

LESSON : KEY STAGE 3 PSHE / CITIZENSHIP

<p>OBJECTIVE</p>	<p><u>Objective</u></p> <p>To encourage pupils to consider the value of recycling by evaluating evidence and through discussion using the power of persuasion to work towards a considered change in pupils behaviour.</p>
<p>CURRICULUM</p> <p>LINKS</p>	<p>PSHE</p> <p>d. take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them</p> <p>Citizenship Environment: This provides opportunities to evaluate individual and collective actions that contribute to sustainable practices. Pupils could consider the different ethical implications of actions, policies and behaviour.</p> <p>Science 1.2 Applications and implications of science</p> <p>a. exploring how the creative application of scientific ideas can bring about technological developments and consequent changes in the way people think and behave</p> <p>English 1.1 Competence</p> <p>a. Being clear, coherent and accurate in written communication</p> <p>1.4 Critical understanding</p> <p>a. Engaging with ideas and texts, understanding and responding to the main issues.</p> <p>b. Assessing the validity and significance of information and ideas from different sources.</p> <p>c. Exploring others’ ideas and developing their own.</p>

Lesson Plan

Introduction

10 minutes

Start lesson with stimulus video or information sheet.

Start [video on rubbish](#)

Information about [litter in Britain](#) or [BBC report](#)

Teacher to ask for initial comments from the group about the information seen on the video.

Encourage pupils to think about alternatives to the way we deal with our rubbish.

Work sheet individual task Recycling - Who does it? With what? Why?

Share results with partner.

Lesson Development

Teacher to ask the question -- *what do you think about wearing clothing made from recycled materials?*

Teacher to show [video about a recycling centre](#). Extra information about making school uniforms from [recycled bottles](#).

Would you wear clothing made from plastic bottles?

Pupils to discuss the question in small groups, then identify a member of the group who feed back to the class group decision.

Getting Started

- Silence is ok. Think before you speak.
- If you do not understand what another person has said, ask for clarification, for them to explain again what their point is.
- Respect the contributions of others. One of the ways we learn from in-class discussions is from seeing things from perspective different from our own.
- Try to give "equal air time" to everyone in the group.

Some pointers to get your discussion started

Say This	Instead of This
I don't think I agree. Could you explain?	That does not make sense
I disagree because ' I see it differently because	That is stupid
It might be better to Have you considered	You are wrong.
I understand how you feel, but I think you might consider also	I totally disagree

Feedback from elected representative of each group to the class.

In pairs pupils to use the information from feedback to produce a persuasive argument speech or power point for changing to wearing school uniform made from recycled plastic bottles at a school council meeting / governors meeting.

A few examples to be given to the class.

Class vote from the results of the persuasive arguments.

Lesson Success

Pupils have been engaged in the discussion exploring others' ideas and developing their own and in the lesson had the opportunity to put forward their point of view.

Pupils assessed information and ideas from different sources in the lesson which they used to help formulate their opinion on a topic. Pupils have been involved in making decisions.

Pupils worked effectively as a member of a team

Development

Science - research and produce a report about a scientific discovery from the last 150 years to present day that has had or will have an impact on society.

Who recycles?

Work Sheet



Why?

What is recycled?

