**Re-activity**

Activity

**Local and global themes**

* Make a difference
* Thinking about futures

**This is an alternative version of’ What’s the best way to protect the environment?’ Designed to**

**Find out about the impact of our choices in relation to consumption and waste.**

**Key elements of global citizenship**

**Knowledge**

* Globalisation and interdependence
* Sustainable development

**Values and attitudes**

* Concern for the environment and commitment to sustainable development
* Belief that people can make a difference
* Commitment to social justice and equity

**Global citizenship learning objectives**

* To help children understand that people’s behaviour has an impact on the environment
* To equip children with the understanding and belief that they can make a difference
* To foster a sense of responsibility for the environment and for the sustainable use of resources
* To help children develop an understanding of their own and each other’s rights and responsibilities
* To encourage children to express their own opinions and value the options of others

**What you need**

* Nine cards, with one of the following words

**A**  Reuse

**B**  Recharge

**C** Refuse (say no!)

**D** Recycle

**E**  Refill

**F** Rethink

**G**  Reclaim

**H**  Reduce

**I** Repair

* A question sheet asking: What’s the best way to tackle waste?

**What to do**

* Spread the cards out and ask the pupil’s to look at them, a short explanation of each card may be necessary, depending on the age group.
* Without picking them up, each pupil should identify a card that they think is the most important and the one that’s not so important.
* Ask the pupils to arrange the nine cards in a diamond pattern with the most important at the top, the least important at the bottom and the others ranked between, they can swap the cards around as long as they can give a reason for doing so.
* Record their comments and explanations.
* Once the group has reached a consensus use the letters on each to record the pattern, a digital camera can be useful for this.

**How to analyse and interpret the results**

* Score the results as in the previous activity. ‘What’s the best way to protect the environment?’
* Add together all the scores for each card

**What to look for**

* The priority pupils place a *Recycle* compared to *Refuse*, *Reduce* and *Rethink*, see the notes on p70 for an explanation.

**How to know if your teaching has been effective**

When you repeat the activity you are looking for

* Positioning of *Recycle* in the bottom three as it’s one of the least energy-efficient ways of dealing with waste.
* Positioning of *Refuse*, *Reduce* and *Rethink* in the top three.



|  |  |
| --- | --- |
| What’s the best way to tackle waste? | E  Refill |
| A  Reuse | F  Rethink |
| B  Recharge | G  Reclaim |
| C  Refuse  (say no!) | H  Reduce |
| D  Recycle | I  Repair |

**Recording Template**

|  |  |  |
| --- | --- | --- |
| *Card* | *Total score* | *Comments* |
| **A**  Reuse |  |  |
| **B**  Recharge |  |  |
| **C** Refuse (say no!) |  |  |
| **D** Recycle |  |  |
| **E**  Refill |  |  |
| **F** Rethink |  |  |
| **G**  Reclaim |  |  |
| **H**  Reduce |  |  |
| **I** Repair |  |  |

**Case study: a mainly white rural Primary school**

As a staff, we wanted to make the school more sustainable, but weren’t sure if we all had the same priorities. We wanted to draw up an action plan which would be part of our Eco-Schools work, but also have a Global Citizenship focus in terms of addressing how our actions have an impact, locally and globally.

At a staff meeting we worked in groups using the diamond ranking activity with the nine RE cards. Initially most staff put Recycle at the top, but gradually moved it to the bottom as they discussed the impact the other activities would have.

**Initial ranking:**



Introducing the additional information listed below led to further discussion and consensus was finally reached, enabling us to begin making plans for a more sustainable school.

**Final ranking:**



**Additional Notes**

|  |  |
| --- | --- |
| Reuse | Empty isn’t the end, a glass milk bottle can be reused more than 20 times. |
| Recharge | 50 times as much energy is used to make a battery as it provides. |
| Refuse | Every year food shops in Britain give away approximately 8 billion plastic carrier bags, enough to cover the whole of London in a layer of plastic. |
| Recycle | When waste is recycled it doesn’t disappear and energy is used in transport, sorting and processing – it can take more energy to produce recycled products than dispose of them. |
| Refill | We produce and use 20 times more plastic today than we did 50 years ago. |
| Rethink | Every year we produce 3% more waste than the year before – mass production decreases our emotional attachment to our possessions, making them easier to throw away. |
| Reclaim | The step between reusing and recycling – furniture, clothes, paper can all be made from reclaimed products. |
| Reduce | If everyone in the world were as wasteful as we are in the UK, we’d need 8 more worlds to keep going. |
| Repair | Computers thrown away produce hazardous waste which can find its way into the soil and water supply – 4 million PC’s are discarded per year in China alone. |