

Activities

Activity 1: The community and the environment

Talk about the words 'community' and 'environment'. What do they mean? Invite the children to write down their ideas or to complete the first column in the chart on the self-evaluation sheet for this section. (Keep these notes to use in activity 11 **Make a difference!**)

Ask the children to describe how they can take care of their environment. How are they responsible for their environment at home? Do they keep their rooms tidy and help with jobs, such as recycling and collecting leaves? Now talk about the school environment. Can the children think of things they can do to improve the environment at school? For example, they can keep the classroom tidy and not drop litter in the playground. Why is it important to do these things?

Can the class think of important things that we all have to do to care for our communities? Ask the children to write the most important community issue they can think of on a leaf-shaped piece of paper and create a classroom tree display.

Give each child a copy of photocopiable page 90 **Let's clean up** (core), or the support or extension version on the CD-ROM to complete.

Activity 2: My home environment

Talk about how we take care of our home environments. Find out how many children help at home. How many are expected to take care of their own things and keep their rooms tidy? What other things are the children responsible for looking after at home? How many help with jobs that improve the home environment, such as sorting recycling, helping in the garden or refilling the bird feeder?

Place the children into pairs to work on the **Tidy up!** interactive activity.

Cut up a copy of the **Being responsible** cards and place the children into small groups. Invite each group to choose a card and to create a role play of the scenario. Allow the children a few minutes to practise, then call them together and invite some groups to show their role plays to the others. How do these actions affect the environment?

