

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning



Course Title: Skills for Families – Reduce, reuse, recycle			Level of Learning: E3\L1		Length of session: Two hours	
Course length: six sessions plus four-hour outing and four-hour jumble sale			Start date:		End date:	
Date and time:		Location:			Age range of children: 5–11	
ECM outcome:			Curriculum Focus:		Sustainable development:	
Stay safe			□		□	
Be healthy			□		Community cohesion: □	
Enjoy and achieve			□		Arts and culture: □	
Make a positive contribution			□		Health and wellbeing: □	
Achieve economic wellbeing			□			

Aim of the course:

To introduce families to the concept of the 3Rs (reduce, reuse, recycle) and through fun activities motivate them to make these part of their family routine.

Differentiation:

Activities will have a range of possible outcomes to allow learners to achieve at their own level and reach their potential.

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Health and safety

Risk assessments should be carried out for each session and advice for home activities included.

Literacy and numeracy

Speaking and listening activities are integrated into the course. There are also opportunities to develop numeracy skills through data collection and recording and money handling.

Assessment and IAG

Course to include IAG, skills and knowledge check relevant to course content and SfL screening as appropriate to individual learners using e.g. Smart Move Skills Check.

<http://www.toolslibrary.co.uk/standard.htm>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
1. What is reduce, re-use, recycle?	<ul style="list-style-type: none"> Identify how we can reduce, re-use, recycle, and why we need to do this. Make a chart using waste materials. Create a recycling container from waste items. 	<p>Introduction to the course – What do we mean by reduce, reuse, recycle?</p> <p>Complete initial assessment to find out what they know in the form of a quiz on the 3 Rs.</p> <p>See example at Recyclezone.org.uk.</p> <p>Feed back as a group and share knowledge. Discuss the content of the course and agree group and individual targets for ILPs.</p> <p>If there is access to the Internet, play http://www.recyclezone.org.uk/fz_challenge.aspx – game to take the rubbish challenge on the 3 Rs, (could play as group using interactive whiteboard)</p> <p>Make a 3 Rs record to use at home – cut out text from newspapers to make headings for three columns, stick on left-over wallpaper and decorate with pictures from catalogues and brochures. Could use flour and water paste instead of PVA.</p> <p>Additional activity – make a box to collect</p>	<p>Course outline</p> <p>Initial assessment/ ILP</p> <p>Quiz</p> <p>Interactive whiteboard or PCs</p> <p>Rolls of old wallpaper</p> <p>Flour</p> <p>Old containers to mix paste</p> <p>Brushes</p> <p>Catalogues</p> <p>Scissors</p> <p>Pringle drums or similar</p>	<p>Contributions to discussion and outcome of quiz.</p> <p>Participation in games</p> <p>Chart and recycling container produced.</p>	<p>Improved communication</p> <p>Changed behaviours</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
		<p>old batteries using small Pringles-type drum and decorating with decoupage cut from catalogues, sticking with paste.</p> <p>Home activity: draw pictures of items reduced, recycled and reused on chart and bring to next session. Challenge- how many different things can you add?</p>			
2. Reuse it!	<ul style="list-style-type: none"> Identify how a range of items can be reused. Make a carrier bag holder using recycled materials. Recognise how reusing an item is better than recycling it. 	<p>Feedback and discussion on charts: Did they throw away less as a result of thinking about 3Rs? How could they measure this? (See home activity.)</p> <p>Activity – scrap challenge. See Reuse cuts waste how many ways to reuse a range of items.</p> <p>Discuss carrier bag problem.</p> <p>Make carrier bag holder using old trousers, jumpers or long-sleeved tops to take home.</p> <p>Discuss which is better: reuse or recycle?</p> <p>Each family research how different items e.g. furniture, toys, can be reused and look at web sites such as Freecycle.</p> <p>Home activity. Bags in the bin challenge –</p>	<p>Collection of items for scrap challenge</p> <p>Materials for carrier bag holders</p> <p>Access to computers</p>	<p>Completed charts</p> <p>Tutor observation of scrap challenge</p> <p>Carrier bag holder produced</p> <p>Contribution to discussion.</p>	<p>Changed relationships with family and community</p> <p>New Skills</p> <p>Changed behaviours</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
		keep a tally of bags put in dustbin during each week of the course. Can you halve the amount by the end of the course?			
3. Recycling	<ul style="list-style-type: none"> Sort rubbish into correct categories ready for recycling. Identify what happens to recycling and waste. Recognise the importance of using item made from recycled materials. Sort glass correctly at a glass bank. 	<p>Feed back on home activity: make a group tally chart of bags of rubbish but discuss why some families will have more rubbish than others. The idea is to cut down the amount we throw away.</p> <p>Sorting rubbish. Groups to decide how to sort a range of rubbish. Include use of magnets to separate steel and aluminium. Explore science behind using magnets to sort waste. (Provide protective gloves.) Separate recycling/waste according to requirements of local authority. Provide support to distinguish types of plastic that can be recycled. Look at how groups have sorted rubbish and discuss what is left over – can any of this be recycled in other ways? Where will the waste go?</p> <p>What happens to the different types of recyclables e.g. newspaper? Play a game to match recycling to things they can be used to make. Include less obvious example e.g.</p>	<p>Range of rubbish!</p> <p>Large recycling baskets/boxes</p> <p>Large magnets</p> <p>Protective gloves</p> <p>Items made from recycled materials</p> <p>Copies of glass recycling game printed on recycled paper and old cereal packets to stick paper on.</p> <p>Paste and brushes</p>	<p>Outcome of home activity</p> <p>Sorted rubbish</p> <p>Contribution to discussion</p> <p>Tutor observation of games</p>	<p>Changed relationships with family and community</p> <p>New skills</p> <p>Changed behaviours</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
		<p>pillows from plastic bottles. Emphasise need to buy products made from recycled materials.</p> <p>Focus on glass: makeup game and play from http://www.recyclezone.org.uk/library/docs/Waste_Watch_glass.pdf.</p> <p>If possible, walk to a recycling station to deposit recycling – even better if you can find a talking glass bank!</p> <p>Home activity. Challenge: how many <i>different</i> things can you recycle this week? How many things did they use made from recycled materials?</p>			
4. Packaging	<ul style="list-style-type: none"> Identify how lunch box rubbish can be disposed of. Design a sustainable lunch box (contents). Plan an environmentally friendly outing. 	<p>Feed back on home activity: How easy was it to recycle? Were there any problems? How could these be overcome?</p> <p>Focus on reducing packaging. Sustainable lunch boxes – think about how we can create lunch boxes with minimal waste. Look at two contrasting lunch boxes, compare the amount of rubbish and decide where it will go. Design their own</p>	<p>Examples of lunch boxes and activity sheet s from English Nature</p> <p>Scales</p> <p>Picnic planning sheet</p>	<p>Feedback on home activity</p> <p>Outcome of lunch box activity</p> <p>Contribution to discussions</p>	<p>Changed relationships with family and community</p> <p>New skills</p> <p>Changed</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
		<p>sustainable lunch boxes for both adults and children.</p> <p>See English nature for ideas and activity sheets – www.english-nature.org.uk/science/nature_for_schools/primary_3.asp and recycle zone – www.recyclezone.org.uk/library/docs/Waste_Watch_packaging.pdf.</p> <p>Plan outing for next week. How can we make this an eco-outing? What will we need to think about? (How we get there, what we do, what we have for a picnic.)</p> <p>Home activity. Weigh the rubbish left in your usual lunch box. Challenge: Make your sustainable version and weigh the rubbish and work out the reduction.</p>			behaviours
5. Eco outing (double session)	<ul style="list-style-type: none"> Make a sustainable picnic. (Will depend on focus of outing e.g.: make compost plant a tree.) 	<p><i>Suggested types of outings</i> – make use of local opportunities which show how we can live in a more sustainable way. These could include visits to allotments, city farms, nature reserves, woodland, working farm etc. Try to chose a destination for the outing which can be reached on foot or by public</p>	<p>Picnics brought by families</p> <p>Camera</p> <p>Appropriate clothing and footwear</p>	<p>Participation in activities</p> <p>Sustainable picnic brought along</p>	<p>Changed relationships with family and community</p> <p>New skills</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
		<p>transport. See BBC Breathing Spaces for local information and ideas; The Wildlife Trusts for your local Wildlife Trust which may be able to help plan your outing; National Trust – growing spaces for information on finding allotments; The Woodland Trust; your local council web site for local outdoor spaces and allotment associations. Visits should allow families the chance to take part in practical activities, e.g. making compost, planting trees that contribute to sustainable living, as well as learning about some of the related facts.</p> <p>Include a sustainable picnic and check how waste free it was. See Recycle Zone for recording sheet.</p> <p>Home activity. Challenge: What ideas from the trip that they could use at home? Share with group next week.</p>	Picnic recording sheet		
6. Planning a jumble sale	<ul style="list-style-type: none"> Plan an event to promote reusing. Design a poster or flier using computer. 	<p>Feedback on trip and how families will put into action what they learnt. Could this include volunteering, having a group allotment, etc?</p> <p>Group to plan an activity that will contribute</p>	<p>Access to computers</p> <p>Art resources for posters and flyers</p>	<p>Plan for sale</p> <p>Posters and flyers produced</p>	<p>Changed relationships with family and community</p> <p>Improved</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
	<ul style="list-style-type: none">Compose a rap to get the 3 Rs message across.	<p>to reusing unwanted items. This could take the form of a jumble sale. Families to plan how they will collect jumble, what items they will collect, how they will organise the stalls, opportunities to share 3 Rs message, refreshments, allocate tasks, what they will do with left over jumble.</p> <p>Group discussion on what the money raised will be used for – vote for various options, e.g. plants for schools garden, energy saving light bulbs.</p> <p>Families to make posters to advertise jumble sale, fliers to send home from school and slips to post through doors in the local area requesting jumble (consider child protection when collecting jumble from homes). Children could also make up a rap to perform at the jumble sale – see Recycle Zone for example.</p> <p>Home activity. Distribute fliers to family and friends. Challenge: how much jumble can you collect?</p>	<p>Flip chart and pens to record actions</p> <p>Access to internet to view rap</p>	<p>Rap composed</p>	<p>communication</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
7. Jumble sale (double session)	<ul style="list-style-type: none"> • Work as a member of a team. • Calculate total prices and give change. • Sort jumble collected into categories. • Identify how to dispose of leftover jumble responsibly. 	<p>Setting up jumble sale:</p> <ul style="list-style-type: none"> • Sorting jumble collected into items for various stalls, for recycling and any waste. • Each family take charge of a stall. • Agree pricing policy. • Collect up plastic bags and boxes to reuse. • Display 3R posters. <p>Open sale:</p> <ul style="list-style-type: none"> • Sell refreshments • Children perform rap. <p>Clearing away:</p> <ul style="list-style-type: none"> • Sort left over items into reusable , recyclables and waste. • Discuss how reusable items could be passed on e.g.charity shop. • Counting proceeds and working out profit. <p>Home activity. Charity shop challenge. Give each family a small amount of money and an item to buy which will be used in next week's group art activity.</p>	<p>Venue with tables</p> <p>Refreshments</p> <p>Boxes for money</p> <p>Old plastic bags</p> <p>Jumble collected</p>		<p>Changed relationships with family and community</p> <p>Improved communication</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning

Session	Learning outcomes	Teaching and learning activity	Resources	Assessment	Generic outcome
8. Junk art and celebration	<ul style="list-style-type: none"> • Work as part of a team to create an art work. • Design a poster to get a message across. • Recognise own achievements. • Identify next steps. 	<p>Group junk art (if possible involve a community artist who works with recycle materials). Make a group sculpture(s) from recycled materials which can be displayed in school or community centre to promote the 3Rs message.</p> <p>Design and produce posters that promote 3Rs to display alongside sculpture using waste materials to create collage effect.</p> <p>Review challenges set during the course and have a range of awards – family who has reduced amount of rubbish by the highest percentage, best reuse of an item, collected most jumble, etc., so each family gets an award. Could include an energy saving prize if funds allow e.g. tumble drier ball to save energy.</p> <p>Complete final paperwork and ILPs.</p> <p>Celebrate achievements and present certificates.</p> <p>Home activity. Find even more ways to reduce, reuse, recycle and keep going!</p>	<p>Materials for sculpture</p> <p>Recycled materials for collage (from charity shop)</p> <p>Glue</p> <p>Awards – made from recycled materials e.g. engraved on waste wood</p> <p>ILPs</p> <p>Evaluations</p> <p>Certificates</p> <p>Progression information</p>	<p>Contribution to group sculpture</p> <p>Posters</p> <p>Contribution to discussion</p> <p>Reviewed ILPs</p>	<p>Gains in understanding and knowledge</p> <p>New skills</p> <p>Changed behaviours</p>

Family literacy, language and numeracy

Family learning impact funding – Wider Family Learning
