Oinarrizko gaitasunak

Zientzia-, teknologia-
eta osasun-kulturarako
gaitasuna

Hizkuntza-komunikaziorako
gaitasunaa

Matematikarako
gaitasuna

Gizarterako eta
herritartasunerako
gaitasuna

Giza eta
arte-kulturarako
gaitasuna

Material didaktikoa

Lehen Hezkuntza

RECYCLING AND UPCYCLING

Sekuentzia didaktikoa
Lehen Hezkuntza, 4. maila

RECYCLING AND UPCYCLING

Sekuentziak arlo hauek hartzen ditu barnean: Hizkuntza, Arte Hezkuntza, IKTak.

Gaia: Recycling and Upcycling. Deskripzioak

Maila: Lehen Hezkuntzako 4. maila   **Saio kopurua: 8**

Proposamenaren testuingurua:

Ingelesa lantzea oinarrian duen ikas sekuentzia hau **giza- eta arte-kulturarako gaitasuna** garatzen laguntzeko baliabide didaktiko gisa proposatzen da. Ikasleak gure gizartean puri-purian dagoen gaian murgilduko dira: birziklaketa eta berrerabilpena; kontzepu horien arteko desberdintasunak ezagutuko dituzte, taldeka lan eginez berrerabilpen prozesuak deskribatuko dituzte eta azkenik euren ahalmena erabiliko dute zaharkituta dagoen zerbaiti bizitza berria emateko.

Sekuentzia honek nolabait Hizkuntzen Trataera Bateratuaren planteamenduari eusten dio; gaztelania eta euskara arloetan proposatzen diren sekuentzien gaia bestelakoa bada ere, hiru hizkuntzetan landuko den testu generoa berbera da, hala nola deskripzioa.

Sekuentzia didaktiko honen bidez lantzen diren Oinarrizko Gaitasunak

—Giza- eta arte- kulturarako gaitasuna (2. jarduera, 6. jarduera)

—Hizkuntza-komunikaziorako gaitasuna (jarduera guztietan).

—Gizarterako eta Herritartasunerako gaitasuna (jarduera guztietan: talde-lana, eta partekatzea bultzatzen baita).

—IKT baliabideak erabiltzeko eta informazioa tratatzeko gaitasuna (2. jarduera, 6. jarduera).

— Ikasten Ikasteko gaitasuna eta Norberaren Autonomia eta Ekimenerako gaitasuna (2. jarduera, 4. jarduera, 6. jarduera, 7. jarduera).

Helburu didaktikoak

—Deskripzio testuen ezaugarriak antzematea eta erabiltzea.

— Berrerabilera zer den jakitea eta bere onurak balioestea.

— Deskripzioetan mota askotako adjektiboak erabiltzea.

— Deskripzioetan sekuentzia, ordena –edo prozesuaren segida adierazteko hitzak eta esamoldeak erabiltzea.

— Lankidetzan aritzea norberaren iritziak adieraziz eta besteenak errespetatuz.

— Tresna eta iturri digitalak modu egokian erabiltzea.

— Autoebaluazio eta ebaluazio tekniketan trebatzea.

Edukiak

— Deskripzio testuak: ezaugarriak.

— Prozesu baten deskripzioa: ordena eta argitasuna.

— Hizkuntza baliabideak: adjektiboak, aditz denbora, sekuentzia adierazteko hitzak eta esamoldeak.

— Lankidetzarako arauak, elkarrekiko errespetuzko mintzaira.

Jardueren segida

Planifikatzea

Motibazioa eta egitekoen planifikazioa. Zer egingo dugu? Etxean daukagun gauza zahar bati bizi berria emango diogu!

Gauzatzea

1. jarduera. Shared reading.

2. jarduera. What can I upcycle? **Key (for the teacher)**

3. jarduera. Birthday present.

4. jarduera. Brainstorming.

5. jarduera. Make a lovely bag out of your tank top.

6. jarduera. Creative ways to reuse and upcycle old things. My old new gadget

7. jarduera. What did I learn?

Erabiltzea

Gure deskripzioak ikusgai.

6. jarduera. My old new gadget

Ebaluazio irizpideak

— Ea emandako deskripzioak aztertzen dituen

— Ea recycling eta upcycling kontzeptuak bereizteko gai den

— Ea adjektibo, aditz aldi eta denborazko hitz eta esamolde egokiak hautatu eta idazten dituen

— Ea modu egokian deskribatzeko gai den (ordenaturik, landutako hizkuntza baliabideak erabiliz...)

— Ea hizkuntza batean landutakoa bestean baliatzeko gauza den.

— Ea gai den taldeko zereginetan ikasgelan erantzukizunez aritzeko, erabakiak hartuz, iritziak emanez eta gainerakoenak errespetatuz.

— Ea gai den, jarraibideak betez, aurrez emandako informazio-iturri analogiko eta digitalak era egokian erabiltzeko.

— Ea autoebaluazio eta ebaluazio prozeduretan parte hartzen duen eta hobetzeko iradokizunak egiten dituen.

Tresnak:

— Jardueren sekuentzian: kontrol-orriak eta ebaluazio-orriak

— Irakasleak erabiliko duen beste edozein

Recycling and Upcycling

1. Shared reading

Sure you know about recycling? But what about upcycling? Make groups of three and read the information below:

- o Student 1 reads *What is Upclycling?* and summarizes *Upcycling is Greener*
- o Student 2 summarizes *What is Upclycling?* and reads *Recycling and Upcycling.*
- o Student 3 summarizes *Recycling and Upcycling and* reads *Upcycling is Greener.*

What is Upcycling?

Upcycling is converting old things into something useful and often beautiful.

When you upcycle you take things you don't use and create another thing from them. You don't throw anything away!

Tires...   *Buckets made from tires. Genius!*

Recycling and Upcycling

What's the difference between recycling and upcycling?

Recycling uses plastic, paper, metal or glass and breaks them down. You use those materials to remake a new product.

When you are **upcycling**, you aren't breaking down the materials. An example of up-cycling is taking a shoebox that contained a new pair of shoes you bought, and using the shoe box to store pencils (or anything) in.

*What's old is new again, but with a twist.*

Upcycling is Greener

One of the biggest reasons for upcycling is the positive impact on the environment. Items destined for the dump are rescued and remade into something useful.

Upcycling is greener than recycling; recycling requires energy or water to break down materials. You only need creativity to upcycle.

Upcycling is a way of life for people in developing countries, where there is no money to buy new things, so people use what they can find to create bowls, baskets, jewelry and other useful and beautiful things.

2. What Can I Upcycle?

Just about anything: Wine bottles, cans, newspapers, milk cartons, tires, suitcases, jeans, you name it. If you no longer have a use for it, upcycle it!

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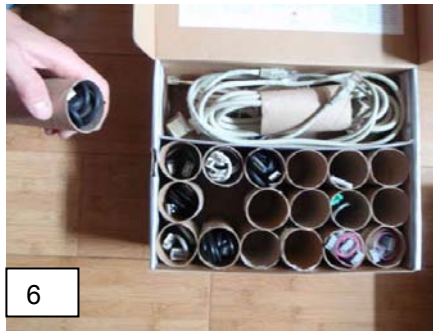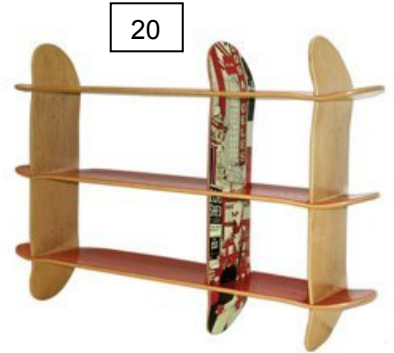
All these items were upcycled. What are all these items now? What were they before? Can you use them for something else?

Work in groups of three. Each group will have 3 cards to fill in with words from the charts below (what is it? / what was it before?). You can use the Internet or any online dictionary to find the meaning of the words you don't know.

WHAT IS IT?

suitcase	bicycle rack	wallet	lamp(s)	bench
robot	wind chime	makeup mirror		bag dispenser
shoe wardrobe	clock	bird feeder		pencil container
mirror	hanger	key holder		curtain tie-back
shelves	cable organizer	mail box		pencil pots
coaster	Christmas tree	plant pot	card box	cat bed

WHAT WAS IT BEFORE?

bottle caps   pallet   light bulb   bottle

Lego pieces   spoon   skies   computer tower

tennis racket   metal container   suitcase   Kleenex box

pipes   skateboard   oil container   car mirror

toilet paper rolls   computer screen   food cans   seat belt

ladder juice/milk cartoon   binoculars   biscuit can
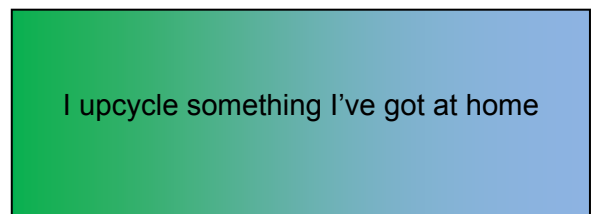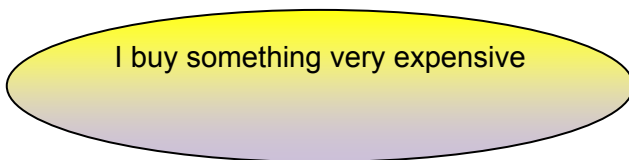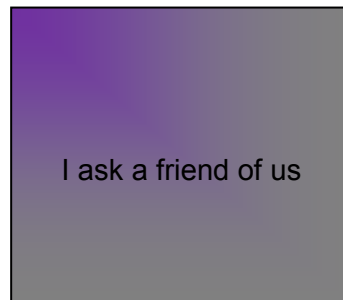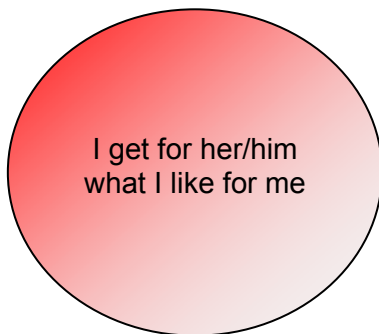

Pic number:

What is it?   _____

What was it before?   _____

Any other uses?   _____

                        _____

3. Birthday present:

Choosing a special birthday present is always a problem for me. There are a lot of different gifts, prices, and the biggest headache is choosing what he/she will like.

But I love my birthday presents to be unique. What's a good alternative? Help me, please!

Work in groups of three, your teacher will give you a card with an option written. Can you think of 2 or 3 reasons why your card is the best alternative?

I get for her/him
what I like for me

I ask a friend of us

I buy something very expensive

I upcycle something I've got at home

Definitely, I am going to create my unique birthday present. Something cheap and fun! See the way I do it. **VIDEO**

Join in your group, watch the video and try to answer the following questions:

1.- Who is the present for? _____

2.- What is it?   _____

3.- What am I upcycling this time? _____

4.- What material do I need? Name 2 or 3 _____

_____

_____

Now, in groups of three, watch the video again and read the script. Now:

- Underline in blue words for colours
- Underline in red words describing the sequence of the process
- Underline in green words used for material

Today my sister is 14. I´ve got a big surprise for her. Can you guess my birthday present? NEW-OLD shoes!!!   It´s easy, cheap and fun!

You just need:
- *a pair of old sneakers*
- *a permanent maker*
- *white acrylic paint for canvas shoes*
- *paper*

I´m sure you have all it at home, don´t you?

Before starting, I remove the shoelaces from the sneakers if they have any and fill in the sneakers with paper to keep them in shape when working on them.

Do you want to see how I do it? Look at the screen.

First of all, I paint the canvas sneakers with white acrylic paint. If they are leather shoes, I use acrylic leather paint for it. After 24 hours, the paint is dry and I start drawing on the sneakers.

*I try to be creative. I want my present to be unique!*

This time I draw different size hearts: big ones, small ones, tiny ones… a long sword, white clouds and the blue sky.

Now it´s time for colouring. Can you see the stitching? I paint it red colour. I also paint blue between hearts. The sword, some small hearts and the big one in the middle are red.

Lovely pair of sneakers! Aren´t they a fantastic birthday present?

4 Brainstorming:

In groups of three again. What other words can you use to describe things? First think of words for colours, shape, and material. After that, write the words on the pots-it notes.

colours		material
	shape	
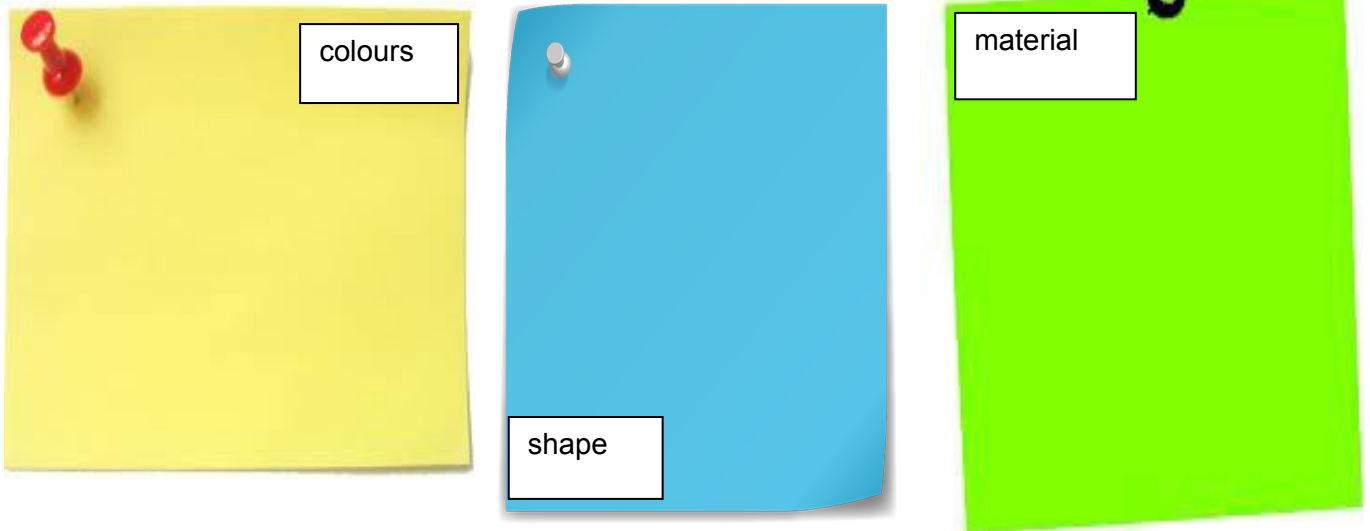
Scaffolding

Erin tells you how to reuse old shoes. Have a look at the script again and see that she
- includes a list of tools, supplies or equipment.
- uses the present tense (I paint, you need…) (see also activity 6.3 from¿*Todo vale para hacer música?*)
- uses adjectives to describe (see also activity 6 from *Euskal musika tresnak Nolakoak dira gure ustez?*)

She also explains how to change your old shoes into new ones and gives you clear instructions. And with instructions it is very important to see what comes first and what goes last. It is like the 1, 2, 3, 4 of your actions. You can use the following words for that:

① *First / First of all*	② *Then...*	③ *Next...*	④*After that...*	⑤*Finally...*

These are the most common, but you can also use:

✳*now*	✳ *secondly*	✳ *later*	✳ *before*	✳ *at the end*

5. Make a lovely bag out of your tank top

This time we are going to watch somebody upcycling a tank top into a bag. Work in groups of three, and have a guess before watching the video. What do you think the girl is doing?

Can you see the words in **bold** and *italics* in the description?. Choose the one you feel is correct. Then, check if the other groups have the same feeling. Finally, watch the video and see if you are right! ***VIDEO***

These are the supplies and tools you need:

- tank top   - sewing machine and thread
- straight pins   - ***scissors/knife***
- ***tie / ribbon***

First of all, I take a ***white / blue*** cotton and turn it inside out. Then I ***cut / fold*** it.
After that / Before, I keep the bottom of the T-shirt in place with straight pins.
Then I sew it on with a ***sewing / washing*** machine or by hand.
Secondly/Next, I cut off any excess material from the ***top/bottom*** if I think it is too ***short /long***.
I turn the tank top right side out and ***at the end /next*** I decorate it with a blue ribbon.

Easy-peasy!

6. My old new gadget. Creative Ways to Reuse and Upcycle Old Things

See what useful and interesting things you can do with old materials or things that you do not use any more. Now, it's your turn!!! Make groups of three. Think about something you've got at home and want to upcycle.

You´ve got ten minutes to, first, share ideas in your group, and then decide what old item you all will turn new! And how you will present it in class!

First of all write your presentation; then check if it is OK, do it and record it, and finally show your work!

When writing and recording your project, remember that:

- the structure of your presentation is clear: write about the old object, the process of changing it and the new item you make.
- the items or things you mention are well described with the correct adjectives, verbs...
- the steps of the process are in time order, and you use the correct words for that.
- the presentation is easy to understand.
- pronunciation is clear and everybody in the classroom can hear your presentation.

After writing your description and before recording it, check your work with the help of the following chart. See if you can put a tick (✓) in all the boxes.

GROUP:	✓ ✗	Add any comments
It is easy to follow the way from the start to the end		
It's clear what comes first and what goes next		
Things are described with adjectives for colour, shape, material, size…		
The verbs are correct and all sentences have one		

You can ask member of another group to check your work. After that, correct your description if necessary. Then record it!

Now it is time to show it. If it´s possible, take the upcycled item to the classroom and you can also make an exhibition in the school with all of them. Share them with the rest of the world:

- Upload them into the school´s blog
- Create a web place where you can collect all them

7. What did I learn?

Now we know about recycling. We know about upcycling. We have written and recorded a description/presentation.

Now, think about what you learnt. Put a ✓ in the chart below.

	How did I do it?		
	🙂	😐	☹️
I learnt about recycling			
I learnt about upcycling			
I know how to write a description			
I learnt to record			
I took part in all activities			
I worked in groups			
I helped to improve other groups´ descriptions			
I learnt a lot from my classmates			
What part of the task did you do best?			
What part of the task did you enjoy the most?			
What part of the task did your group do best?			
How can you improve the next task?			
How can your group do better the next task?			