



Christmas Lesson Plan

Christmas all wrapped up!

Year 4

— This pack contains 2, ready to use
1 hr lesson plans.

Key Inquiry Question: Why is it important to recycle Christmas paper?

Sub-Inquiry Questions:

- how is paper made?
- how can Christmas paper be re-used?
- how can people be encouraged to recycle paper?

Culminating ideas:

Create an advertisement that could be recorded or acted out, you could do an animation if you have the resources.

National Curriculum Objectives addressed in this unit:

Science

Knowledge, skills and understanding

Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:
- d. identify and explain different views that people, including themselves, hold about topical geographical issues [for example, views about plans to build an hotel in an overseas locality]
- e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school].

Patterns and processes

4. Pupils should be taught to:
- b. recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments.

Environmental change and sustainable development

5. Pupils should be taught to:
- a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

English

Knowledge, skills and understanding

Speaking

1. To speak with confidence in a range of contexts, adapting their speech for a range of purposes and audiences, pupils should be taught to:
- b. gain and maintain the interest and response of different audiences [for example, by exaggeration, humour, varying pace and using persuasive language to achieve particular effects]
- c. choose material that is relevant to the topic and to the listeners
- d. show clear shape and organisation with an introduction and an ending
- e. speak audibly and clearly, using spoken standard English in formal contexts

Group discussion and interaction

3. To talk effectively as members of a group, pupils should be taught to:
- a. make contributions relevant to the topic and take turns in discussion
- b. vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusions or actions
- c. qualify or justify what they think after listening to others' questions or accounts
- d. deal politely with opposing points of view and enable discussion to move on
- e. take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
- f. use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

Drama

4. To participate in a wide range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:
 - a. create, adapt and sustain different roles, individually and in groups
 - b. use character, action and narrative to convey story, themes, emotions, ideas in plays they devise and script

Breadth of study

7. During the key stage, pupils should be taught the Knowledge, skills and understanding through the following range of activities, contexts and purposes.

Speaking

8. The range should include:
 - c. extended speaking for different purposes.

Group discussion and interaction

10. The range of purposes should include:
 - a. investigating, selecting, sorting
 - b. planning, predicting, exploring
 - c. explaining, reporting, evaluating.

Drama activities

11. The range should include:
 - a. improvisation and working in role
 - b. scripting and performing in plays
 - c. responding to performances.

ICT

Knowledge, skills and understanding

Exchanging and sharing information

3. Pupils should be taught:
 - a. how to share and exchange information in a variety of forms, including e-mail [for example, displays, posters, animations, musical compositions]
 - b. to be sensitive to the needs of the audience and think carefully about the content and quality when communicating information [for example, work for presentation to other pupils, writing for parents, publishing on the internet].

Reviewing, modifying and evaluating work as it progresses

4. Pupils should be taught to:
 - a. review what they and others have done to help them develop their ideas
 - b. describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others [for example, the impact made by a desktop-published newsletter or poster]
 - c. talk about how they could improve future work.

Citizenship

Knowledge, skills and understanding

Developing confidence and responsibility and making the most of their abilities

1. Pupils should be taught:
 - a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society
 - c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action

Preparing to play an active role as citizens

2. Pupils should be taught:
 - a. to research, discuss and debate topical issues, problems and events
 - d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
 - j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
 - k. to explore how the media present information.

Breadth of opportunities

5. During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:
 - a. take responsibility [for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school]
 - b. feel positive about themselves [for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take]
 - c. participate [for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting].

Lesson	1hr
Objectives	To know how paper is produced and how it can be re-used
Activities	<p>Introduction</p> <p>Teacher and class walk in to find a big present sitting on the teacher's table/chair. It is wrapped in Christmas paper, the card says, 'From a friend'. The teacher gets very excited and asks the class if he/she should open it now or wait for Christmas and then decides to open it now. Teacher proceeds to unwrap the present really, really carefully – painstakingly so. Either plant another adult or child to suggest to rip the paper. Teacher needs to reply that she/he never rips the paper, that she/he will use it again to wrap another present. Again either set it up that someone groans and says, 'you can just recycle it', or allow the class to respond to this statement. Open the box and find neatly folded piece of Christmas paper with a neat message on the other side. Ask different children to take one of these to read to the class. Ask children read the messages place them on a display board with the heading. 'Christmas – all wrapped up'</p> <p>Ask class to discuss their feelings on these facts.</p> <p>Give the children 3-4 minutes in groups, to write down, on the back of recycled paper, where they have seen paper used – this can be themselves or others (e.g. school books, breakfast cereal, toilet paper, mail, paper towel, etc). Depending on your class you could make this into a game where each team has one runner who puts these up on a display board and they are not allowed to double up.</p> <p>Ask How is paper made? And take suggestions.</p> <p>Show the video: http://www.forestryvideos.net/videos/international-paper-company-the-story-of-paper-1/?size=high</p> <p>Activity</p> <p>Say it is really nice to get wrapped presents and cards, and we don't want to stop doing it so let's think of ways to recycle our Christmas paper.</p> <p>Design as many fun ways as you can to re-use paper products that will be left over at Christmas time -</p> <ul style="list-style-type: none"> - wrapping paper - cards - envelopes - paper cups <p>Plenary</p> <p>Have children present their ideas. The children can be as creative as they like with their actual presentation and the rest of the class can say what they like about the ideas or how they might be improved.</p>
Resources	<p>A big box – maybe an A4 copy paper box. Wrapped in Christmas paper.</p> <p>Wrapping paper messages.</p> <p>Display board heading: 'Christmas – all wrapped up' I can identify the steps in paper production</p>
Assessment	I can suggest ways to reuse paper products

Lesson

1hr

Objectives

To recognise different points of view

To create a persuasive advertisement about reusing/ recycling paper

Activities

Introduction

We talked about where we use paper and where it comes from. Who do you think made the video we watched? It was a logging company. What do you think they were trying to get the audience to think/what was their point of view? Give examples of how they emphasised the positive side of paper production. Conduct a Positives/Negatives comparison of paper production with what the children know so far. On compiling a list of comparisons, mention the link between excessive resource use and damaging the environment. This will hopefully create a point of reference for the following videos.

Why is this such a big deal?

Show Youtube video on paper recycling in America:

<http://www.youtube.com/watch?v=OU8WY8va5h8>

Refer back to the table and add any other points that come up during discussion.

Look at all the uses of paper – the UK recycles 60% of their paper, do we think this is good enough? How can we encourage people to recycle more?

Activity

The task to create an advertising campaign that encourages people to recycle.

Their target audience is the school and they must make recycling sound not only necessary but fun as well.

You have a couple of options at this stage depending on your technological capabilities. There are a number of really great claymations by Animal Planet about recycling and conservation but there isn't one relating to paper, so you could make one. The links are below (there are more on Youtube and they are all pretty funny so you might want to choose one or two and watch the rest during a plenary):

Lions recycle:

<http://www.youtube.com/watch?v=xUeNyPTjfec&feature=channel>

Eels wasting electricity:

<http://www.youtube.com/watch?v=5PqiSMtbxhY&feature=channel>

Gassy cows:

<http://www.youtube.com/watch?v=zIforUNXrUQ&feature=channel>

Leopard's lunch break:

http://www.youtube.com/watch?v=VvFsMe8_NIM&feature=channel

Or

Your class could create an advertisement by acting it out and could film this if you like. There is a good clip of an unassuming super hero but some of it is inappropriate for children – you might like to watch it to give good suggestion for children who are stuck (<http://www.youtube.com/watch?v=ILxbcAVHoEY>)

You could show this animation about recycling which is appropriate to give ideas:

<http://www.youtube.com/watch?v=PfrxFbhysRI&feature=related>

Plenary

If possible emphasise the importance of recycling Christmas wrapping paper, to encourage the children to take the message home.

Share work so far, you might need to discuss how much time the children think they need to finish. You might also like to decide on how to share the information whether it be an assembly, via school email/website or by inviting different classes to visit and watch your clips/performances.

Resources

If you can – video recording camera

Wrapping paper messages:

Each Christmas as much as 83 square kilometres of wrapping paper ends up in UK rubbish bins. This is bigger than the Island of Guernsey.

On average, each person in the UK uses over 200 kg of paper per year. 66 % of this is collected for recycling.

We use 12.5 million tonnes of paper and cardboard every year in the UK.

70% less energy is required to recycle paper compared with making it from raw materials.

The average person in the UK gets through 38kg of newspapers per year. It takes 24 trees to make 1 ton of newspaper.

The average British family throws away 6 trees worth of paper in their household bin a year.

Every tonne of paper recycled saves 17 trees.

To grow enough trees to provide the amount of paper that Britain uses each year, you would need a forest the size of Wales.

Assessment

I can recognise different points of view

I can create an interesting advertisement

What can your school do for Healthy Planet?

Adopt land and earn a grant

As well as making small changes to contribute to a healthier planet, your children might want to do more. By adopting a hectare of endangered land, your class will be protecting it for generations to come.

Choose, adopt, dedicate and view your plot online and earn your school a grant.

At Healthy Planet we think you should choose where your donation goes. It doesn't have to be parents putting their hands into their pockets. It's about children making a difference to their lives and the world around them.

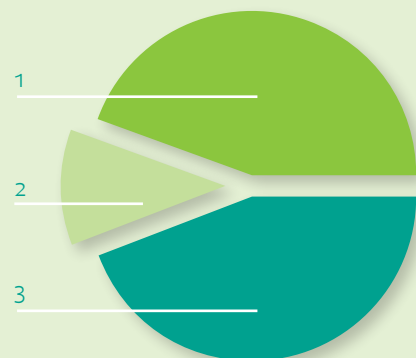
Green fundraising to adopt land

- Cash for cans** children can collect aluminium cans that can be returned for cash.
- A car boot sale** children will learn the benefits of reusing books, clothes and toys whilst raising money towards their hectare of land. Contact property@healthyplanet.org for help with finding a free venue.
- Old mobile phones** we will help your school make money from old phones through companies willing to swap cash for older models. www.healthyplanet.valuerecycling.com
- At work recycling** children can ask their parents to bring home empty ink cartridges from work that can be exchanged for up to £3 each.
- A spring clean** children can bring in old clothes and shoes to be donated to children and families in developing countries and in return for cash.

By participating in any of the activities listed, your children will begin to live the process of reducing, reusing and recycling.

Raise £180 and see how your cake gets cut

- 1 £79.78 goes to the park where your school adopted a plot
- 2 £20.44 goes to Healthy Planet's brilliant ideas factory
- 3 £79.78 goes to your children's choice: back to your school, or back to 1 and 2





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Life Of a Christmas Wrapped up

Published by Healthy Planet

Healthy Planet is a charity set up to inspire, encourage and support people around the world and helps you to make a positive & measurable difference.