
 Co-funded by the European Union	<h1>BUY, USE AND .....BIN</h1>	
<b>Grade:</b> 12-13	<b>Subject:</b> Responsible Consumption	<b>Country:</b> Italy
<b>Duration:</b> 45 mins		<b>Lesson:</b> English
<p><b>Lesson Focus and Goals</b></p> <p>The lesson focus is on waste management and responsible choices when shopping.</p> <ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Content knowledge</li> <li>● Developing responsible attitudes</li> </ul>		
<p><b>Materials needed:</b></p> <ul style="list-style-type: none"> <li>● Copies of student worksheet OR presentation</li> <li>● Clean rubbish e.g. empty drinks containers, magazines, food containers, batteries, boxes (optional). Rubbish could be from home, school, or from learners' homes. If using, share the items out into several bags, one for each group of three or four learners</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Use words related to waste and recycling</li> <li>● Practice the passive voice in the past</li> <li>● Write an autobiography from the point of view of an item of rubbish</li> <li>● Develop an action plan to reduce plastic use</li> </ul>	
<p><b>Structure / Activity:</b></p> <p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● Put learners in small groups and give each a bag of rubbish items.</li> <li>● Ask learners to put the items into two groups: 'necessary' items and 'luxury' items. Clarify the meaning by naming or showing items of yours that you consider necessary or luxuries,</li> <li>● Invite groups to show or name their objects and say why they categorized them as they did. Make a distinction between the object and the packaging</li> <li>● Encourage discussion about this and ask learners to think of alternatives, e.g. a reusable bottle from home.</li> </ul>		
<p><b>Activity 1: Answering questions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● Tell learners to recall the last item that they threw away and write it at the top of a page in their notebooks.</li> </ul>		



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- Dictate the following questions, which the learners write down.
  1. What is it made of? Where is the material from?
  2. Where was it manufactured?
  3. How did it travel from there to you?
  4. How long did you use it for?
  5. What did you do with it when you threw it away?
  6. What happened to it after that?
- Put learners in pairs and ask them to take turns asking each other the questions about their item.
- Nominate some individuals to talk about their partner's item of rubbish and what they decided about its 'story'

### Activity 2: Predict the story (5 minutes)

- Explain that learners will read an 'autobiography' of a plastic water bottle.
- Read the first line of the story aloud
- Ask some learners to guess what will happen in the story.

### Activity 3: Write a mini biography (15 minutes)

- Explain to learners that they are going to write an autobiography of an item of rubbish that they threw away and discussed earlier in the lesson.
- Put learners in pairs and tell them to choose one of their items to write about.
- Ask fast finishers to design a book cover for their autobiography.

### Activity 4: Read and present (15 minutes)

- Ask the learners to pin their stories on the walls around the classroom.
- Learners walk around the room and read the stories.
- They choose the story they think is the most realistic, personal or emotional, and the most interesting or funniest.
- Invite some learners to briefly share a story they chose and to say why

### Activity 5: Discussion (10 minutes)

Ask learners the following questions, encouraging discussion and different points of view. - How long is the life of the bottle? (about 400 years) - How much of that time is useful? (e.g. a few days holding the water, a few minutes in the customer's hands!) - How much is a bottle of water? - Does that include the cost of cleaning it up in 400 years' time? - What problems are caused by having lots of plastic in the oceans and in the countryside? (e.g. plastic breaks down into small pieces, which are eaten by animals; it can poison the water; plastic bags can choke animals who eat it; etc.) - Whose responsibility is it to clean it up? The people who buy the products, the companies who insist on selling their products in plastic or the governments for allowing companies to use plastic in this way?



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### Conclusion and Wrap-Up (5 minutes)

#### 1. Summary:

Recap the key points discussed

#### 2. Homework:

Learners research how a product such as plastic, tetra Brik™, cardboard for packaging, old electronics, etc. is either produced, recycled or disposed of.

### Assessment:

Participation in discussions and activities.

Completion and understanding demonstrated in writing activity.

Quality of responses during discussions on sustainable management strategies.