

The Climate Connection



Lesson plan

The 5 Rs of sustainability

Reduce, Reuse, Recycle, and...?

Suitable for use with primary learners of English, aged 9-11

CEFR level A2 and above

#TheClimateConnection

www.britishcouncil.org/climate-connection

The five Rs of sustainability (adapted for remote teaching contexts)

Topic

Reduce, reuse, recycle and ...?

Aims

- To raise awareness of sustainability issues
- To review and learn vocabulary related to sustainability
- To practise language for asking and answering questions
- To promote communication and collaborative skills
- To develop listening, speaking and reading skills

Age group and level

Primary learners aged 9–11 years at CEFR A2 level and above

Time

60 mins approximately

Materials

The teacher will need:

- the accompanying online class PDF
- the five Rs fact file (one to be provided to each learner before the lesson)
- the transcript for reading out loud (available in the online class PDF).

Introduction

Children often learn about 'the three Rs' at school: reduce, reuse, recycle. But in recent years, more sustainability-related Rs have appeared. By teaching children more about this topic, we can help them to develop the vocabulary they need to take part in important dialogues around sustainability in the future and help them understand that there are many things we can do to help the planet.

The lesson begins with a warmer to recycle keywords that learners already know. This is followed by a listening task where learners transfer information into a fact file with the support of a word box.

Learners think of more examples to add to their fact file and share their ideas with their classmates and teacher.

The lesson finishes with learners writing a pledge to do more Rs at home and at school.

There is an optional extra task where learners prepare and give a short presentation in pairs or groups.



Procedure

Stage	Instructions
Before the lesson	Before you start the lesson: <ul style="list-style-type: none"> • Check your microphone and camera to make sure they work. • Make sure that you have the accompanying PowerPoint open and shared.
At the start of the lesson <i>Slide 1 of the online classroom PDF</i>	<ul style="list-style-type: none"> • Welcome the learners as they arrive. • Check that they can all hear and see each other. • Check that they can see the first slide. • Check that they can hear you. • If they can't, ask them (or ideally an adult they have present) to check their settings or troubleshoot in the way you have shown them previously. You may need to write this in the chat facility if they cannot hear you. <p>Tips</p> <ul style="list-style-type: none"> • Consider having a short task for the learners to do until they have all arrived. For example, you could have a poll set up (if your platform has this function) or a simple activity where they write in the chat, such as to say what they've done that week. <p>Consider muting learners' microphones after greeting them to avoid having too much background noise when you get started. Tell them if you do this and explain why. You could also suggest that, if possible, they use a headset with a mic rather than their device's in-built speakers and mic.</p>
1. Warmer (5 minutes) <i>Slides 2–8 of the online classroom PDF</i>	<ul style="list-style-type: none"> • Ask learners to look at the first word with the missing letters and to try to guess what the word is. Instruct them to indicate that they know the answer either by using the 'hand up' icon or by physically holding up their hand. • Elicit the answer and show the next slide for learners to check their answer. • Repeat the process with the second and third words on slides • Then display slide 8 with all three R words. <p>Answer: Reduce, Reuse, Recycle</p>
2. Listening 1 (10 minutes) <i>Slides 9–10 of the online</i>	<ul style="list-style-type: none"> • Tell learners they are going to listen to you talking about five Rs. Read the transcript once for learners to listen and identify the extra two Rs. Display the question on slide 9. They should write their answers in their notebooks.



*classroom
PDF*

- When you have finished reading the transcript, draw learners' attention to the question again and ask for two volunteers to share their answers orally using their microphones.
- Give learners an opportunity to ask any questions they have about the audio. They can do this by raising their hands or by using the chat box.
- Display the answers on slide 10.

Answer: Repair and Refuse

Audio script

Do you know about the three Rs? The first R is for 'reduce'. When we reduce something, we use it less or we buy it less. For example, books. We don't buy a new book. We borrow a book from the library. Or toys. We don't buy a new toy. We swap toys with a friend. 'Swap' means I give something to you, and you give something to me. I give my friend a toy car, and my friend gives me a board game.

The second R is for 'reuse'. When we reuse something, we use it again and again. We reuse paper at school. We collect old paper in a box. Then we use the paper again. We write on the other side. At home I put my old comics in a box. Then my mum uses the comics to wrap birthday presents.

The third R is for 'recycle'. When we recycle something, we use it again but we use it for something different. At school we keep pencils in old jam jars. You can also make a game with old bottle tops and a piece of card. Recycling is fun.

But do you know there are more Rs? Let's look at two more Rs.

The fourth R is for 'repair'. When we repair something, we mend it when it breaks. We don't throw it in the bin. We make it good again. Sometimes I get a hole in my sock. My mum can sew. She mends the sock. Then I can wear it again and again. My dad mends things too. He uses tools to mend his car.

The fifth R is for 'refuse'. When we refuse something, we say no to something. We say, 'No, thanks!' Sometimes in a shop, the shop assistant asks, 'Do you want a bag?' Mum says, 'No, thanks.' She refuses the bag because she always carries her own shopping bag. Sometimes in a café, they ask me, 'Do you want a straw for your juice?' I say, 'No, thanks.' I refuse the plastic straw because they are not good for our planet.

Don't forget the five Rs: reduce, reuse, recycle, repair and refuse!

**3. Introducing
the fact file
(5 minutes)**

*Slide 11 of the
online*

- Display slide 11 and check that learners have their own copy of the Five Rs fact file.
- Ask learners to look at the fact file. Explain that there are some parts missing. The missing parts are in the box above the fact file.



<p><i>classroom PDF</i></p>	<ul style="list-style-type: none"> • Give learners an opportunity to ask any questions.
<p>4. Listening 2 (10–15 minutes)</p> <p><i>Slides 11–12 of the online classroom PDF</i></p>	<ul style="list-style-type: none"> • Tell learners that they are going to listen to you reading the transcript again. They should listen and complete their printed fact files using the words in the box. • Read out the transcript, pausing after each paragraph to give learners time to think and write. • Elicit the answers by saying each number in turn (e.g. <i>One</i>) and eliciting an answer (e.g. <i>Reduce</i>). This can be done orally by activating learners' microphones or in the chat box. • When learners have provided all of the answers, display slide 12 so that they can check. • Give learners an opportunity to ask any questions. Make sure they understand the information in the fact file. If necessary, explain the meaning of any new words. <p>Answers: 1. Reduce 2. Recycle 3. Refuse 4. again 5. breaks 6. library 7. jar 8. bag 9. comic 10. tools</p>
<p>5. Writing more examples (10–15 minutes)</p> <p><i>Slides 11–12 of the online classroom PDF</i></p>	<ul style="list-style-type: none"> • Ask learners to look at the bottom (empty) row in the fact file. Ask them to think of another example for each R. Give them some thinking time. • Ask learners to share their ideas. If you have a large class and access to breakout rooms, put learners into smaller groups, appointing a scribe to make a note of their ideas. • Elicit learners' ideas for new examples. Help with language as necessary.

Contributed by

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