

Teacher's Guide Waste Sorting

Art form	Drama, Art and Music
Teaching points	<p>Learning Goals from The Swedish Curriculum in English (The National Agency for Education, 2011) ¹</p> <p>Fundamental values and tasks of the school</p> <ul style="list-style-type: none"> • An environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to overarching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. (p. 12) • Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity. Harmonious development and educational activity provide opportunities for exploring, researching, acquiring and communicating different forms of knowledge and experiences. Creative ability is a part of what the pupils should acquire. (p. 12) <p>Syllabuses</p> <p>Art</p> <p>Core Content in years 1-3</p> <ul style="list-style-type: none"> • Materials that are flat and can be shaped, such as paper, clay, plaster and natural materials and how these can be used in art work. (p. 22) <p>Music</p> <ul style="list-style-type: none"> • Teaching should give pupils the opportunities to acquire music as a form of expression and means of communication. (p. 95) • Teaching should give pupils the opportunities to develop sensitivity to music which makes it possible together with others to create, work on and share music in different forms. Teaching should give pupils both the opportunity to develop confidence in their own ability to sing(...) (p. 95)

¹ The National Agency for Education. (2011). *Curriculum for the compulsory school*,. Stockholm: Ordfrörådet AB.

The overall curriculum contains three parts:

1. Fundamental values and tasks of the school
2. Overall goals and guidelines for education
3. Syllabuses which are supplemented by knowledge requirements

	<p>Core Content in years 1-3</p> <ul style="list-style-type: none"> • Singing and playing in various forms: choral singing (...) (p. 95) • Interpretation of songs and narratives with sound, rhythm and movement. (p. 96) • Voice as an instrument with variation in rhythm, tone and dynamics. (p. 96) • Associations, thoughts, feelings and images that arise when listening to music. <p>Core Content in in years 4-6</p> <ul style="list-style-type: none"> • Musical performance (p. 97) • Music together with pictures, text and dance. How different aesthetic expressions can interact. (p. 97)
More Teaching points	<p>Chemistry</p> <ul style="list-style-type: none"> • Knowledge about the structure and indestructibility of matter provides people with the tools to be able to contribute to sustainable development. (p. 125) <p>Geography</p> <ul style="list-style-type: none"> • The conditions for life on Earth are unique, changeable and vulnerable. It is thus the responsibility of all people to use the Earth's resources to support sustainable development. (p. 150) <p>Core content in years 1-3</p> <ul style="list-style-type: none"> • Environmental questions/issues based on student's daily lives and routines. (p. 151)
Aims	<ul style="list-style-type: none"> • Waste sorting and recycling: recognize how to sort waste appropriately. • Work with plastic, newspapers, paper packages, metal, glass, recyclable bottles and batteries. • Students must therefore understand what diverse products are made of...identify what common products used in one's daily life are made of.
Duration	<i>18 hours total (15 hours invested on drama/theater)</i>

The teaching procedure (activities)

1. Try assorting diverse varieties of garbage (plastic, metal, glass, batteries, newspapers, paper packages, and recyclable bottles) in separate garbage bags to grasp an understanding on how much the students know how to correctly sort and distinguish different waste products.
2. Watch film and discuss different materials:
3. Introduction: Watch [Sortera avfall med Sopan](#) ²
4. Begin working with how we can correctly and efficiently sort garbage.
5. Watch [film on plastic](#) ³ as well as [film on Chemistry](#) ⁴ This film demonstrates precisely what plastic is.
6. [Newspaper film](#) ⁵
7. [Paper-packaging film](#) ⁶
8. FTI has (through collaboration with Egmont) brought forward a very popular magazine with well-known Swedish character referred to as [Bamse](#) ⁷ to present concept of recycling paper- packages and newspapers.
9. [Film on metal](#) ⁸
10. [Film on glass 1](#) ⁹ and [Film on glass 2](#) ¹⁰
11. [Recyclable bottles](#) ¹¹ This site contains stories about recycling bottles. The listed site above also contains a brochure titled "Vad händer sen" or in English, "What happens next?" This brochure discusses what happens with the bottles we recycle.
12. A website where one will find an educational story about [what happens with cans and bottles when they are recycled](#) ¹².
13. [Batteries music video](#) ¹³ which shows that batteries must be recycled. Order [learning material on battery recycling](#) ¹⁴. The site listed will suggest some lesson plans and ideas.
14. Other things as:
 - Arts and crafts using material usually recycled otherwise
 - Milk cap = magnets
 - Can/Jar + wallpaper = Pen holder
 - Decorate glass jars = Hyacinth glass
 - Plastic strips from postal packages = wristband

² <https://www.youtube.com/watch?v=gpvGltMAPv0>

³ <http://www.sopor.nu/>

⁴ <https://urskola.se/Produkter/160049-Kemi-nasta-Plast>

⁵ <http://www.sopor.nu/>

⁶ <http://www.sopor.nu/>

⁷ http://www.ftiab.se/197.html#.WJijqm_hA2w

⁸ <http://www.sopor.nu/>

⁹ https://www.youtube.com/watch?v=gQWb5L_-BsU

¹⁰ <http://www.sopor.nu/>

¹¹ <http://pantamera.nu/activities/skolaungdom/material-till-skola-forskola/>

¹² <http://www.hsr.se/exempelsamling/burken-berta-och-flaskan-frans>

¹³ <https://www.youtube.com/watch?v=IEplyIHlm0I>

¹⁴ <http://www.batteriatervinningen.se/skola>

**More of
The
teaching
procedure
(activities)**

15. With help from the drama teacher, all students ranging from grades 1-6 played a role in a production based on Recycling and Garbage.

The scripts can be found in Appendix 1.

We made theater props for the school production together:



The five songs that are included in the production can be found in Appendix 2. Links to the original songs can be found below:

[Smaklösa sopor](#)¹⁵ (Tasteless garbage)

[Pantamera" låten](#)¹⁶ (Recycle more)

[Batterilåten](#)¹⁷ (Battery song)

[Tänk om](#)¹⁸ (What if)

Recordings from our training:

[Tugga sopor. \(Tasteless garbage. Training, 1:42 min.\)](#)

[Panta mera. \(Recycle more. Training, 0:46 min.\)](#)

[Batteriholen. \(Battery song. Training, 1:10 min.\)](#)

[Tänk om! \(What if. Training, 1:39 min.\)](#)

Click the link below to see cuts from the whole drama production:

[SKOGSMULLE OCH SKRÅPLISA](#)¹⁹ (7:16 min.)

¹⁵ <https://www.youtube.com/watch?v=aoA9zJaoMwE>

¹⁶ <http://pantamera.nu/pressmedia/kampanjer/>

¹⁷ <https://www.youtube.com/watch?v=IEplyIHIm0I>

¹⁸ <https://www.youtube.com/watch?v=TfJ6zYVMIEE>

¹⁹ <https://artinedviksjofors.webbstjarnan.nu/kultur/the-arts/film/>

Appendix 1

Mini Musical about our environmental waste separation

Litter-Lisa is lethargically sitting in the middle, eating, throwing litter and mumbling.

Suddenly she hears a “Kollikock” scream that throws her off tree stump. She quickly tries to gather her belongings and run rapidly away, but doesn’t make it in time before Mulle arrives at the scene and takes notice of all the garbage lingering all around Litter-Lisa.

Mulle: WHHAATT is all of this?

Litter-Lisa shrugs and looks completely innocent

Mulle: Do you really know NOTHING about what you’re doing?

Litter-Lisa: I have absolutely no idea what you’re implying. (appears a bit sly/tricky)

Mulle: (looking a bit suspicious) And you are completely sure of this?

Litter-Lisa: HOW AM I SUPPOSED TO KNOW EVERYTHING?! Just because I just so happen to be sitting right here and relaxing...UGH I’ve had enough Mulle Skrutt! I have much more important things to do than listening to you, I’m leaving!

Mulle: BUUUTTT LITTER-LISA! You can’t just leave everything this way, you’re ruining our environment!

Litter-Lisa: (Pulls down Mulles hat and redundantly spins him around until he becomes dizzy) Haha, you’re telling me I can’t leave everything as is? Well watch and learn works perfectly fine!

She grabs her backpack and leaves the stage

Mulle: Litter-Lisa! Litter-Lisa! Please come back, you have to clean up after yourself; you can’t leave it like this! (He sighs) Well...She’s gone.

Mulle takes a seat in complete despair and glances at all the litter surrounding him

Animal #1: We can help you if you’d like.

Mulle: Really, you would do that? That would make me very happy!

Animal #1: Well no kidding! Who wants to live on a dump? Eww!

Mulle: Okay then, let’s get started! I’m going to take you to place to show you guys what to do with all this garbage!

All the trees turn around, and behind the trees lies the garbage stations

Mulle: (introduction to song: Smaklösa sopor) We have arrived...

Grade 4 sings “Smaklösa Sopor”.

Mulle: Here we have a bunch of bottles and cans; do you remember what we were supposed to do with them? (He looks at the animals and they point to the vending apparatus used to recycle bottles and cans) Exactly!

Grade 2 sing and dance to “Pantamera”.

Mulle: And here are the batteries, which is extremely immoral to leave out in our natural environment! She should be embarrassed!

First graders sing and dance to “Batterilåten” with help from a teacher.

Animal #2: Uhhhhh??(Holds up a banana peel)

Mulle: That however, is actually not dangerous for the environment ... this stuff decomposes in nature and eventually becomes soil ... but do you know what makes it so awesome? You can make your own compost in your own garden (pointing to the compost). There, you throw all food waste and after a while it turns into soil with lots of nutrients that we can have in our vegetable garden(s)

... Isn't that clever? (Animals nod)

Grade 5 sing and act to "Kompostmaskarnas Klagan".

Mulle: Sorting waste and recycling is a small step into the right direction in order to create a healthy, safe environment for not only us but also future generations. (Animals nod)

Djur #1: Yes, and even for us animals!

Mulle: So let's take care of our environment because... (The Earth spins its way onto stage)

Everyone: OUR PLANET IS FANTASTIC!

Everyone gathers and stands collected as a choir, while an adult quickly concludes and speaks to audience.

Everyone then sings "Tänk om" in unison with hand gestures.

Appendix 2

Smaklösa Sopor / Flavorless Garbage

English translation "Flavorless Garbage"	Swedish version: Smaklösa Sopor ²⁰
<p>We go to a recycling center With Yellow vested community staff They teach us different ways everyone becomes real sorting experts</p> <p>Chorus: sort waste right (badobidobido) Sort waste right (badobidobido) Put them in a particularly way (badobidobido) Recycle and life becomes easy</p> <p>An old pickle jar shall be added, let's see! A rotten lingonberry in the container next to the So if you're clever enough Lear to sort waste the right way</p> <p>Chorus: sort waste right (badobidobido) Sort waste right (badobidobido) Put them in a particularly way (badobidobido) Recycle and life becomes easy</p> <p>Chorus: sort waste right (badobidobido) Sort waste right (badobidobido) Put them in a particularly way (badobidobido) Recycle and life becomes easy</p> <p>Recycle and life becomes easy (badobidobido) Recycle and life becomes easy (badobidobido)</p>	<p>Vi går till en återvinningscentral Med gulvästad kommunalpersonal Dom lär upp oss på alla det sätt Alla blir då riktig sorteringsexpert...</p> <p>Ref: Lagg soporna rätt (badobidobido) Lagg soporna rätt (badobidobido) Lagg dom på ett särskilt sätt (badobidobido) Sortera å livet blir lätt...</p> <p>En gammal gurkburk ska läggas få seee?? Ett ruttet lingon i containern breveee... Så om du överhuvudtaget har nå vett Lär dej att sortera soporna rätt</p> <p>Ref: Lagg soporna rätt (badobidobido) Lagg soporna rätt (badobidobido) Lagg dom på ett särskilt sätt (badobidobido) Sortera å livet blir lätt...</p> <p>Lagg soporna rätt (badobidobido) Lagg soporna rätt (badobidobido) Lagg dom på ett särskilt sätt (badobidobido) Sortera å livet blir lätt... (badobidobido) sortera å livet blir lätt... (badobidobido) sortera å livet blir lätt...(badobidobido)</p>

²⁰ This song can be heard here [SKOGSMULLE OCH SKRÄPLISA](#)²⁰ (7:16 min.)

Panta Mera / Recycle More

English version	Swedish version <i>Pantamera" låten</i> ²¹
Recycle more, oooh recycle more Recycleeee mooore Ooooh recycle mooore (Some students from grade 2 have some cans to recycle in the vending apparatus)	Pantaa mera ååå pantaa mera Pantaaa meeeera ååå pantaa meeera... (Några ur tvåan har burkar att panta några agerar pantmaskin)

Batterilåten/Battery Song by Electric banana band

English version	Swedish version <i>Batterilåten</i> ²²
Everything that moves, shines and sounds There's a battery that shall be given back In everything that moves, shines and sounds There's a battery that shall be given back (Grade 1 dances to song OR song plays once without singing, while everyone dances around battery nest and one at a time puts batteries in.	I allt som rör sej lyser eller låter finns ett batteri som ska lämnas åter I allt som rör sej lyser eller låter finns ett batteri som ska lämnas ååååter (ettorna gör rörelser till låten.. ev. om låten spelas en gång utan sång . medan alla dansar runt batteriholken och i tur o ordning lägger i batterier)

²¹ <http://pantamera.nu/pressmedia/kampanjer/>

²² <https://www.youtube.com/watch?v=IEplyIHImOI>

What if/ Tänk om

English version	Swedish version <i>Tänk om</i> ²³
<p>What if all the children on earth could eat until They're full.</p> <p>What if all the world's children could sleep safely each night.</p> <p>Imagine if all adults could think twice. What if, what if, what if.</p> <p>Imagine if every child on Earth could read and write.</p> <p>What if all the world's children were allowed to play and feel good.</p> <p>Imagine if all adults could think twice. What if, what if, what if.</p> <p>The world would be better for large and small. As cold war and famine be over, you can well understand.</p> <p>But then we have to think again, what if, what if.</p> <p>Imagine if all of us on earth could be friends. What if we realized that the earth is our only location?</p> <p>Imagine if all adults could think again. What if, what if, what if.</p>	<p>Tänk om alla barn på jorden kunde äta sig mätta.</p> <p>Tänk om alla jordens barn fick sova tryggt var natt.</p> <p>Tänk om alla vuxna människor kunde tänka om.</p> <p>Tänk om, tänk om, tänk om.</p> <p>Tänk om alla barn på jorden kunde läsa och skriva.</p> <p>Tänk om alla jordens barn fick leka och må bra.</p> <p>Tänk om alla vuxna människor kunde tänka om.</p> <p>Tänk om, tänk om, tänk om.</p> <p>Då vore världen bättre för stora och för små.</p> <p>Då kunde krig och svält försvinna det kan ni väl förstå.</p> <p>Men då måste vi tänka om, tänk om, tänk om.</p> <p>Tänk om alla vi på jorden kunde vara vänner. Tänk om vi förstod att jorden är vår enda plats. Tänk om alla vuxna människor kunde tänka om. Tänk om, tänk om, tänk om.</p>

²³ <https://www.youtube.com/watch?v=TfJ6zYVMIEE>

Compost worms complaining/ Kompostmaskens Klagan

English version	Svensk version Smaklösa sopor ²⁴
Chewing Garbage Chew, chew, chew garbage Chew, chew, chew garbage Etc.	Tugga sopor Tugga, tugga, tugga sopor. Tugga, tugga, tugga sopor. Osv.
We compost worms Have a back-breaking job Consume old waste ----- We crawl around And eat all we can Living healthy is not easy, indeed	Vi kompostens maskar Har ett slitsamt jobb Käkar gammalt avfall Aldrig maskar vi Vi krälar runt Och äter allt vi kan Att leva sunt är inte lätt minsann
AAAAAA Here in the compost Is some homemade food Quite moderately fresh	AAAAAA.... Här i komposten Är husmannakosten Ganska måttligt fräsch
Every time one becomes full More food is poured down Every day a new meal Through the opening , thrown down here Burnt food, we often get The milk is sour indeed Most tastes like cardigan and smells like mold	Varje gång man blir mätt. Mera maaat hålls ner. Varje dag en ny rätt Genom luckan –slängs hit ner. Bränd mat får vi ofta Mjölken deen är sur Det mesta smakar kofta luktar möögel-kultur
Imagine that someday Get a juicy beef tenderloin File`mignon or pork loin AAAAAA ... Here in the compost is some homemade food Quite moderately fresh	Tänk att nån gång. Få saftig oxfilé. Filé Mignon. Eller fläskkarrè AAAAAA... Här i komposten. Är husmannakosten Ganska måttligt fräsch Här i kompoosten!!!!
Here in the compost	

²⁴ <https://www.youtube.com/watch?v=aoA9zJaoMwE>