do with the peels and these bits and pieces I don’t want to eat. Yes, I am going to throw it onto the compost heap.

**Penny Plastic:** Look what I have made from this plastic bottle (showing learners her newly decorated bottle or created object). Do you know what it is? Do you think you can make something like this with the help of your teacher?

**Milly Metal:** Look what I have made from this tin (showing learners her newly created craft object). Do you know what it is? I am sure you can make something similar.

**Peter Paper:** Look what I have made. Do you know from what it is made?

**Gugu Glass:** Look how I decorated this bottle. I am going to give it as a gift.

**Compi Compost:** Look how my plant is growing! I gave it some of the compost I had made myself.

**Peter Paper:** We are all made from different materials. Can you still remember where you need to throw us if you find us lying around, or when you don’t want to use us anymore?

# Make a chick from an egg carton

Grade R

Name: _____

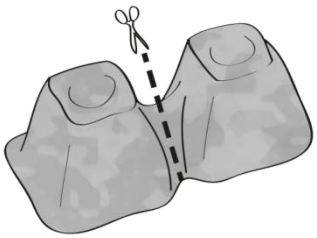
## What you need:

Egg carton, scissors, tape, yellow paint, paint brushes, orange and yellow cardboard, glue and black marker.

## What to do:

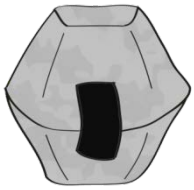
- Cut up an egg carton so that you have two cups.
- Tape the two cups together to act as a hinge.
- Paint it yellow.
- Cut out two yellow and two orange orange triangles.
- Attach four triangles to the carton cups with glue. The orange ones are for the beak; the yellow ones for the wings.
- Draw the eyes.
- Cut out feet and attach it.
- See pictures on worksheet.

Step 1:

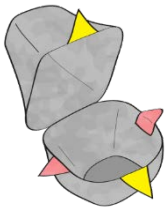


Step 2:

Step 3:



Step 4:



Step 5:

Step 6:

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
| Cannot create a 3-D object. | Create a 3-D object with help. | Create some components of the 3-D object. | Create most components of the 3-D object. | Create a 3-D object. | Create a 3-D object with extra care. | Create a 3-D object with special features. |

# Make a puppet from a toilet roll

Grade 1

Name: _____

## What you need:

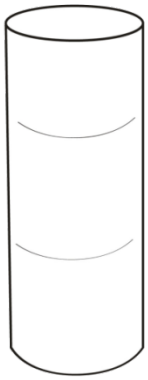
Toilet roll, waste templates, scissors, glue, paint, paint brushes, any other decorations.

## What to do:

- Cut out and stick the waste body parts on the toilet roll.
- Paint and/or decorate the puppets.

## Example:

Step 1:



Step 2:

Step 3:

Step 4:

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
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# Make flowers from egg cartons

Grade 2

Name: _____

## What you need:

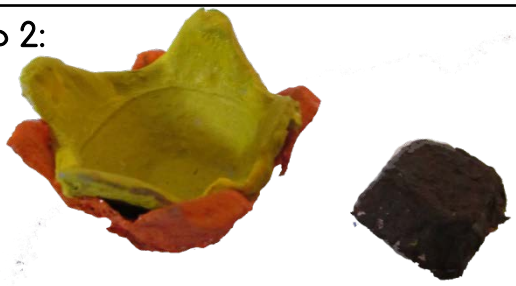
Egg carton (dozen), scissors, glue, cardboard, string/wire, paint, paint brushes, etc.

## What to do:

Freely create flowers from egg carton boxes.

### Step 1:

### Step 2:



### Step 3:

### Step 4:

| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 0-29 % | 30 -39 % | 40 – 49 % | 50 – 59 % | 60 – 69 % | 70 – 79 % | 80 – 100 % |
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# Make a house from newspapers

Grade 3

Name: _____

## What you need:

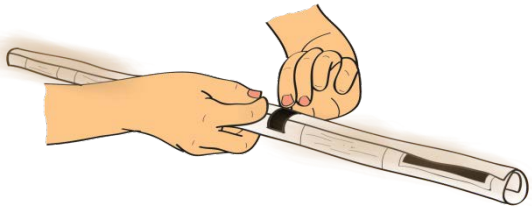
Newspapers, sticky tape, paint and decorations.

## What to do:

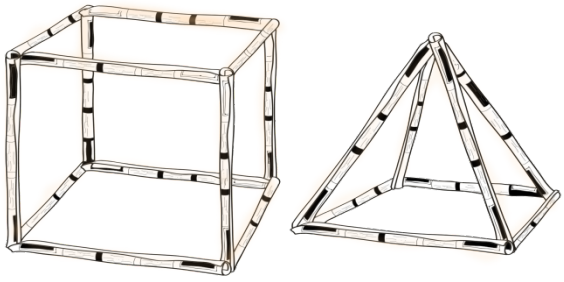
Roll the newspaper in rolls in the width of the newspaper and then stick it together with sticky tape. Use it to make a square prism (box) and square pyramid. Stick the prism and pyramid together to make a house.
Paint and decorate it.

Step 1:

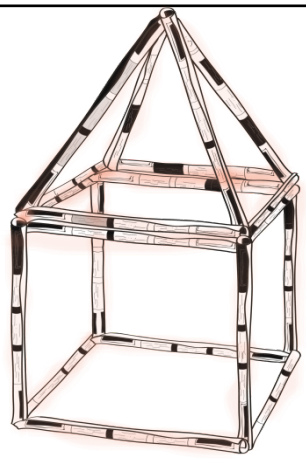
Step 2:



Step 3:



Step 4:



| Not achieved | Elementary achievement | Moderate achievement | Adequate achievement | Substantial achievement | Meritorious achievement | Outstanding achievement |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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# 5. Recycling

**Subject:** Life Skills
**Objective:** To understand recycling.

**CAPS link:**

| Grade R | Grade 1 | Grade 2 | Grade 3 ✔ |
|---|---|---|---|
| | | | **Term 2**<br><br>**Beginning Knowledge and Personal and Social Well-being**<br><br>**Topic: Recycling 6 hours**<br>• What happens to our waste<br>• Re-using (things that can be used again)<br>• Recycling (used things that can be made into something new)<br>• Reducing (using less)<br>• What cannot be recycled<br>• Recycling at home and at school<br>• Making compost out of things that rot<br>• Re-using water |



Collecting objects: each learner brings two items on this list, from home: cardboard, newspapers, magazines, plastic soda bottles, plastic milk containers, glass jars or bottles, aluminium cans and steel food cans. Set up four bins in the classroom and label them 'Paper', 'Glass', 'Plastic' and 'Metals'. Make a pile of all of the recyclable items on the floor and ask the learners to gather around them in a circle. Ask them to sort the objects. Why did you do sort them in the way you did?

| Resources needed: | | | |
|---|---|---|---|
| Puppet show<br>Hand puppets | Waste<br>Read section below. | Family puppets | Worksheet |

## Puppet show

## Recycle
## Going to the landfill

### Grade 3

Read or act out Scene 4 and 5:

- What did each puppet teach you about?
- What happens to the things going to the landfill.

Tell the learners that most of the things landing up in the rubbish bin are made of plastic, paper, glass, metal and organic materials.

## Recycling

Collecting objects: each learner brings two items on this list from home: cardboard, newspapers, magazines, plastic soda bottles, plastic milk containers, glass jars or bottles, aluminium cans and steel food cans. Set up four bins in the classroom, and label them 'Paper', 'Glass', 'Plastic' and 'Metals'. Make a pile of all of the recyclable items on the floor and ask the learners to gather around them in a circle. Ask learners to sort the objects. Why did you do sort them in the way you did?

What is recycling? Recycling is the collecting and sorting of things that would have been thrown away before. These things are recycled and new products are made from them.

Go through each bin. Ask learners to compare the items in each bin. How are they alike and how are they different? Also ask learners to name other items made from the same material.

## Worksheets

Complete Grade 3 worksheets.

## Scene 5: Recycling

A more acceptable and effective method of disposing of waste is to *recycle*. This song teaches us about recycling waste like glass, cans, paper and plastics. Children learn the value of recycling, what materials are recyclable, and how to separate materials for recycling. (Mathematics calculations and charting activities are included for the higher levels – see Intermediate Phase.)

**Recycling for our earth**

To the melody of 'Mary had a little lamb'.

**Milly Metal:** (sing to the children)

Hear the cans go crunch, crunch, crunch; crunch, crunch, crunch; crunch, crunch, crunch. Hear the cans go crunch, crunch, crunch, Recycle for our earth!

**Milly Metal:** Come, children, let us sing… Hear the cans go crunch, crunch, crunch…

**Gugu Glass:** (sing to children)

Hear the bottles go ding, ding, ding; ding, ding, ding; ding, ding, ding. Hear the bottles go ding, ding, ding, Recycle for our earth!

**Gugu Glass:** Come, children, let us sing… Hear the bottles go ding, ding, ding…

**Peter Paper:** (sing to children)

Hear the paper goes crinkle, crinkle, crinkle; crinkle, crinkle, crinkle; crinkle, crinkle, crinkle
Hear the paper goes crinkle, crinkle, crinkle
Recycle for our earth!

**Peter Paper:** Come, children, let us sing… Hear the paper goes crinkle, crinkle, crinkle…

## Scene 6: Going to the landfill

After we have done our best to reduce, re-use and recycle, where do the leftovers go? Learners learn that some of the remaining waste can still be used to make compost.

Use things from Scene 3.

**Compi Compost:** Why are you all so sad?

**Gugu Glass:** All our cousins are going to the landfill. (Things made from items in Scene 3 are standing in front of them)

**Milly Metal:** (to children) Do you think all of them must go to the landfill or dumpsite (use terminology that learners are familiar with).

**Compi Compost:** Why not? (encourage learners to say that we can use it again)

**Gugu Glass:** What will you use again?

**Gugu Glass:** Oh no! Here comes the waste removal truck!

**Milly Metal:** Help! They are going to take us.

# Keep it clean

Grade 1

Name: _____

Colour the side of the picture where you would like to live.

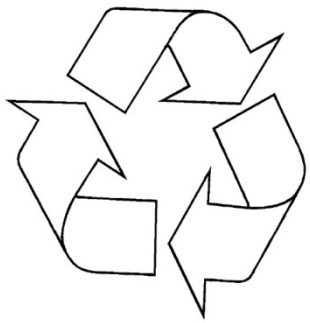
Unscramble the words:

Almost everything we use in our community, _____ (ochslo), _____ (oemh) and offices can be recycled.

By recycling we not only save the _____ (teimnovmre), but we also save _____ (oeymn).

The more creative you are, the more money you _____ (vaes)

This is a recycling symbol. Find five products with this symbol and write down their names.



_____

_____

_____

_____

# Keep it clean

Grade 1

Name: _____

**1** Recite the poem and underline all the words that tell you about the types of solid waste we get.

## Recycle

**Geof Johnson**

Recycle, recycle, and use it again.
Show them that you're Mother Nature's friend.
Recycle, recycle, don't throw it away
You can use it another day

I see garbage up and down the street,
It's kinda stinky in the summer heat.
It doesn't have to be such a waste,
You can put it in a better place.

Recycle, recycle, and use it again.
Show them that you're Mother Nature's friend.
Recycle, recycle, don't throw it away
You can use it another day

Everywhere I see aluminium cans,
Somebody threw them there without a plan.
I say it doesn't have to be that way
It's something you can do every day

Recycle, recycle, and use it again.
Show them that you're Mother Nature's friend.
Recycle, recycle, don't throw it away
You can use it another day

Take your newspapers and your glass,
Separate 'em from the kitchen trash.
Your plastic bottles and the cans,
Give 'em to the recycling man.

Recycle, recycle, and use it again.
Show them that you're Mother Nature's friend.
Recycle, recycle, don't throw it away
You can use it another day

Many thanks to Geof Johnson for permission to publish these lyrics.
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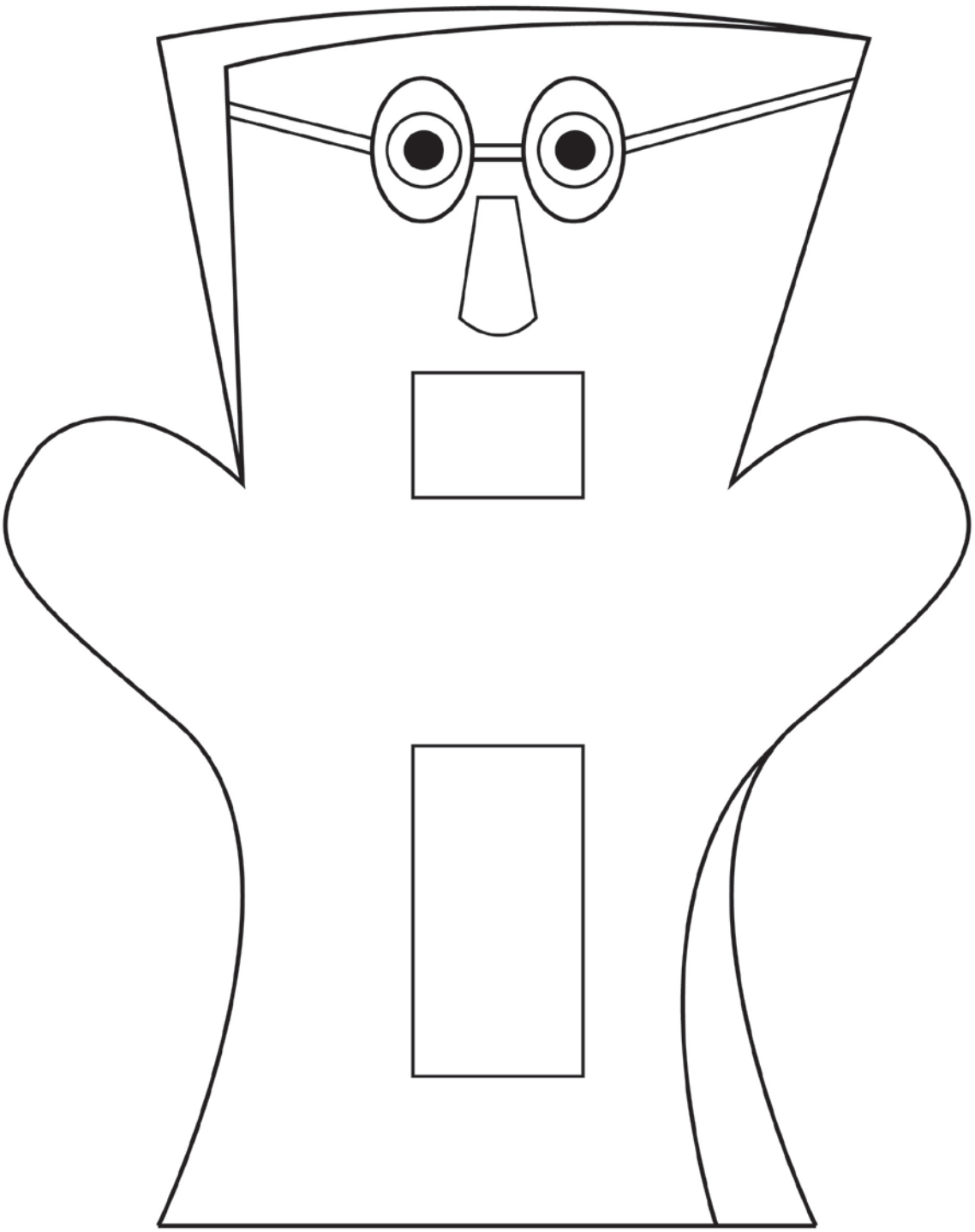
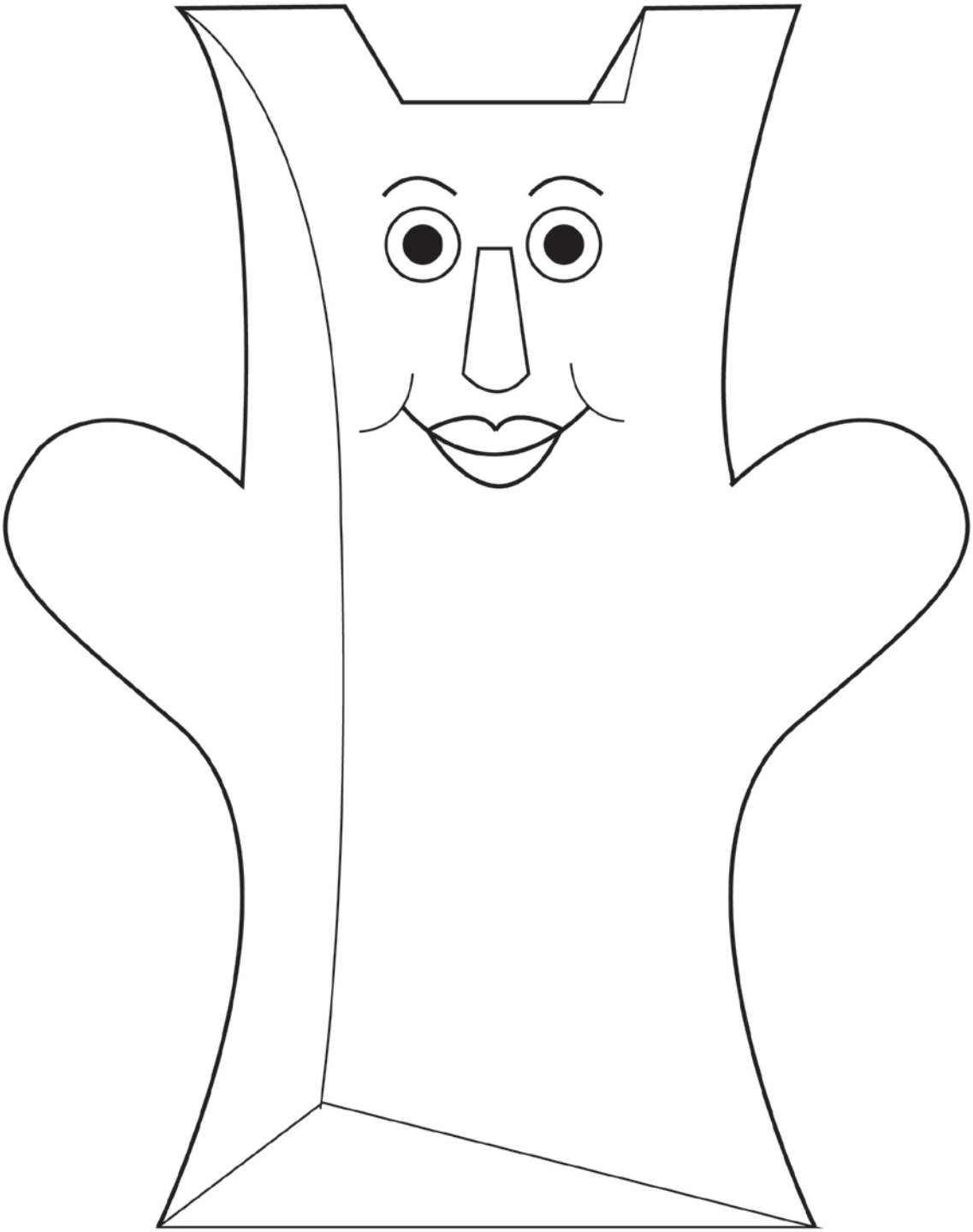
To listen to the song go to:
http://www.songsforteaching.com/geofjohnson/recycle.htm

# Hand puppet template



# Hand puppet template



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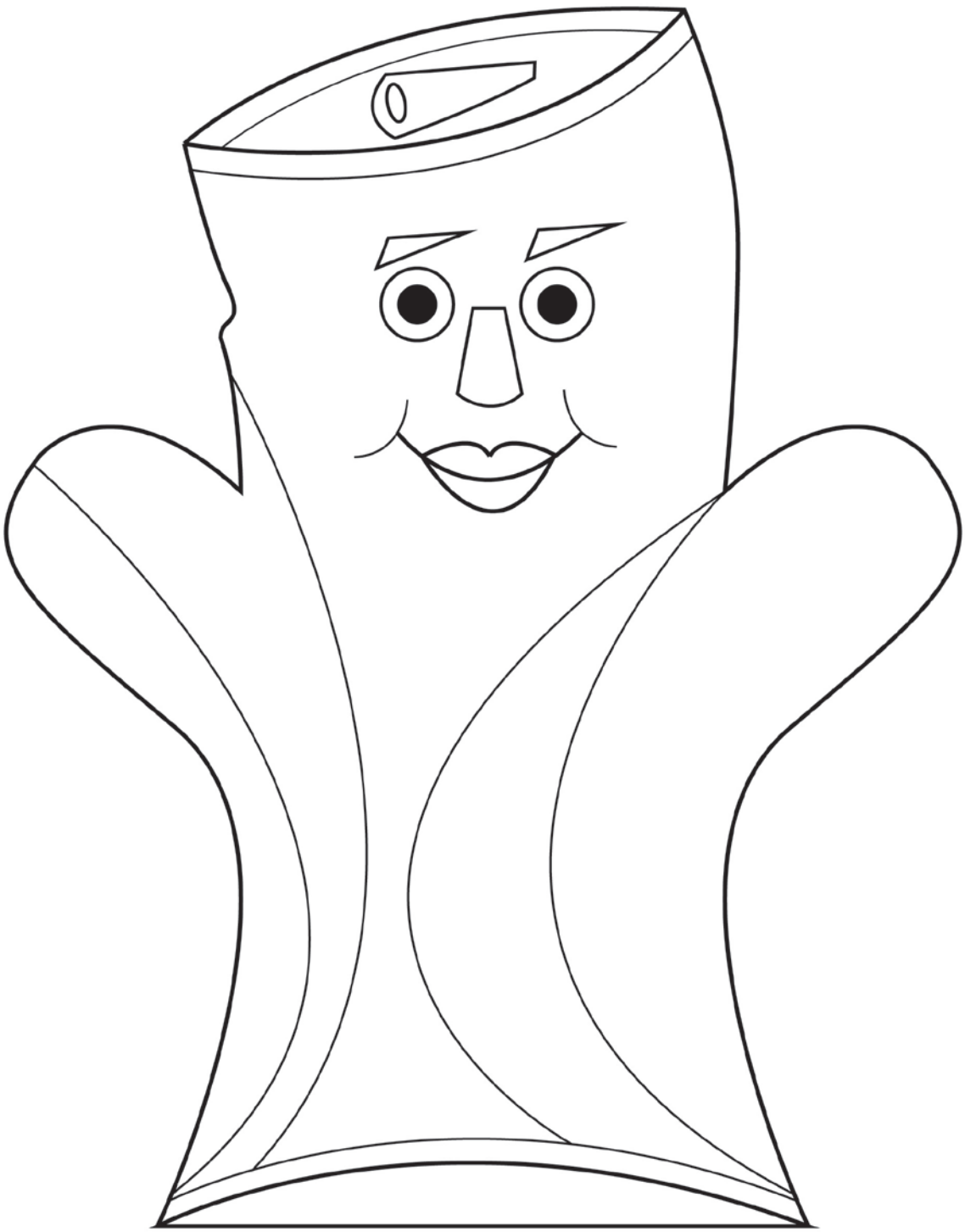

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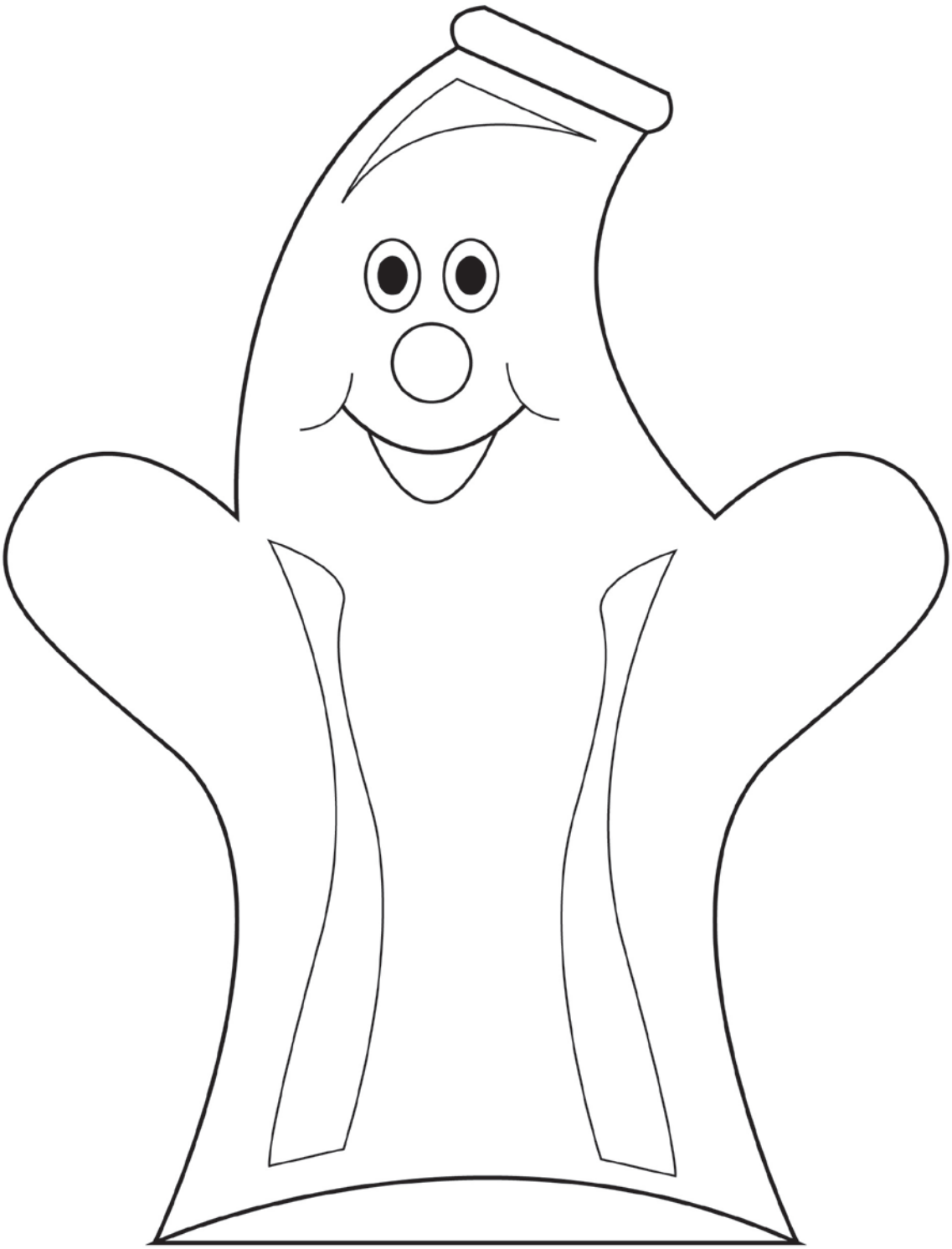

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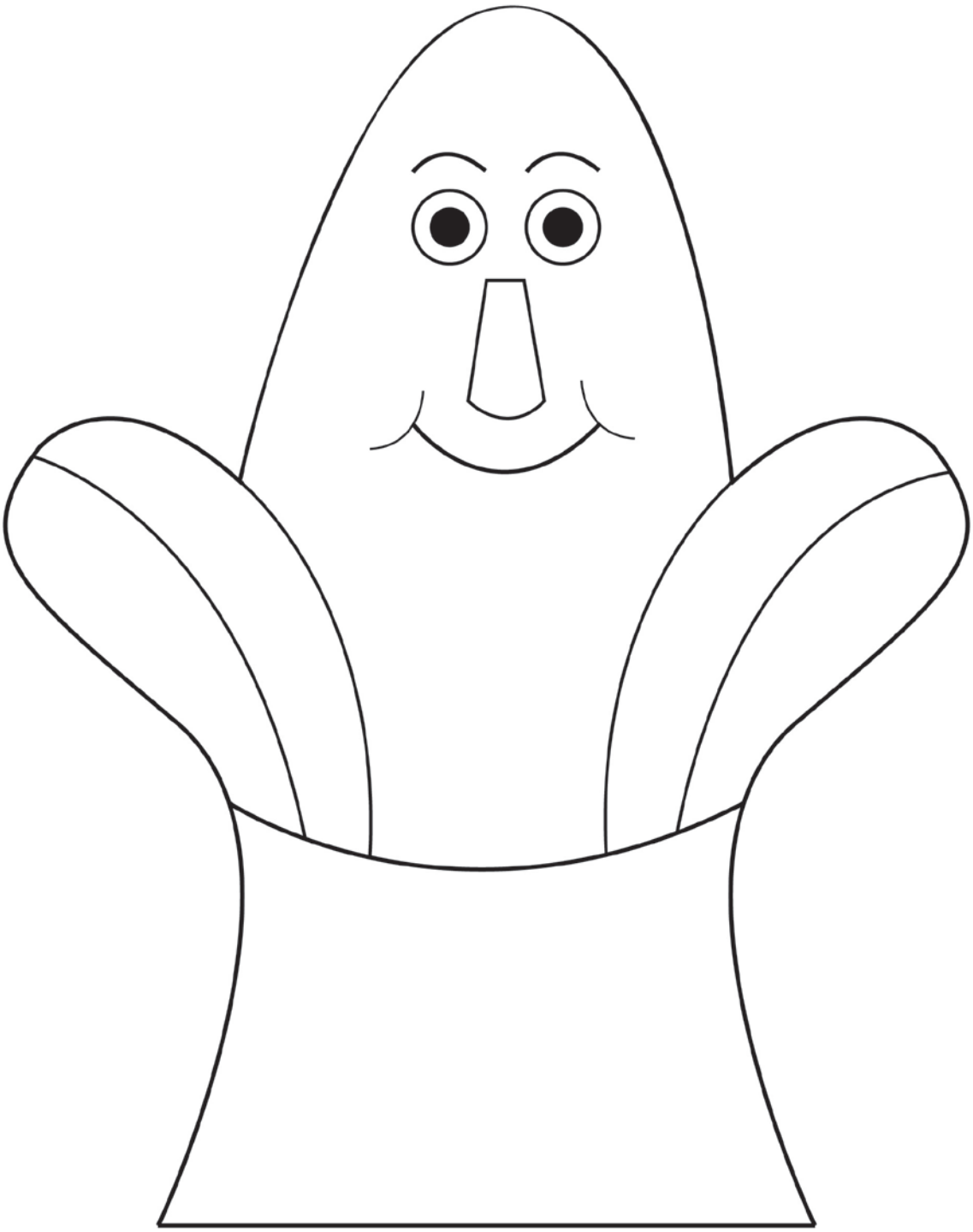
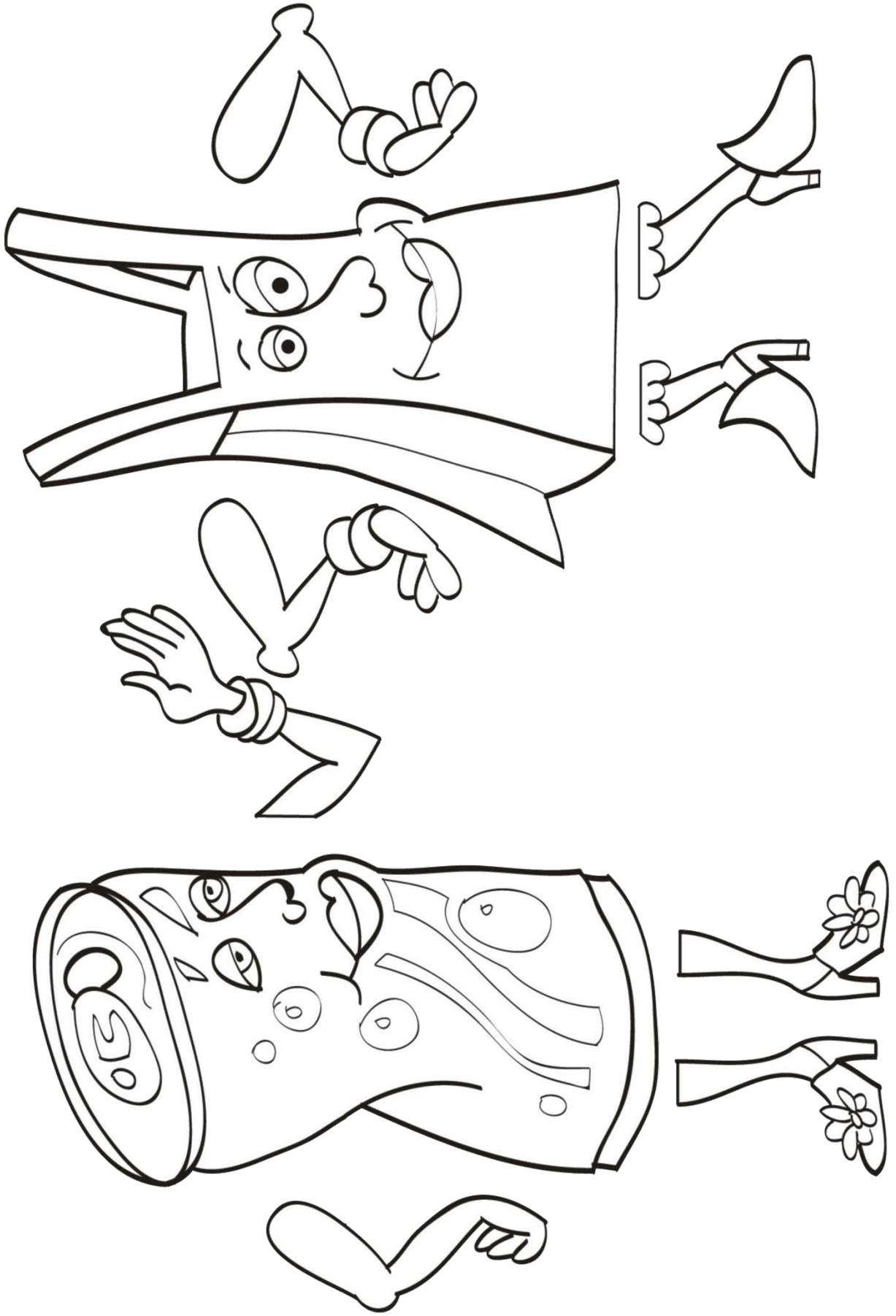
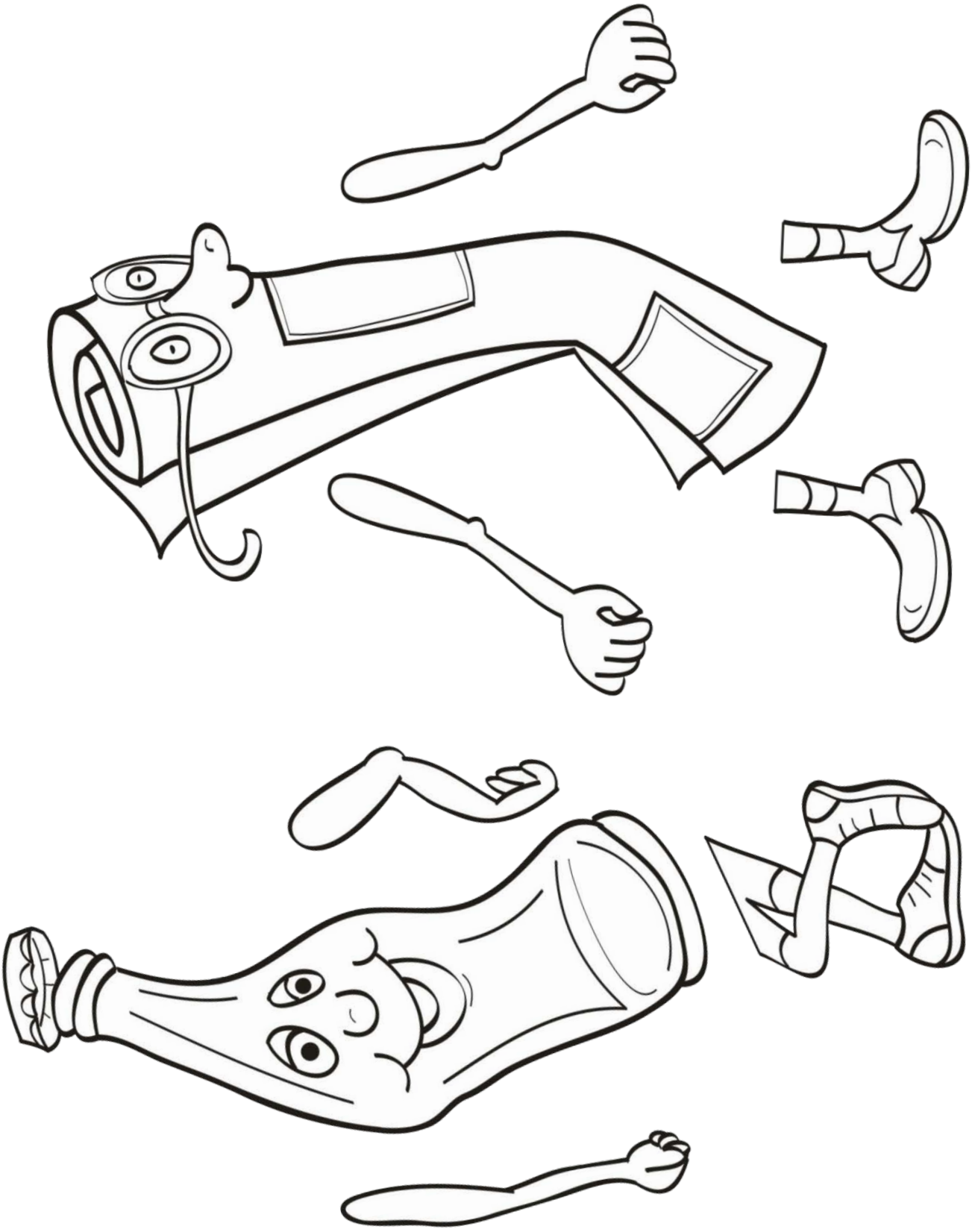
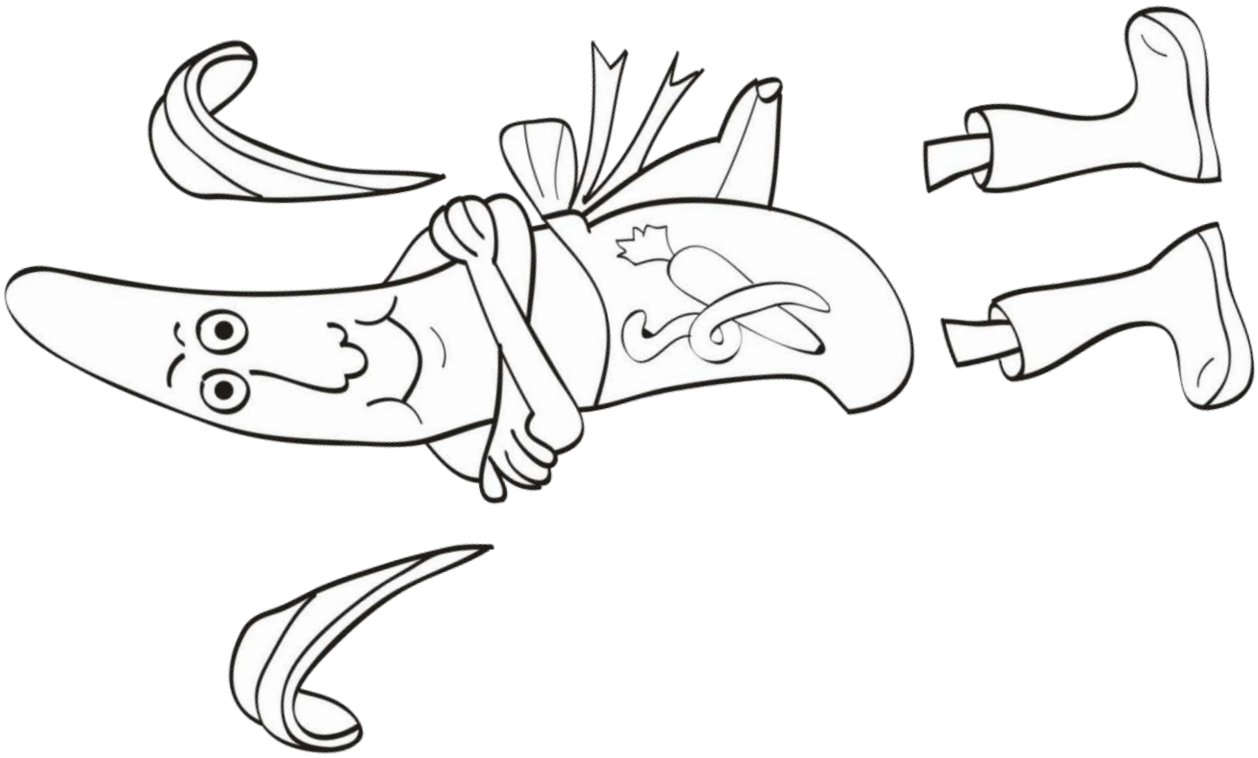


# Toilet roll puppet



# Toilet roll puppet



# Toilet roll puppet