

Educator workbook

CAPS-aligned

Grade 5

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

Life Skills

English

Natural Sciences
and Technology



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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;
- collect materials that can be recycled;
- take responsibility for their environment and to mobilise others to do the same.

The primary learning areas covered in this guide are:

Grade 4: Life Skills Term 4 (Health and environmental responsibility); English Term 1 (Reading and Viewing).

Grade 5: Natural Sciences and Technology Term 2 (Matter and Materials; Processing); English First Additional Language Term 3 (Reading and Viewing); Life Skills Term 3 (Health and environmental responsibility).

Grade 6: Mathematics (Data Handling); English (Writing and Presenting).

Many of the activities in this guide are based on the poster ('People in the life of a recycled plastic bottle'):

1. Consumers
2. Collectors
3. Recyclers
4. Convertors
5. Bottlers/Fillers
6. Brand Owners
7. Retailers

While some activities relate to the poster as a whole, others focus on one or two of the people and/or related processes (e.g. 'recycling'). Ensure that your learners have a full overview of the cycle before doing the individual activities. It may also be helpful for you to read the whole Teacher Guide, in preparation, as different processes are explained in detail in various sections of the guide. A vocabulary table is provided in the Resource Section which defines words that are frequently used in this guide. You may wish to make a copy of the table for your learners.

The poster and activities are aimed at teaching learners the 4R's that will help them to make wiser choices about managing the amount of waste that they create and to become aware of the need to protect their local environments, as well as planet Earth as a whole.

Section A Introduction

Introduction

The 4R's are:


Refuse: Say "no" to items you don't need, including single-use items where possible and ask yourself twice if you really need them. Try to avoid using items like plastic knives and forks or drink stirrers.

Reduce: Think about what is needed and what is not. Whenever possible, we can make choices to reduce the things we use. For example, you can pack your school lunch in a reusable lunch box.

Reuse: Reusing comes before recycling. This means that, if we can, we should try to reuse things before we throw them away or recycle them. For example, you can reuse a plastic peanut butter jar to store rice or dried fruit.

Recycle: Recycling means to use packaging and other products to remake new goods that can be sold and used again. Choose packaging that can be recycled. Start a waste collection system in your home or school and recycle as much as possible.

Summary: What can and cannot be recycled yet

	What can be recycled	What can't be recycled
Glass	<ul style="list-style-type: none"> • Cold drink, juice, and water bottles • Beer, wine and liquor bottles • Food and sauce containers • Clear drinking glasses 	<ul style="list-style-type: none"> • Windscreens, window glass • Non-clear drinking glasses • Mirrors • Light bulbs
Plastic	<ul style="list-style-type: none"> • Cold drink, juice, and water bottles • Shampoo bottles • Soap/dishwashing liquid bottles • Plastic jars • Milk bottles • Sauce bottles • Plastic furniture • Buckets • Plastic shopping bags and bread bags • Bottle caps 	<ul style="list-style-type: none"> • Any plastic that does not have a polymer identification code on it. A polymer identification code looks like this, with a number from 1-7 inside it:  • PET bottles that have the ink label printed directly onto the plastic • PET bottles with a metal cap and closure • Brightly coloured, neon, opaque or metallic PET bottles
Metal	<ul style="list-style-type: none"> • Aerosol cans • Cold drink and juice cans • Bottle caps • Tinfoil trays • Food cans • Metal containers, tinfoil 	<ul style="list-style-type: none"> • Paint cans, motor oil cans • Batteries • CDs • Anything that contains mercury or lead
Paper	<ul style="list-style-type: none"> • Magazines, newspapers, books • Office and shredded paper • Envelopes • Cardboard boxes of any kind • Paper cartons for food and drink 	<ul style="list-style-type: none"> • Used paper plates • Disposable nappies, tissues, and toilet paper • Used cement bags • Used dog food bags • Laminated paper

NB - PLEASE NOTE:

- *1. The number (in the symbol) does not mean that it can be recycled X number of times or that it has been recycled X number of times.
2. Remember to always check in your area (with the municipality, local collection service or local collector) to see what can and can't be recycled.
3. Due to the implementation of mandatory EPR, many Producers are in the process of making plans to ensure that their packaging will get recycled. This means that many of the items mentioned in this workbook at the time of writing in 2021, as "what can't be recycled", will be able to be recycled in the near future. We ask you to please keep up to date with these changes and check the below resources so that you can amend the contents of this book as necessary for your learners.

Sources:

<https://theglassrecyclingcompany.co.za/how-to-recycle/>

<https://recyclepaper.co.za/about-paper-recycling/what-to-recycle/>

<https://www.plasticsinfo.co.za/wp-content/uploads/2019/10/All-About-Plastics-May2018.pdf>

<http://www.metpacsa.org.za/>

Section A Introduction

Background and Context

Pick n Pay School Club is celebrating its 19th year of providing much-needed educational material, which now reaches 111,300 teachers and 2.38 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.

Introduction

Acronyms:

CAPS: Curriculum and Assessment Policy Statement

GET: General Education and Training

Section B Intermediate Phase Grade 5

Name of Lessons: Don't throw away our future!	Time: 3 x 30 minutes	
Grade 5	Subject: Natural Sciences and Technology Term 2 (Matter and Materials; Processing); English First Additional Language Term 3 (Reading and Viewing); Life Skills Term 3 (Health and environmental responsibility)	
<p>Curriculum Standards (CAPS): Natural Sciences and Technology Term 2: Strands - Matter and Materials; Processing Topic: Processing materials - Combining materials Topic: Processed materials - Properties and uses English First Additional Language Term 3: Reading and Viewing · Reads information texts with visuals · Does comprehension activity on the text Life Skills Term 3: Topic 3 Health and environmental responsibility · Safety measures at home and the environment: o Harmful household products</p>		
Objectives		
<p>The learners will be able to:</p> <ul style="list-style-type: none"> · Make choices about the best thing to do with plastic items (4R's). · Appreciate the importance of recycling plastic, metal, glass, and paper containers, instead of throwing them away as rubbish. · Make wise choices to protect the Earth and pledge to do so. 		
Content	Skills	Values
<p>Learner Activity 1: Getting wise about waste</p> <ul style="list-style-type: none"> · Refusing, Reducing, Reusing, Recycling · Life cycle of a plastic bottle <p>Learner Activity 2: My Container Check-up</p> <ul style="list-style-type: none"> · Waste and waste reduction · Differentiate between paper, glass, metal, plastic <p>Learner Activity 3: Make every day Earth Day</p> <ul style="list-style-type: none"> · Earth Day · Waste reduction 	<p>Learner Activity 1: Getting wise about waste</p> <ul style="list-style-type: none"> · Complex problem solving · Critical thinking · Informed choices <p>Learner Activity 2: My Container Check-up</p> <ul style="list-style-type: none"> · Surveying · Feedback and reporting <p>Learner Activity 3: Make every day Earth Day</p> <ul style="list-style-type: none"> · Pledging · Word puzzle 	<p>Learners appreciate the importance of caring for the environment and that they are responsible for keeping it clean.</p>
Resources needed		
Pencils/crayons; the Petco poster; photocopies of the Learner Activities; photograph of rubbish dump from Annexure; photograph of landfill from Annexure; a clear beverage bottle with the PET '1' symbol on it and a variety of plastic packaging (a peanut butter jar, a packet of fruit and some cling wrap); if you have access to the internet, see https://www.earthday.org for more information.		
Teacher preparation before starting		
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 lessons start. Print sufficient Learner Activity worksheets.		
Teaching the Learner Activities		
<p>Learner Activity 1: Getting wise about waste Show learners a variety of packaging (see Resources needed above). Explain:</p> <ul style="list-style-type: none"> · Very often, when we buy something, it is wrapped in plastic. · This wrapping is called packaging. <p>Packaging is the material used to enclose, protect, transport, and even promote things that are for sale. Packaging is usually made from paper or plastic e.g., a mug would be packaged in a box to be delivered.</p> <p>Ask:</p> <ul style="list-style-type: none"> · Why is packaging useful? · What harm do you think plastic packaging can cause? 		

Section B

Intermediate Phase

Grade 5

Educator Guide

Explain:

- Single-use packaging can only be used once, or for a short time, before being thrown away. It is bad for single-use packaging to stay in the environment because it usually ends up in the ocean or in a landfill.
- Define landfill using the definition provided.
- There are four things we can do with waste. It is easy to remember them because they all start with the letter 'R'.
- In this activity, we are going to read more about the 4R's.

Mention to the learners that plastic is very dangerous for small children as they make choke or suffocate on it. Let learners know that, if they have young brothers or sisters at home, they should always keep plastic packaging away from them.

Complete Part 1 (question 1) of the Learner Activity:

- Hand out the Learner Activity 1 worksheets.
- Read the worksheet with the learners.
- Ensure that they understand each of the 4R's.
- Learners decide which is the best choice (of the two options provided) of what to do with different plastic items.

Explain to the learners that a plastic peanut butter jar can be recycled.

Refer:

- Refer learners to the Petco poster.

Complete Part 2 (question 4) of the Learner Activity:

- Learners use the poster to decide whether the statements are true or false.

Explain:

- Each of the 4R's begin with the letters 'RE'.
- In some words, 'RE' has been added to an existing word. In this case, 'RE' is called a prefix.

Ask:

- Which of the 4R's begins with a prefix? (Recycle, Reuse)

Complete Part 3 (question 5) of the Learner Activity:

- Learners identify the two words that begin with a prefix.
- Learners write sentences using the four words, that begin with a prefix, to show that they know how to make wise choices that protect the environment.

Answers to Learner Activity:

Question 2:

- 1, because using a lunch box is better for the environment than using single-use cling wrap to protect your food.
- 1, because PET bottles should be recycled, not thrown away.
- 2, because reusing the peanut butter jar is better than throwing it away.
- 1, because it is better to not use a shopping bag if you don't need one.

Question 4:

- False
- True
- False
- True
- False
- False
- True

Question 5:

- Recycle; Reuse

Learner Activity 2: My Container Check-up

Ask:

- How does your family get rid of waste?
- How does our school get rid of waste?

Explain:

- Most people throw away up to 2kgs of waste every day.
- That means that every single day in South Africa, we throw away enough waste to fill a whole soccer field!

Source: <http://award.org.za/index.php/2019/02/01/south-africa-is-drowning-in-its-own-waste-are-our-regulators-taking-this-crisis-seriously/>

Ask:

- 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. Even worse, some of it is burnt – releasing harmful toxins/chemicals into the air and the environment.
- 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).

Section B Intermediate Phase Grade 5

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 recycle, the less things have to get thrown away.
- If we don't recycle, then all the waste that could have been recycled lands up being dumped in landfills and rubbish dumps.
- If we throw away something that could be 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.
- Most of the plastic, metal, paper, and glass containers that we use at home can be recycled instead of being thrown away.
- See the introduction to this guide for more on what can and cannot be recycled at the moment.

Complete the Learner Activity:

- Hand out the Learner Activity 2 worksheets.
- Read the text with the learners.
- Refer learners to the poster and make specific reference to the 'Recyclers'. Explain that these are the people who do the activities described in the text.
- Go through the Container Check-Up activity and let learners complete the table over the course of a week.
- Ensure that learners understand what is meant by disposable items and, if possible, show them examples of things that are disposable.
- Learners report back to the class.

Extension Activity

- Use the learners' Container Check-up Tables to create bar and pie graphs.

Learner Activity 3: Make every day Earth Day

Explain:

- Our planet is an amazing place but it needs our help to survive.

Ask:

- What can we do to help our planet to survive?

Explain:

- Waste and litter are bad for planet Earth. That is why it is so important to try to refuse, reduce, reuse or recycle as much waste as possible.
- One of the things that we can do to protect planet Earth is to reduce the amount of waste that we use and throw away, because it all lands up in a rubbish dump or landfill.
- All the things that we throw away have to be taken away to a rubbish dump or buried in a landfill.
- Remind the learners what they learned about regarding rubbish dumps and landfills in Learner Activity 1.
- The more things that we throw away, the more space is needed for all the waste, and we are quickly running out of space. This is bad because we will soon have nowhere to put all the things that we throw away.
- To keep as many things out of the rubbish dump or landfill as possible, it's important for each of us to do our part.
- Every year, on April 22, we celebrate our planet (Earth) and do things to protect it.

Refer:

- Refer learners to the Petco poster and discuss what each of the people are doing, in their own way, to protect planet Earth.

Ask:

- What other things can you do to protect and celebrate planet Earth? (Plant trees; switch off lights that you are not using; never waste water; reduce, reuse and recycle waste.)

Complete the Learner Activity:

- Hand out the Learner Activity 3 worksheets.
- Read about Earth Day and the importance of recycling.
- Learners complete the crossword puzzle based on what they have read.
- Learners complete a pledge to take care of planet Earth and decorate the pledge with words and pictures to show how they are going to help to protect our planet.

Answers to Learner Activity:

Question 2:

ACROSS:

1. reduces 4. plastic 5. clean 6. rubbish 7. harmful 9. environment

DOWN:

1. recycle 2. remain 3. landfills 4. pollution 8. Earth

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?

Section B

Intermediate Phase

Grade 5

Getting wise about waste

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

Learner Activity 1

1. Read about ways to reduce waste by making wiser choices.

Packaging serves an important purpose for many different products. Products are all the items (things) that are sold at shops, including clothes, food and books. For example, food packaging is important because it keeps the food safe from germs and helps it to stay fresh for longer. The packaging also helps to keep the food from getting damaged and also makes it easier and safer to transport products. Even though it is necessary for some products to be wrapped in packaging, we can still always try to make wise choices to reduce the amount of packaging that we use.

Single-use packaging is packaging that can only be used once, or for a short time, before being thrown away. We usually come into contact with this type of packaging when we buy groceries or get take-away foods. Although this type of packaging is important to transport the products that we want, it will stay in the environment for a very long time if it doesn't get reused or recycled. It is bad for single-use packaging to stay in the environment because it usually ends up in the ocean or in a landfill. A landfill is a place where waste is kept.

These 4R's will help you to make wise choices about managing the amount of waste that you create:

- Refuse: Say "no" to items you don't need, including single-use items where possible and ask yourself twice if you really need them. Try to avoid using items like plastic knives and forks or drink stirrers.
- Reduce: Think about what is needed and what is not. Whenever possible, we can make choices to reduce the things we use. For example, you can pack your school lunch in a reusable lunch box.
- Reuse: Reusing comes before recycling. This means that, if we can, we should try to reuse things before we throw them away or recycle them. For example, you can reuse a plastic peanut butter jar to store rice or dried fruit.
- Recycle: Recycling means to use packaging and other products to remake new goods that can be sold and used again. Choose packaging that can be recycled. Start a waste collection system in your home or school and recycle as much as possible.

2. Look at the pictures on the following page. In each row, there are 2 choices of what to do with a plastic item. Choose the number (1 or 2) that you think is the wiser choice and explain why you made your choice.

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Intermediate Phase
Grade 5

Learner Activity 1

1	2	Which option (1 or 2) is the wiser choice? Why?
		I choose number _____ because _____ _____ _____ _____
		I choose number _____ because _____ _____ _____ _____
		I choose number _____ because _____ _____ _____ _____
		I choose number _____ because _____ _____ _____ _____

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Learner Activity 1

3. Look at the Petco poster.
 4. Decide whether the following statements are true or false: Write a tick (✓) in the correct box:

a) Consumers buy PET plastic bottles filled with liquids like water, cold drinks or shampoo, use them, and throw the empty bottles in a rubbish bin.

True	False
------	-------

b) Recyclers buy the bottles from the buy-back centre, sort the empty PET plastic bottles, wash them, and turn them into fibre or pellets to be made into new bottles.

True	False
------	-------

c) Retailers fill the PET plastic bottles with liquids, like water, cold drinks, or shampoo, which are then sold to the public.

True	False
------	-------

d) Brand owners make and/or sell PET bottles, filled with liquids like water, cold drinks or shampoo, under a brand label.

True	False
------	-------

e) Collectors gather empty PET plastic bottles, from households and other places, and sell them to retailers.

True	False
------	-------

f) Bottlers use the recycled pellets, as well as new PET pellets, to make new plastic bottles.

True	False
------	-------

g) Retailers place the PET plastic bottles, filled with liquids like water, cold drinks, or shampoo, on the shelves of their shops for consumers to buy.

True	False
------	-------

5. A prefix is a word that is placed in front of another word to change its meaning. 'Re' is a prefix that means 'again'. So, 'redo' means to do again. But be careful! Some words that start with 're' are not prefixes. In this lesson, you learnt about the 4R's.
 a) Which of the 4R words begin with the prefix 're'? Write them here:

- b) Each of these words has 're' as a prefix. In your workbook, write four sentences using each word about making wiser choices to keep the environment clean.
- Replant
 - Remove
 - Replace
 - Resell

My Container Check - up

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

1. Read about the types of plastic containers that we use on a daily basis:

Some of the plastic, metal, paper, and glass containers that we use can be recycled instead of being thrown away. When they are recycled, it means that these containers don't end up in landfills where they pollute our environment. When we recycle, the material from the used containers is used to make new containers. This means that we don't have to keep using only new materials to make new containers.

PET is a type of plastic used for containers, bottles and for other items. PET plastic is easy to identify. It is labelled with a little number '1' surrounded by 3 arrows that is pressed onto the bottom of, or underneath, the bottles and containers. This PET 1 symbol can be found on (or near) the bottom of plastic containers such as bottled water, cold drinks, sports drinks, juice, household cleaners, shampoo bottles, jars and food trays.

It looks like this:



PET bottles can be recycled into many new and useful things. Most importantly, they can be recycled and used to make brand new PET containers and bottles. They can also be used to make fibre for items like filling for our pillows, sleeping bags and winter coats, carpets in cars, and fleece shirts.

In South Africa, this is how fibre is made: PET bottles are collected, then flattened and bundled up into big blocks (bales). Then the bales are delivered to the recycling plant. Here they are sorted by colour, washed, chopped into smaller pieces, re-washed, and melted down before being made into long thin strings of plastic that look like noodles. The strings are cut into small pieces (pellets) and are then sold to manufacturers who turn them into items that we enjoy every day.

2. Complete the following Container Check-up table for meals that are prepared in your home for a week.
 - a) Count the number of disposable plastic, glass, paper, and metal containers that are used to prepare each meal. (When something is 'disposable' it means that we can throw it away after using it, but many of these items are recyclable).
 - b) Write the number down in the correct column of the table.

Section B

Intermediate Phase

Grade 5

Learner Activity 2

Day	Meal	Disposable Paper	Disposable Glass	Disposable Metal	Disposable Plastic
Monday	Breakfast				
	Lunch				
	Supper				
	TOTAL				
Tuesday	Breakfast				
	Lunch				
	Supper				
	TOTAL				
Wednesday	Breakfast				
	Lunch				
	Supper				
	TOTAL				
Thursday	Breakfast				
	Lunch				
	Supper				
	TOTAL				
Friday	Breakfast				
	Lunch				
	Supper				
	TOTAL				
Saturday	Breakfast				
	Lunch				
	Supper				
	TOTAL				
Sunday	Breakfast				
	Lunch				
	Supper				
	TOTAL				
TOTAL FOR THE WEEK					

Section B Intermediate Phase Grade 5

Learner Activity 2

3. Once you have completed your Container Check-up, use the table to answer the following questions:
- a) How many disposable paper containers were used in your home during the week?

- b) How many disposable glass containers were used in your home during the week?

- c) How many disposable metal containers were used in your home during the week?

- d) How many disposable plastic containers were used in your home during the week?

- e) Does your household recycle the waste that you create?

4. Show the people in your home the results of your Container Check-up. Discuss with them how important it is for the environment to recycle plastic, metal, glass, and paper containers, instead of throwing them away as rubbish.
5. Check how many of the disposable containers are actually recyclable.
6. Try separating all recyclable glass, metal, paper, and plastic containers from your household rubbish for a week and putting them in a separate bag or bin. Instead of throwing these items away, you can:
- Find out how your community deals with recycling and take the separated items to a recycling drop-off site or buy-back centre;
 - Give the items to a local collector in your area;
 - See if your local municipality offers collection services; or
 - See if you can organise with your neighbours to have your recyclables collected weekly by a local collection business.

Try these things and see how much less waste is sent to the landfill! Report back to your class on your efforts to get wise about waste.

Section B

Intermediate Phase

Grade 5

Make every day Earth Day

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

1. Read about Earth Day and the importance of recycling:

Earth Day is a special day to celebrate the Earth by recycling and thinking about what changes we need to make for the Earth to be a healthy and safe place to live. Earth Day is held on 22 April every year. Millions of people around the world celebrate Earth Day by planting trees, picking up litter, recycling packaging, and collecting items that can be re-used.

Earth Day is important because it helps to make us aware of how important it is to protect our environment and our futures.

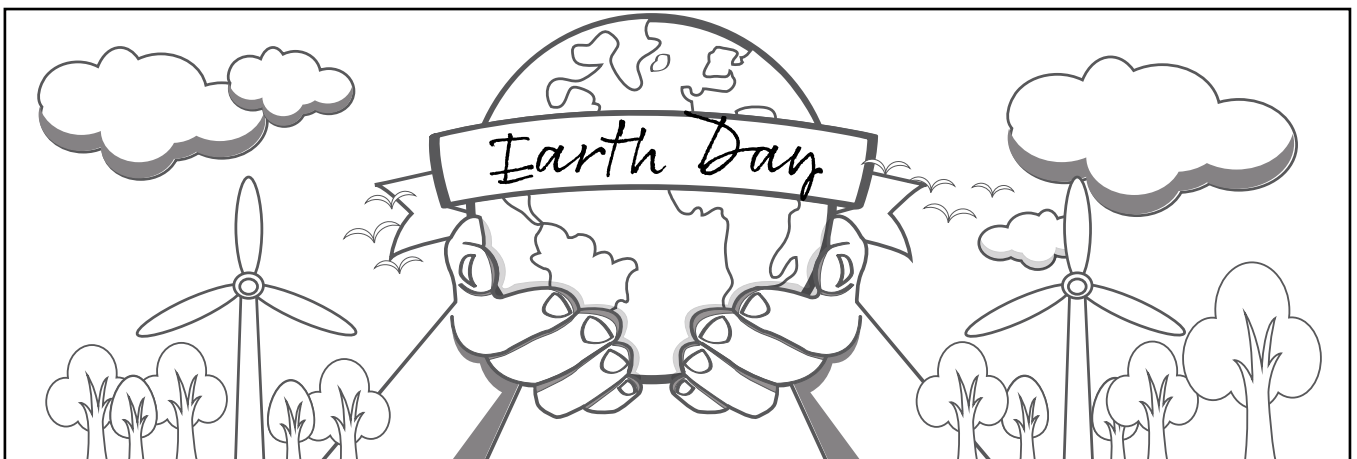
We use a lot of plastic and throw away piles of rubbish every day that ends up in huge landfills. It is very important to keep plastic out of the environment, where it doesn't belong. That is why it is necessary to recycle packaging so that it doesn't end up in landfills and rubbish dumps.

Recycling is good for the environment because it reduces the amount of packaging (including containers) that we throw away, and also reduces the amount of new raw materials we need to make new things. Recycled PET bottles can be used to make new plastic bottles, containers, and fibre for clothes.

When plastic isn't recycled, plastic pollution increases, which harms the environment. Most plastics take a very long time to break down and can remain in the environment for years.

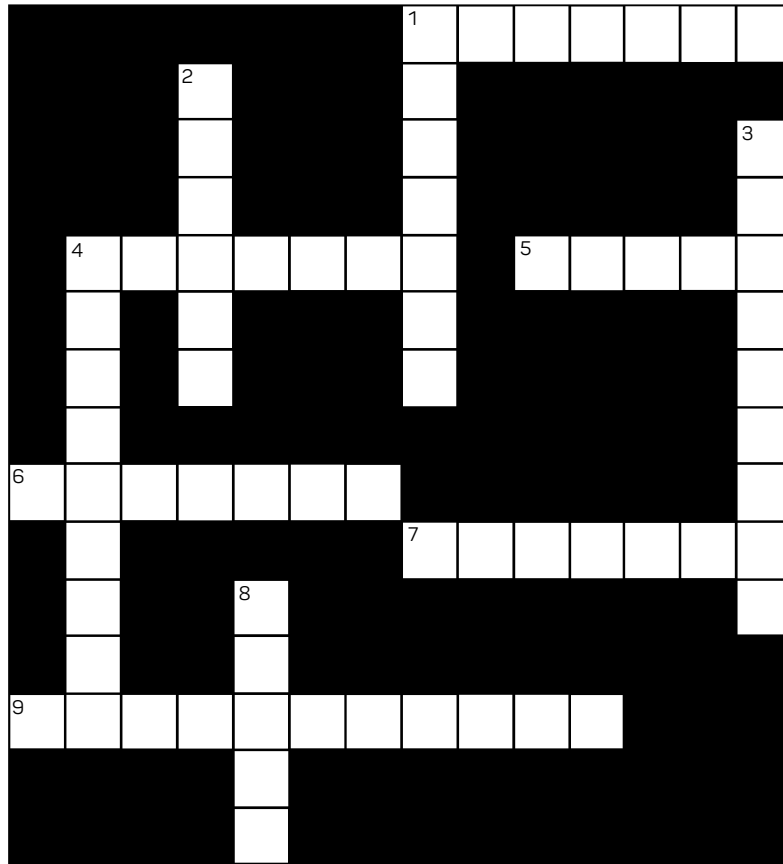
Any packaging that lands up in the environment can be harmful to wildlife. It is very important that we recycle as much packaging as we can, to keep our environment clean and protected.

Learner Activity 3



Section B Intermediate Phase Grade 5

2. Use the information on the previous page to find the clues that will help you to complete the Earth Day crossword puzzle:



Clues:
ACROSS:

1. Recycling is good for the environment because it _____ the amount of packaging and containers that we throw away.
4. It is very important to keep _____ out of the environment, where it doesn't belong.
5. It is very important that we recycle as much packaging as we can, to keep our environment _____ and protected.
6. We throw away piles of _____ every day that ends up in huge landfills.
7. Any packaging that lands up in the environment can be _____ to wildlife.
9. Earth Day is important because it helps to make us aware of how important it is to protect our _____ and our futures.

DOWN:

1. It is necessary to _____ packaging so that it does not end up in landfills and rubbish dumps.
2. Most plastics take a very long time to break down and can _____ in the environment for years.
3. We throw away piles of rubbish every day that ends up in huge _____.
4. When plastic isn't recycled, plastic _____ increases, which harms the environment.
8. _____ Day is held on 22 April every year.

Learner Activity 3

Section B
Intermediate Phase
Grade 5

3. Caring about our environment is not something that we should only do on Earth Day. We need to take action to protect our planet every day, so that future generations have a safe and healthy world to live in. Make a promise to protect planet Earth by writing your name on this pledge. Complete the pledge by colouring in the Earth and using words and/or pictures to show how you are going to help to protect our planet.

My name is _____

I promise to do my part to take care of the Earth.



Learner Activity 3

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

Vocabulary:

Waste:	Unwanted things that are thrown away after we have used them.
Litter:	Waste such as paper, cans, and plastic left lying in an open place.
Environment:	The environment is the world that we live in. The environment includes everything living and everything non-living. Living things (people, animals, plants) need the non-living parts of the environment (water, air, sun) to survive.
Reduce:	To make smaller or use less of. To cut back on what we buy and the waste we make.
Reuse:	To find many new ways to use waste, so that we don't throw it away.
Recycle:	To use waste to remake new goods that can be sold and used again.
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.
Compost:	Food waste and rotting plants that are used as food for growing new plants and food.
Material:	What something is made from.
Community:	A community is a place where people live, work and play.
Collector:	A collector collects recyclable materials from homes and public areas. The collector sorts and separates the material into piles of metal, glass, plastic, and paper.
Buy-back centres:	Collectors take recyclable materials to a buy-back centre and get paid for what they have collected. The buy-back centre sells the materials to a recycling plant. Buy-back centres are also called depots or drop-off sites.
Recycling plant:	A company that buys the recyclable materials from the buy-back centre. Then they make new and useful things from the materials.
Packaging:	The material used to enclose, protect, transport, and even promote things that are for sale. Packaging is usually made from paper or plastic e.g. a mug would be packaged in a box to be delivered.
Container:	A bowl or tub that holds the product, such as a food container, or a bin used to store waste. Containers are a type of packaging.

Photograph of rubbish dump



Source: Petco

Photograph of landfill



Source: Petco

Annexure



For more information email schoolclub@pnp.co.za