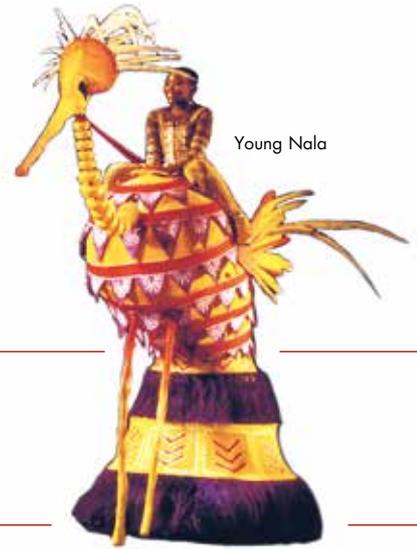


In 'The Lion King', Mufasa describes The Circle of Life as a delicate balance, a cycle of birth, death and rebirth that helps the animals survive and thrive. When Scar breaks that circle by overhunting, the Pridelands fall into ruins. This activity shows some fun and practical ways to recycle common items.



Young Nala

RECYCLING FOR FUN

LEARNING OBJECTIVES

- Understanding why we recycle some of our rubbish
- Finding ways of recycling common household rubbish



PREPARATION

Photocopy the activity sheet (Primary 3) for each pupil. You will need to collect a box filled with 'useful rubbish' suitable for use in crafts such as empty washing-up liquid bottles, cardboard tubes, egg cartons, margarine tubs, yoghurt pots, cereal boxes etc. Paints, non-toxic glue, coloured paper, stencils, glitter, pieces of fabric, string and adhesive tape would also be useful.

LESSON OUTLINE

Point out to the children that although recycling is an important part of helping the environment, it isn't all about being sensible and responsible. It can be creative and fun, too.

Seat the children in a circle and empty your box of 'useful rubbish' on the floor. Ask the children what they think it is and what you could do with it. The objective is to help them realise that what some people consider rubbish can still have many uses. Replace the items in the box and hand out the activity sheets. Pupils write down the names of as many of the items as they can remember. They then select three of these items and describe ways in which they could be re-used.

Next, each child has a 'lucky dip' for an item for which they must find a new use.

If you wish, the children could pool their items and work as a group, swap items with each other and ask each other for suggestions. Visit each group in turn, offering suggestions where needed. For example, a margarine container can become a moneybox, cardboard tubes can become penholders, a washing-up liquid bottle can become a space rocket: the possibilities are endless. When their masterpieces are complete, they could

be displayed on a table under a sign 'Putting waste to good use'.

ADAPTING THE ACTIVITY FOR OLDER PUPILS

The activity could be further developed with older pupils by asking them to plan what they will do with their lucky dip items. They could produce a labelled diagram of what they intend to make and list the materials/equipment they will use. Once they have recycled their item into something new they could evaluate their finished product and discuss ways of improving their design.

PLENARY

Ask pupils to show their objects to the rest of the class and discuss which items from the box are easiest to recycle. Which items are more difficult to recycle? Why?

EXTENSION ACTIVITY

For a more adventurous project, children could glue discarded objects together to create a sculpture; perhaps of a lion?

RECYCLING FOR FUN



These are the items I remember from the box:

I have chosen these three items.

This is how I would make them useful again:

1. _____

2. _____

3. _____

NATIONAL CURRICULUM LINKS

LESSON PLAN 3 - RECYCLING FOR FUN

ENGLAND

	Key Stage 1	Key Stage 2
Citizenship	consider social and moral dilemmas that they come across in everyday life (simple environmental issues)	take responsibility (for example, for planning and looking after the environment)
	to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;	to talk and write about their opinions, and explain their views, on issues that affect themselves and society
Art	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
	to use a range of materials creatively to design and make products	

WALES

	Foundation Phase	Key Stage 2
PSE		how the environment can be affected by the decisions we make individually and collectively
		appreciate the natural world as a source of inspiration
		take an active interest in varied aspects of life in school and the wider environment
Art (extension activity)	explore and experiment with a variety of techniques and materials	evaluate the methods and results of their own work and that of their fellow pupils
	make choices when choosing materials and resources	explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design
	mix, shape, arrange and combine materials to create their own images and objects that	evaluate the methods and results of their own work and that of their fellow pupils
	communicate and express their ideas, feelings and memories creatively	Pupils should be stimulated and inspired, where appropriate, by; media, styles, ideas etc
	reflect on their own and others' work	experiment with and examine the methods used by other artists, craftworkers and designers from different; places, cultures, periods

NORTHERN IRELAND

	Key Stage 1	Key Stage 2
Personal Development and Mutual Understanding	their self esteem and self confidence	their self esteem, self confidence and how they develop as individuals
The World Around us	The effect of people on the natural environment over time	Positive and negative effects of natural and human events upon place over time
	Positive change and how we have a responsibility to make an active contribution.	The effects of positive and negative changes globally and how we contribute to some of these changes

NATIONAL CURRICULUM LINKS

LESSON PLAN 3 - RECYCLING FOR FUN

Art	explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas	develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas
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SCOTLAND

	First	Second
Social Studies: People, place and environment	I can consider ways of looking after my school or community and can encourage others to care for their environment	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way
Art	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.	I can create and present work that shows developing skill in using the visual elements and concepts
	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks
	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design