

Activity 1:  
"The 4Rs"



**(A) Activity 1: "The 4Rs"**

**(B) Competency (according to TLS), Element and Performance Criteria**

- Element 4: Solve problems with empathy and integrity to address personal, societal and environmental issues
- Performance Criteria Level 1: Discuss possible examples of empathetic and integrity-driven solutions to environmental issues

**(C) Purpose of activity – (Part 1 & 2)**

This activity enables students to understand the importance of the 4Rs (Reduce, Reuse, Recycle, Refuse) and how they help preserve our resources and protect the environment. They will engage in a hands-on activity where they will learn about the 4Rs and use their creativity to create a poster representing the 4Rs and an artefact by using recycled materials.

**(D) Learning Outcomes – (Part 1 & 2)**

By the end of the lesson, students should be able to:

- Understand the importance of the '4Rs' in the preservation of our natural resources and the protection of the environment
- Discuss ways they can reduce pollution and limit the wastage of our natural resources
- Work collaboratively and communicate effectively as a group

**(E) Resources and Materials for part 1 of the activity**

- Images of the 4Rs (Annexes:1-4)
- Glue and tape
- Recyclable materials (paper, cardboard, plastic caps, )
- Bristol paper
- YouTube video: <https://youtu.be/ORKphcDMvio?si=DoQbtSuM3kV0me9e>

**(F) Teaching trajectories/ Implementation guidelines**

*It is recommended to provide students enough time for discussion and sharing. This activity may be extended over 2 or more periods.*

**1. Step 1: Introduction**

- With the help of provided pictures, begin with a discussion on the importance of the 4Rs in preserving our resources and protecting the environment.
- Explain how practicing the 4Rs in our daily life, one can reduce pollution and conserve natural resources.
- Use the video (link provided), or any other video(s) to enhance the understanding of the 4Rs.

**2. Step 2: The 4Rs Posters**

- After the discussions part, divide students into four groups.
- Explain each group that they will have to develop a poster on one specific 'R' on a Bristol paper.

- Each group will create a poster showcasing their understanding of the 'R' assigned to their group. They can draw, paint, paste images, use recyclable materials, write slogans, etc., to create an original poster.
- Once the 4 posters are completed, ask the students to put all four posters side by side to get an overview of the 4Rs.

### 3. **Step 3: Class Presentation and Discussion**

- Each group will present their "R" poster to the class.
- Use the posters to learning resources to discuss specific environmental issues and how the impact of their actions can affect natural resources and the environment.

#### **(G) Assessment:**

➤ Assessment of learning may be based on:

- Students' understanding of the 4Rs
- Relevance of the Poster
- Originality and Creativity of the Poster
- Ability to work collaboratively with respect and empathy as a team
- Use of proper verbal and nonverbal communication

#### **(H) Possible Extension Activity: Creating Recycled Art**

- As a mini project ask students to collect paper and plastic scrap materials like kitchen/toilet paper rolls, empty plastics containers, to create their own decorative artefacts or objects that can be used in class like name tags, pen holders, table dustbins, etc... Encourage them to be creative and think about how they can repurpose waste into something useful and beautiful.
- Students can make sculptures, collages, or any other art form using the materials collected.

Annex 1



Annex 2



Annex 3



Annex 4

