

## GRADE 4-6 LEARNING EXPERIENCE

# Recycling Rock Stars

### Summary

In this interactive lesson, students will get creative by rewriting the lyrics to a popular song to promote recycling. Students will learn how recycling is connected to sustainable development.

### Objective

To teach students about the link between sustainable development and their health and what role waste reduction and recycling plays in that relationship.

### Pre-Activity

## SUSTAINABLE DEVELOPMENT & HEALTH

#### DIRECTIONS

#### GROUP DISCUSSION

Break the students into pairs or groups and have them brainstorm a definition for sustainable development. Ask a few groups to share what they think it means.

*Sustainable development is when resources like wood, oil, and water are used today in a way that guarantees enough will be left for use by the next generation.*

#### STATIONS

Divide students into four groups and post the following discussion points in four separate areas of the classroom (stations). Each group has five minutes at each station to complete the posted task.

- STATION 1** Students find connections between sustainable development and their life. (verbally and/or in writing)
- STATION 2** Students create a definition of sustainable development in their own words. (verbally and/or in writing)
- STATION 3** Students create a picture or a symbol that represents sustainable development.
- STATION 4** Students think of words that are related to sustainable development.

#### MATERIALS

Definition for "sustainable development"

#### DURATION

10 mins

#### MATERIALS

Appendix 1:  
Station Questions

#### DURATION

20 mins

#### MAIN LEARNING OUTCOME

GRADE: **4** **5** **6**

SUBJECT:

**Health**



Grade 4-6 / Outcome 3.4

Students will explore the relationship between sustainable development and health.

#### CROSS-CURRICULAR LINKS

**English Language Arts**



Grades 6 / Outcome 8  
Writing

Students will be expected to create text, independently and collaboratively, using a variety of types of writing for a range of audiences and purposes.

**Music**



Grade 4-6 / Outcome 1

Students will perform, listen to, create, and reflect on rhythm, meter, and tempo using voice, movement, and instruments to express feelings, ideas, and understandings.

**Social Studies**



Grade 6 / Outcome 6

Students will take age appropriate actions to demonstrate an understanding of responsibilities as global citizens.

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#NothingWasted



## SUSTAINABLE DEVELOPMENT & HEALTH (cont'd)

### DIRECTIONS

### CLASS DISCUSSION

After each group has a turn at each station, come back together as a class and have a member from each group share something that was discussed.

Explain that plastic and paper are two materials that humans rely on heavily. Ask the class to share some examples of why we “need” these materials. For example plastic is used in medical equipment, cars, and packaging, while paper is used for learning to write, reading (books), etc.

Explain that most plastic is made from oil and that paper is made from trees. If we continue to use these materials in a way that isn't responsible, there will there not be enough for future generations, and it will have negative effect on our health as well.

Explain that plastics and paper are easily recyclable in Nova Scotia. Rather than extracting oil, used containers can be recycled into new plastic products! Instead of cutting down trees, old paper can be recycled into new paper products. Recycling lowers the negative impact that resource extraction (e.g. mining new metals, cutting down trees) has on human health.

### WORKSHEET

Print and cut out the “Cause and Effect” activity sheet (Appendix 2).

Put students into pairs or groups and give each group a copy of the pre-cut “causes” and “effects.” Have them match up each cause with its effect.

### Activity

## REWRITE AND PERFORM SONGS

### DIRECTIONS

### SONG WRITING

To encourage people to recycle, students will choose a popular song and rewrite the lyrics to promote recycling.

**OPTION:** Instead of a pop song, students can rewrite lyrics to a nursery rhyme such as “Twinkle, Twinkle Little Star”, “Old MacDonald”, “The Itsy Bitsy Spider” or “I’m a Little Teapot.”

Share some of the following examples with the class to get ideas flowing:

- Toss It, Baby — Single-Stream Recycling Official Music Video:  
[www.youtube.com/watch?v=exhgrxpeQws](http://www.youtube.com/watch?v=exhgrxpeQws)
- Reduce, Reuse, Recycle — Music Video Class of 2011/2012:  
[www.youtube.com/watch?v=WbPqJO-FtU8](http://www.youtube.com/watch?v=WbPqJO-FtU8)
- Recycle Rap  
[www.youtube.com/watch?v=xLgmFc0hdbs&list=RDexhgrxpeQws&index=2](http://www.youtube.com/watch?v=xLgmFc0hdbs&list=RDexhgrxpeQws&index=2)
- Recycle It (Shake It Off Parody)  
[www.youtube.com/watch?v=K4HGa7WvqoQ](http://www.youtube.com/watch?v=K4HGa7WvqoQ)

### MATERIALS

Internet and projector

### DURATION

10-15 mins

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### MATERIALS

Appendix 2  
Cause and Effect

### DURATION

10 min

### MATERIALS

Internet and projector or other device(s) to show videos

### DURATION

20 mins

## REWRITE AND PERFORM SONGS (cont'd)

### DIRECTIONS

### SONG SELECTION AND REWRITE

In pairs or groups, have the students choose the song they would like to rewrite and print out the original lyrics. (Note: Students using pop songs must rewrite **at least** the first verse and the chorus.)

**OPTION:** Do the activity as a class, assigning a verse to each group.

Once students have rewritten the lyrics, have them find a “karaoke” version of their song and submit the URL to the teacher.

### PERFORMANCE

Students can perform their song for the class, or they can record themselves singing and show the video to the class.

(Students can download a mp3 file of the “karaoke” or “music only” version of their song by visiting [www.vidtomp3.com/](http://www.vidtomp3.com/))

## Post-Activity

### SNOWBALL ACTIVITY

#### DIRECTIONS

Have the students write down what they learned from this activity on a piece of scrap paper and bunch it up like a snowball.

Have students form a circle and throw their scrap paper “snowballs” into the middle. Then go around the circle, one by one, having each student pick up one of the snowballs and reading it aloud.

## Assessment

**FORMATIVE** Evaluate student learning by observing students throughout the various parts of the lesson.

**SUMMATIVE (OPTIONAL)** Evaluate the song written by the students.

#### MATERIALS

Computer and printer

**DURATION**  
65 minutes

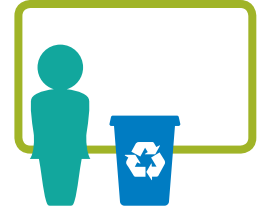
**MATERIALS**  
(option) Digital camera or tablet

**DURATION**  
10 min

#### MATERIALS

Scrap paper

**DURATION**  
20 min



### WASTE REDUCTION EDUCATORS

Divert NS provides funding to municipalities to deliver waste reduction education to schools across the province.

Your local waste reduction educator(s) provides the following services, and more, free of charge!

- classroom presentations
- green team set up
- advice on bins and signage
- tours of local waste facilities
- school waste audits

To find out more, visit [divertns.ca](http://divertns.ca)

## ABOUT DIVERT NS

Divert NS is a not-for-profit organization championing recycling in Nova Scotia. For over 20 years we've helped build a culture of recycling through environmental stewardship, education, and innovation. Divert NS operates the **Beverage Container Deposit-Refund Program** and the **Used Tire Management Program**. In addition, we work in collaboration with government,

industry, and academia to divert waste-resources from landfill. Divert NS, in partnership with municipalities, delivers education and awareness programs to schools, businesses, and community groups. Divert NS also works to develop stewardship agreements and funds innovative research and development initiatives.

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# Station Questions

## Station 1: Talk!

- What are some **connections** between sustainable development and your life?
- What **products** do you use that are made from **oil**? (HINT: plastic is made from oil)
- What **products** do you use that are made from **trees**?

## Station 2: Create!

As a group, make your own definition for **sustainable development**.

## Station 3: Draw!

Each group member must draw a **picture or a symbol** that represents sustainable development.

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## Station 4: List!

As a group, **make a list of words** that pop into your head when thinking of sustainable development.



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## APPENDIX 2

### RECYCLING ROCK STARS

# Cause and Effect

Print one sheet for each group. Cut along the lines, and have the groups match each **ACTION** with the **EFFECT** it can have on our health.



#### ACTION / CAUSE

When we extract oil from the ground and burn it for fuel, that contributes to global **climate change**.

#### EFFECT ON OUR HEALTH

Climate change increases extreme weather (like hurricanes and floods). During natural disasters like these, the chance of catching a disease from dirty water is increased.

#### ACTION / CAUSE

When we allow plastic litter into the ocean, **it kills fish**.

#### EFFECT ON OUR HEALTH

Fish are an important food source for much of the planet. Without fish, many people would not get enough nutritious food to eat.

#### ACTION / CAUSE

When we clearcut forests, **it also kills other plant and animal life** that live in the forest.

#### EFFECT ON OUR HEALTH

Many of the medicines we use today were discovered by studying plants. If we destroy the forest, and that kills plants and animal life too, then we may not be able to find new medicines.

#### ACTION / CAUSE

**We cut down forests** to raise animals and grow crops, and to build houses and new neighbourhoods.

#### EFFECT ON OUR HEALTH

Trees provide us with the oxygen (air) we need to breathe. They reduce carbon dioxide in the air.

#### ACTION / CAUSE

When we bury plastic in landfills instead of recycling it, sometimes the chemicals **in the plastic seep into our groundwater**.

#### EFFECT ON OUR HEALTH

We need water to live. If our groundwater has chemicals from plastic in it, we could get sick.

#### ACTION / CAUSE

We cut down trees to burn as fuel (to heat our homes, for example) and that **pollutes the air**.

#### EFFECT ON OUR HEALTH

If the air we breathe is polluted, it makes it harder for people to breathe, especially if they have health problems like asthma.