

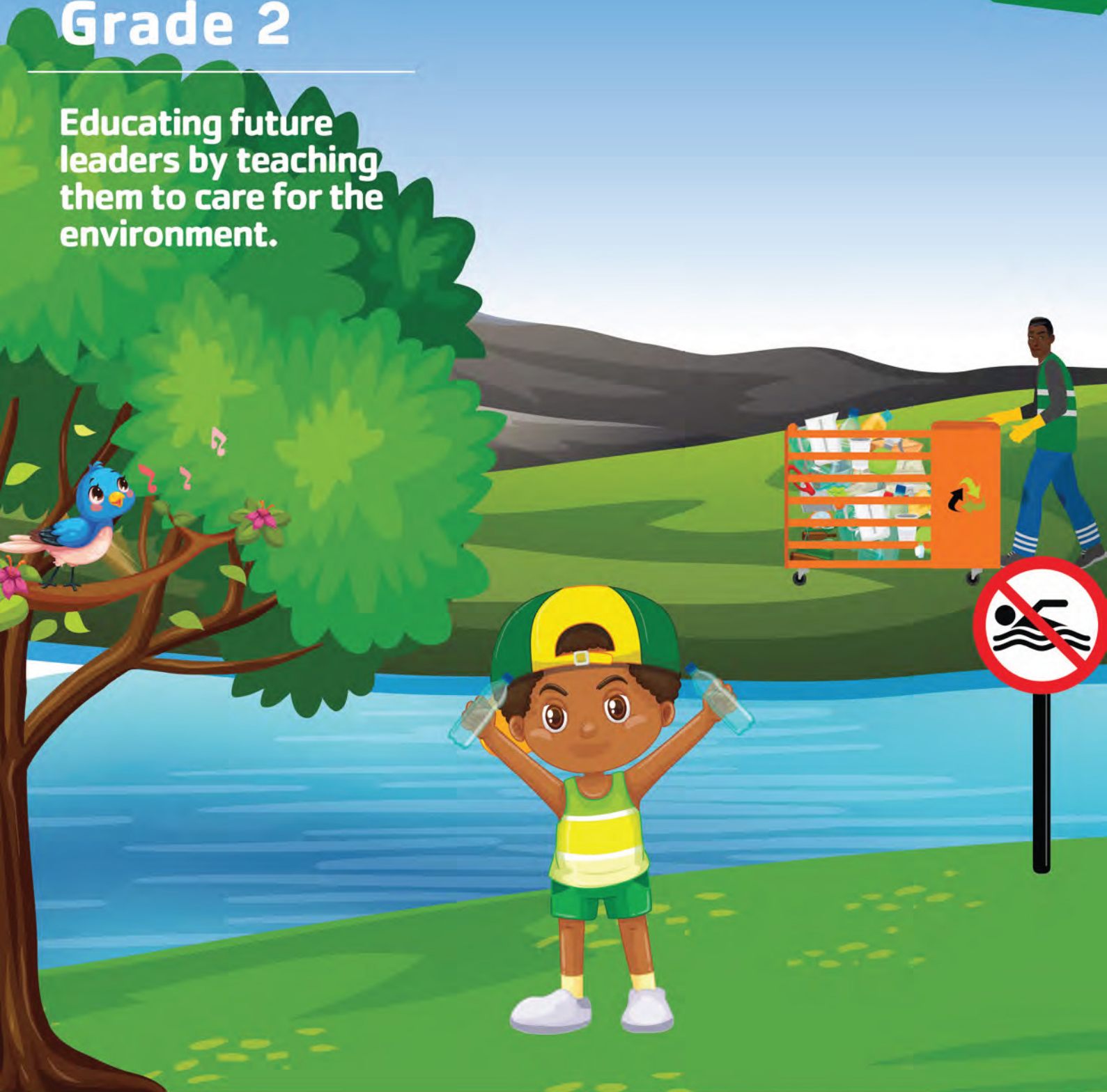
# Educator Workbook

CAPS-aligned

Life Skills

## Grade 2

Educating future  
leaders by teaching  
them to care for the  
environment.



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### Introduction

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# Section A

## Introduction

### Foreword

Petco Producer Responsibility Organisation NPC is a Producer Responsibility Organisation (PRO), incorporated in 2004, that administers Extended Producer Responsibility (EPR) schemes on behalf of its members for various identified products in the packaging sector. Petco serves as a national organisation responsible for driving recycling activities, unlocking the collection and recycling value chain, guiding product design, stimulating end-use markets for recycled material, carrying out education and awareness initiatives and building the required local recycling infrastructure and capacity.

Petco is a collective organisation, set up by our producer members to fulfil their extended producer responsibility obligations, by taking accountability for their products throughout its entire life cycle, as mandated by Section 18 of the National Environmental Management: Waste Act. Petco is committed to driving change towards a circular economy in South Africa's packaging industry.

Petco has created this user-friendly, fun, and factual Educators' Workbook to help teach learners how their actions can have a less harmful impact on the environment. They will learn that littering is a bad habit, as well as the different things that can be done with waste. By completing the activities together with your learners, you will teach them lessons that they will remember for life. The activities, which are aligned to the CAPS curriculum, cover the curriculum standards of various learning areas, and have been designed to ensure that learners have fun while learning.

You can assist your learners by encouraging them not to litter, and to:

- reduce waste;
- reuse materials; and
- collect materials that can be recycled.

Here is a quick overview of the CAPS-aligned content that you will find in this educational pack:

**Grade 1**

Life Skills – My community

**Grade 2**

Life Skills – People who help us

**Grade 3**

Life Skills – Recycling

## Background and Context

Pick n Pay School Club is celebrating its 18<sup>th</sup> year of providing much-needed educational material, which now reaches 110,425 teachers and 2.36 million learners across South Africa. The Petco learning programme is aligned to the CAPS curriculum, which adheres to the standards set by the Department of Education.

The material is designed to facilitate the learning process and culminates in the assessment of competency levels according to the standards set for each specific grade. The educator is supported by way of research and learning content that is presented clearly and is easy to implement in the classroom.

### Acronyms:

**CAPS:** Curriculum and Assessment Policy Statement

**GET:** General Education and Training

# Section B Foundation Phase Grade 2

<b>Name of Lessons: I can separate waste</b>		<b>Time:</b> 3 x 30 minutes
<b>Grade 2</b>		<b>Subject:</b> Life Skills Term 2 (People who help us)
<p><b>Curriculum Standards (CAPS):</b>  <b>Life Skills Term 2</b>          Topic: People who help us</p> <ul style="list-style-type: none"> <li>• People who help us in our community - such as clinic nurse, after-care teacher, librarian.</li> <li>• How different people help me.</li> </ul> <p><b>Additional opportunities for extension and CAPS-alignment:</b>  <b>Term 3:</b> Soil.  <b>Term 3:</b> Making useful items from papier-mache or recycled items.</p>		
<b>Objectives</b>		
<p><b>The learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Sort items into 'plastic', 'paper', 'metal', 'glass' and 'waste'.</li> <li>• Identify where waste goes and understand cause and effect.</li> <li>• Appreciate the importance of collectors in waste management.</li> </ul>		
<b>Content</b>	<b>Skills</b>	<b>Values</b>
<p><b>Learner Activity 1: Litter belongs in the bin!</b></p> <ul style="list-style-type: none"> <li>• Recycling</li> <li>• Differentiating between 'plastic', 'paper', 'metal', 'glass' and 'waste'</li> </ul> <p><b>Learner Activity 2: Where does waste go?</b></p> <ul style="list-style-type: none"> <li>• Waste and waste reduction</li> <li>• Rubbish dumps</li> <li>• Landfills</li> </ul> <p><b>Learner Activity 3: Jabu, the collector</b></p> <ul style="list-style-type: none"> <li>• Community helpers</li> <li>• Collectors</li> </ul>	<p><b>Learner Activity 1: Litter belongs in the bin!</b></p> <ul style="list-style-type: none"> <li>• Complex problem solving</li> <li>• Critical thinking</li> <li>• Cutting and pasting</li> </ul> <p><b>Learner Activity 2: Where does waste go?</b></p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Cause and effect</li> </ul> <p><b>Learner Activity 3: Jabu, the collector</b></p> <ul style="list-style-type: none"> <li>• Reading for meaning</li> <li>• Creativity</li> </ul>	<p>Learners appreciate the importance of caring for the environment and that they are responsible for keeping it clean.</p>
<b>Resources needed</b>		
<p><b>Learner Activity 1: Litter belongs in the bin!</b>          Scissors (learners must be supervised when using scissors); glue; the Petco poster; photocopies of the Learner Activity.</p> <p><b>Learner Activity 2: Where does waste go?</b>          Pencils/crayons; the Petco poster; photograph of rubbish dump from Annexure; photograph of landfill from Annexure; photocopies of the Learner Activity.</p> <p><b>Learner Activity 3: Jabu, the collector</b>          Pencils/crayons; the Petco poster; photocopies of the Learner Activity.</p>		
<b>Teacher preparation before starting</b>		
<p>Study the lesson plans prior to the lessons and ensure you have all the resources required for the lessons. Familiarise yourself with content for the three lessons before the lesson starts. Print sufficient Learner Activity worksheets.</p>		

# Section B

## Foundation Phase

### Grade 2

#### Teaching the Learner Activities

#### **Learner Activity 1: Litter belongs in the bin!**

##### **Vocabulary:**

Waste: Unwanted things that are thrown away after we have used them.

Recycle: To use waste to remake new goods that can be used and sold again.

Material: What something is made from.

##### **Ask:**

- Do you know what the word 'recycle' means?

##### **Explain:**

- Explain the word recycle, using the definition provided as a guide.
- Many things that are made of paper, plastic, metal, or glass can be recycled.
- When waste that can be recycled is collected, it must be separated according to the kind of material it is made from.
- Explain the word material, using the definition provided as a guide.

##### **Ask:**

- What material are these things made from? Are they made from plastic, metal, glass, or paper?
  - Wine bottles; soda cans; magazines; water bottles; fast food boxes; jars; food tins; shopping bags.

##### **Explain:**

- The different materials that can be recycled need to be separated because we do different things with them when they get recycled.
- Some things that we use cannot be reused or recycled and must be thrown away.
- Food cannot be recycled and must be separated from the things that can be recycled.
- PET plastic bottles that are brightly coloured, or that you can't see through, do not get collected for recycling because it is hard to make new things with them.

##### **Complete the Learner Activity:**

- Hand out the Learner Activity 1 worksheets.
- Learners cut out the 20 drawings of different types of waste.
- Learners sort the 20 drawings into 5 piles:
  - Plastic; Metal; Paper; Glass; Waste.
- Learners glue each of the drawings onto the correct recycle bin.

##### **Answers to Learner Activity:**

- Paper items:
  - Paper cup; old school books; cardboard box; crushed newspaper.
- Plastic items:
  - Clear PET bottle; milk carton; plastic bag; yoghurt container.
- Metal items:
  - Food can; coffee can; soda can; aerosol can.
- Glass items:
  - Empty beer bottle; empty wine bottle; empty food bottle; empty medicine bottle.
- Waste items:
  - Cigarette butt; nappy; chicken bone; fish skeleton.

##### **Extension Activity (if appropriate):**

- Learners are divided into small groups.
- Each group is given an area of the school to spend 15 minutes collecting litter.
- Groups separate their collected litter into the various types of litter (plastic/paper/metal/glass/waste).
- All the groups combine their separated litter to understand the concept of cumulative waste.

**Learner Activity 2: Where does waste go?**

**Vocabulary:**

Rubbish dump: A rubbish dump is a place where waste is left in one place on top of the ground.

Landfill: A landfill is a place where waste is taken to be buried in a big hole in the ground.

**Ask:**

- How much waste do you throw away every day?
- What things do you throw away?
- What do you think happens to the rubbish that you throw away?
- Where do you think all the waste goes?

**Explain:**

- All of our waste has to be taken somewhere.
- Most of our waste is taken to rubbish dumps or landfills.
- Explain the term 'rubbish dump', using the definition provided as a guide. Show learners the picture of the rubbish dump (in the Annexure to this guide).
- Explain the word 'landfill', using the definition provided as a guide. Show learners a picture of the landfill (in the Annexure to this guide).
- Rubbish dumps and landfills are unsafe and unhealthy to be in or around. They also have a bad smell and look bad, so they are usually found far away from where people live.
- They can make you sick and are also dangerous because they are full of rats and other animals that eat the waste.
- We should stay away from rubbish dumps and landfills.

**Ask:**

- How can we reduce the amount of waste that lands up in rubbish dumps and landfills?

**Explain:**

- Recycling waste means that, instead of landing up in rubbish dumps and landfills, the waste can be made into new things.
- The more we reduce and recycle, the less things have to get thrown away.
- If we don't reduce and recycle, then all the waste that could have been recycled lands up being dumped in landfills and rubbish dumps.
- The way we act can have good results or bad results.
- If we plant a seed in the ground and water the seed, then a flower will grow. This is an example of a good result.
- If we throw away something that could be reused or recycled, like a plastic bottle, then the plastic bottle will land up in a rubbish dump or landfill and won't get made into something new. This is an example of a bad result.
- We should always think carefully before we do things.

**Complete the Learner Activity:**

- Hand out the Learner Activity 2 worksheets.
- Learners look at a series of 4 pictures that tell a story.
- Learners then look at a second series of 4 pictures. The pictures are in the wrong order and the story doesn't make sense.
- Learners must arrange the pictures into an order that makes sense.
- Learners look at a third series of four pictures about throwing things away. The pictures are in the wrong order, and the story doesn't make sense.
- Learners must arrange the pictures into an order that makes sense.

**Answers to Learner Activity:**

- **Story 2:** 2; 1; 4; 3.
- **Story 3:** 4; 1; 3; 2.
- **6.** Story 2 has a good result. Story 3 has a bad result.



# Section B

## Foundation Phase

### Grade 2

#### **Learner Activity 3: Jabu, the collector**

##### **Vocabulary:**

Community: A community is a place where people live, work and play.

Collector: A collector has an important job. They collect recyclable materials from homes and public areas. The collector sorts and separates the material into piles of metal, glass, plastic, and paper, and then sells the recyclables.

Buy-back centres: Collectors take recyclable materials to a buy-back centre to sell and they get paid for what they have collected. The buy-back centre sells the materials to a recycling plant. At the recycling plant, they make new and useful things from the materials.

##### **Ask:**

- How does your family get rid of waste?
- How does our school get rid of waste?
- Do you know what a community is?

##### **Explain:**

- Explain the word 'community', using the definition provided as a guide.
- Community helpers are people in your community that help others.

##### **Ask:**

- Can you think of other community helpers? (police, nurses, doctors, firefighters).

##### **Explain:**

- Let's read a story about Jabu, the collector. Jabu is a community helper.
- Explain the word 'collector', using the definition provided as a guide.

##### **Complete the Learner Activity:**

- Hand out the Learner Activity 3 worksheets.
- Read the story of Jabu the collector with the learners.
- Learners draw pictures and write words on Jabu's trolley to help people to know what Jabu does and why he is an important community helper.
- Learners answer questions based on the story.

##### **Answers to Learner Activity:**

- 2 = b; 3 = a; 4 = c

##### **Extension Activity**

**Let learners write, draw pictures, or act out the following:**

- You are a plastic bottle. A learner gave you to Jabu the collector. What happens next?

#### **Assessment**

Refer to the Resource Section for the Assessment Rubric.

#### **Teacher reflection**

Is there anything you would do differently if you taught this unit again?

*Litter belongs in the bin!*

Name:..... Date:.....

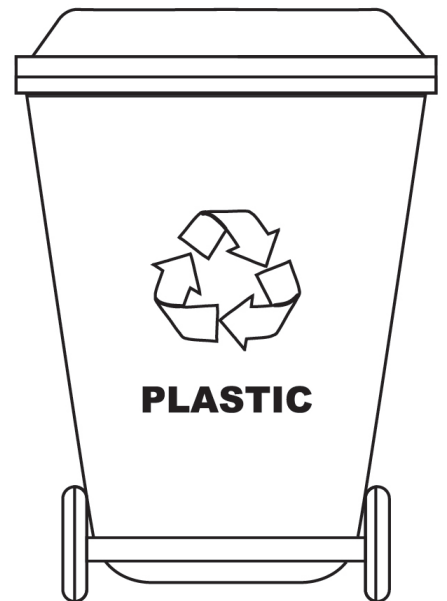
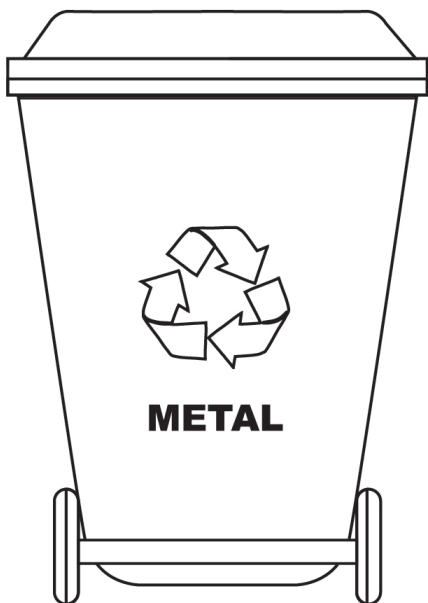
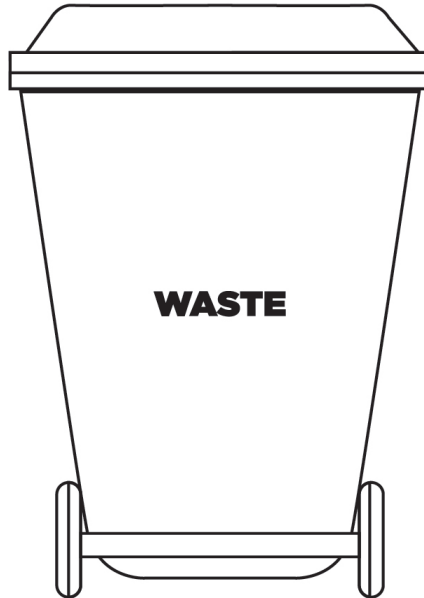
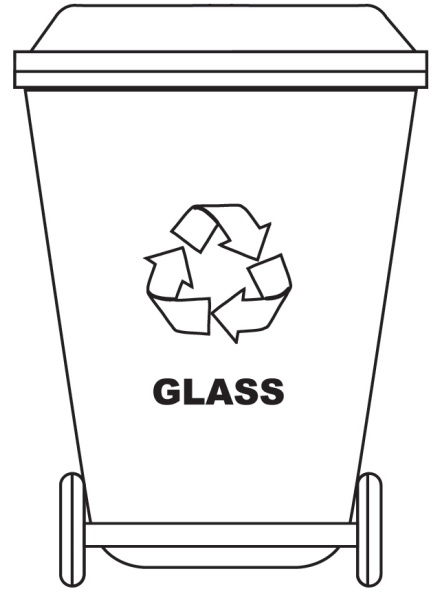
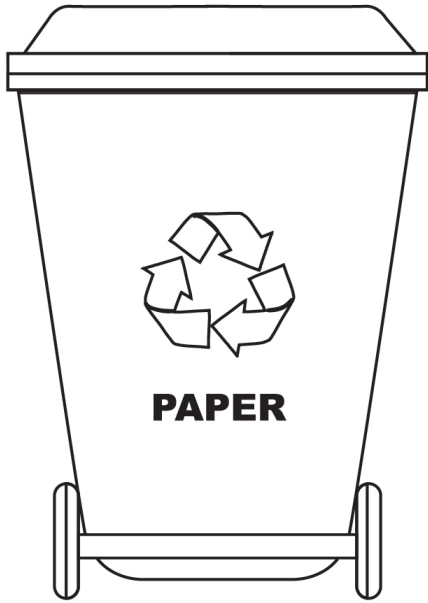
1. All these things are waste. Cut out each picture.



Learner Activity 1

- Now, sort your litter pictures into five groups: 'plastic', 'paper', 'metal', 'glass' and 'waste'.
- Glue your pictures onto the bin where the litter belongs.

Section B  
Foundation Phase  
Grade 2

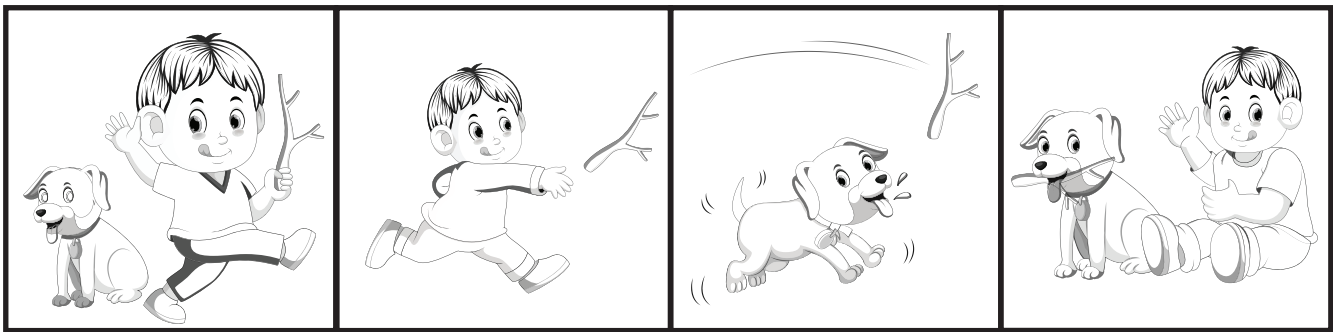


Learner Activity 1

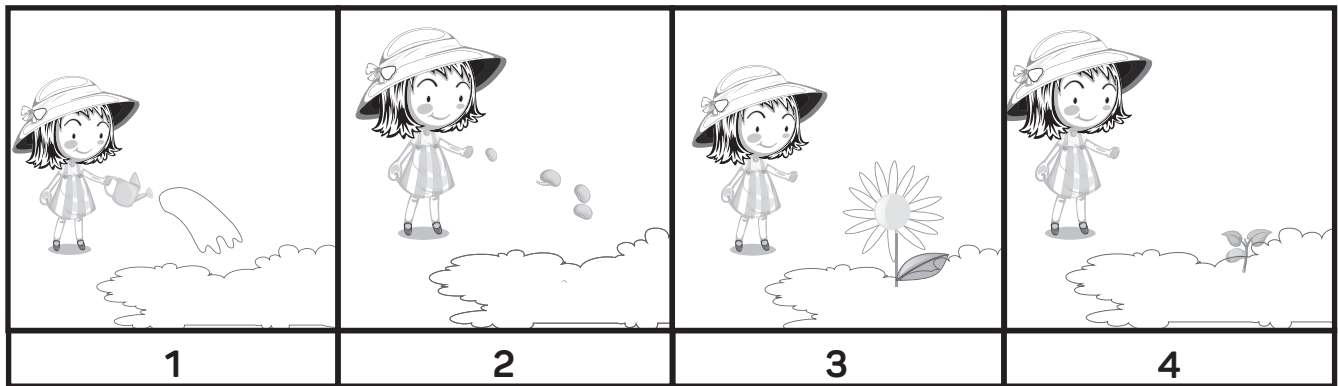
# Where does waste go?

Name:..... Date:.....

1. Look at these pictures. They tell a story.



2. Now, look at these pictures. The story is mixed up!



3. Write down the numbers of the pictures to make the story make sense.

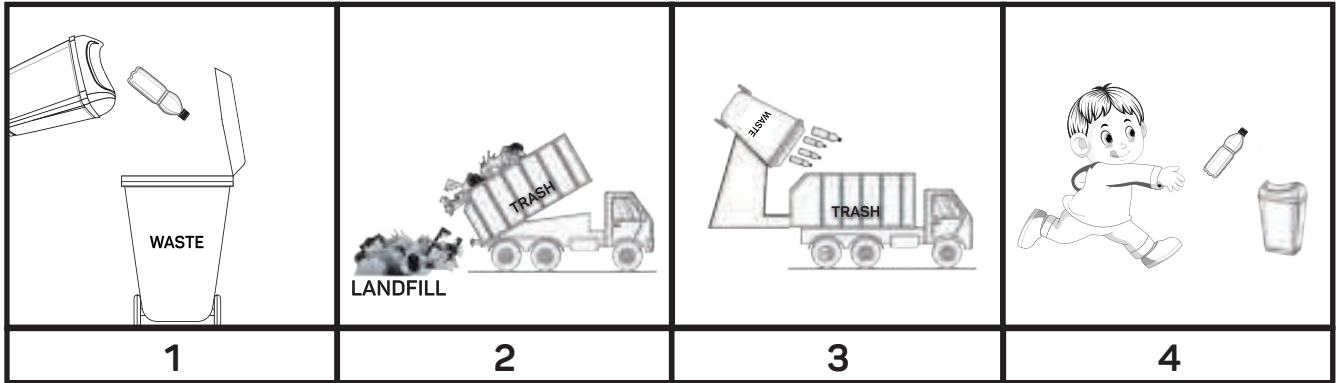
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# Section B

## Foundation Phase

### Grade 2

4. Now, look at these four pictures about throwing things away. The pictures are in the wrong order, and the story doesn't make sense.



5. Write down the numbers of the pictures in the correct order for the story to make sense.

\_\_\_\_\_

6. Which story has a good result and which story has a bad result?

\_\_\_\_\_

\_\_\_\_\_

# Jabu, the collector

Name:..... Date:.....

Read about Jabu, the collector, with your teacher. Jabu is a community helper.



Every week your family uses a lot of things that need to be thrown away because they are no longer useful. These things are called waste. We put all our waste into a big bin and then we put the bin in the street. Collectors come to our streets and they sort through our waste. Jabu is a collector. He takes out all the materials that can be reused and recycled.

Jabu has a very important job in keeping the environment clean. He works hard to help us. He wakes up very early every day to start his work. In summer, it is very hot. In winter, it is very cold. But Jabu is always there, making sure that our waste goes to the right place. Jabu works all day until he has collected all our waste that can be recycled. He separates our waste into piles of plastic, glass, metal and paper. He then takes the recyclable materials to a buy-back centre where he sells the things that can be recycled and gets paid for what he has collected. The buy-back centre will then sell the material to a recycling plant where it will be made into something new and useful.

Jabu and the other collectors use a trolley to collect our waste that can be recycled. Next time you see a collector, wave and smile. If you have some food or a cold drink at home, you can give it to a collector to say thank you!

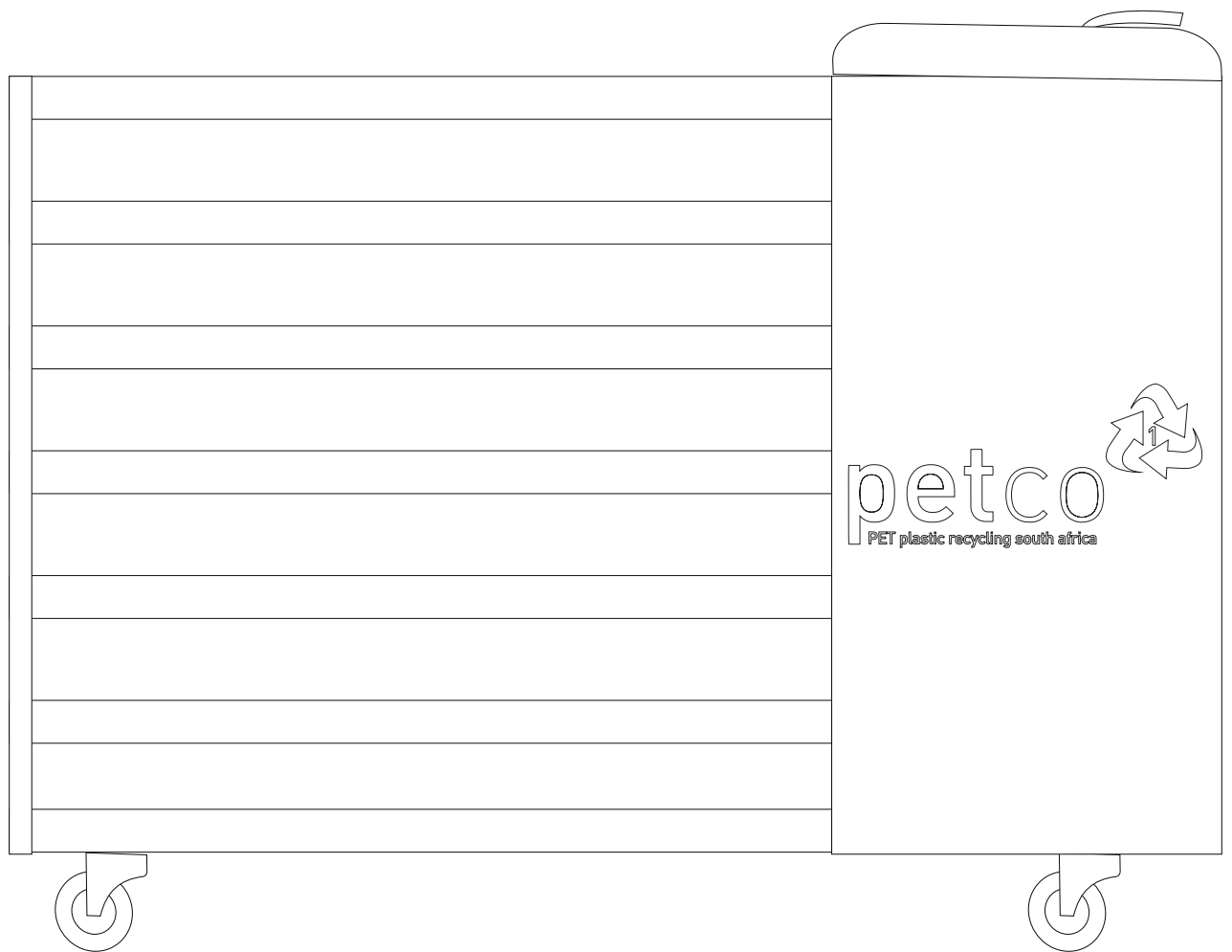
# Section B

## Foundation Phase

### Grade 2

1. Can you make Jabu's trolley look pretty? Draw pictures and write words on Jabu's trolley that will help people to know what Jabu does and why he is an important community helper.

# Learner Activity 3



Answer these questions about Jabu.

2. When does Jabu go to work?
- a) when he feels like it
  - b) before sunrise every day
  - c) after lunch
  - d) at sunset

Answer: \_\_\_\_\_

3. Jabu helps us by:
- a) keeping our streets clean
  - b) making a mess
  - c) feeding the rats
  - d) giving us a map to the dump

Answer: \_\_\_\_\_

4. Jabu takes our waste that can be recycled to the \_\_\_\_\_
- a) office
  - b) shops
  - c) buy-back centre
  - d) dance

Answer: \_\_\_\_\_



# Section C Resource Section

Assessment Rubric:

Assessment	
Rating code	Description of competence
7	Outstanding achievement
6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

Resource Section

Photograph of rubbish dump



Source: Petco

Photograph of landfill



Source: Petco







For more information email [schoolclub@pnp.co.za](mailto:schoolclub@pnp.co.za)