



# "Go Green" What Does it Mean?

Lesson Plan

## Centered on the Three R's of Reduce, Reuse and Recycle

Grades: K–4. Please make changes to lessons and appendices as desired to fit the needs of your classroom.

Lesson Duration: 1-3 Days

Standards: See complete list at end of lesson.

### Objectives:

- Students will learn the meaning of slogan and a slogan's purpose
- Students will explain the meaning of "Go Green"
- Vocabulary Acquisition
- Students will determine the difference between the Three R's - Reduce, Reuse, Recycle
- Students will evaluate ways to use the Three R's

### Materials:

- Chart paper
- Literature selection - choose something around the topic of "thinking green"
- Sticky Notes
- Drawing and/or writing paper
- Appendix A - Background Information

**Directions:** Read the background information in Appendix A. Prepare small group configurations for when group work appears in lesson.

### Lesson:

#### 1. Assess prior knowledge

Before reading your selected literature, ask students to fold paper in half. On the left-hand side, ask students to draw or write what comes to mind when they hear the phrase "Go Green". Allow students time to respond in drawing or writing.

When students are finished, elicit responses from those that would like to share.

Collect drawings/writings.

#### 2. Slogans

Write the word SLOGAN on the board.

What is a slogan?

Discuss with students what a slogan is.

A slogan is a memorable phrase used to represent an idea or purpose. A phrase expressing the aims or nature of an enterprise, organization, or candidate; a motto.



## 2. Slogans (continued)

Explain to students that the aim of a slogan is to help people to remember a product or idea in hopes that consumers will buy, use or do what the slogan is promoting.

Slogans or Catchy Phrases

Find slogans to share with your class using a quick search on the Internet.

Students may want to help make a list of slogans they are familiar with.

## 3. Read literature selection

Find books or internet articles around the idea of "Going Green" to read to your students, or have them read on their own.

Break students into small groups. Ask them to jot down power notes -- important or new ideas, and/or new vocabulary words -- on sticky notes as they listen to the story. Ask students to listen for clues or hints that might help them confirm what it means to "Go Green".

Students share power notes and information and their ideas about the meaning of the slogan "Go Green". Have each group share with the class at least one new thought or idea as well as what they believe "Go Green" to mean. Make a note of new and important ideas as well as new terms learned. Keep track of new vocabulary on chart paper.

### Some questions to help discussion:

Why the word "green"? (plants, grass, things naturally occurring in our environment are green and healthy etc., we want the beautiful growing plants, green in our environment to not be threatened by pollution and wasteful use of resources).

What do you think those who came up with the slogan want us remember?

What steps can you take to "Go Green"?

Certainly one way would be by recycling.

Discuss recycling and other ways to "Go Green" with your class.

Using the Three R's are one way we can "Go Green". Remind students that "Go Green" is a slogan used to get people's attention when it comes to taking care of our planet.

### Wrap It Up

Give students the drawings/writings they did at the beginning of the lesson. Ask students to now hear the slogan "Go Green" and respond again on the right side of the paper. Give students time for drawings or writing. Ask students to share in groups or as a class how, if at all, their responses changed. Compare students "before and after" results.



**Let's have some more fun!**

Either individually, or in pairs or groups, have students think of an issue that is important to them. Next, using Elmer's glue sticks and other arts and crafts products, have them create their own posters with their slogans to help others remember the significance of this issue.

**Extensions of lesson**

Students brainstorm a list of additional information they would like to learn about The Three R's. If you plan to further study The Three R's past this lesson, create a Three R's Wall Chart (see example below). Make boxes on the chart large with plenty of room so students can add to it as they learn new words or information. Hang for students to see. This chart can be used for this and all future lessons as they increase their knowledge and learning about The Three R's.

Reduce To make smaller	Reuse To use again	Recycle To use over and over

**This lesson adheres to the following National Education Standards:**

**Science**

- NS.K-4.1 Science as Inquiry: Abilities necessary to do scientific inquiry, Understanding about scientific inquiry
- NS.K-4.2 Physical Science: Properties of objects and materials
- NS.K-4.3 Life Sciences: Characteristics of organisms, organisms and environments
- NS.K-4.5 Science and Technology: Abilities to distinguish between natural objects and objects made by humans
- NS.K-4.6 Science in Personal and Social Perspectives: Characteristics and changes in populations, types of resources, changes in environments

**Language Arts**

- NL.Eng-K-12.1 Reading for Perspective Students read a wide range of print and non-print texts to build an understanding of texts
- NL.Eng-K-12.3 Evaluation Strategies Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.
- NL.Eng-K-12.4 Communication Skills Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively to variety of audiences.
- NL.Eng-K-12.5 Communication Strategies Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate
- NL.Eng-K-12.7 Evaluating Data Students conduct research on issues and interests by generating ideas and questions, and by posing problems



## Background Information

### Green Living: What Does It All Really Mean?

Everyone's talking about 'going green.' We hear it everywhere. What does it really mean? Basically it's taking steps and making life style choices to protect the environment. It could mean recycling or reusing materials, reducing energy use, like using less water, or turning off lights. Green products are goods that are made with the environment in mind; they must be recyclable or easily decompose when they are thrown away.

Organic materials are goods – plants or animals – in which pesticides or other chemicals have not been used in its production, and contain all organic ingredients, not counting the addition of water and salt to foods.

Sustainable products are those products that meet the needs of the present generation without compromising the ability of future generations to meet their energy needs. Sustainable products are alternative products. They "are friendly to the user and to the environment". They are produced in ways that differ from the conventional methods of production, processing and/or distribution. Many current conventional products are produced in unsustainable ways. Alternative products can include everything and anything (such as organic or natural cosmetics to recycled materials to hand made products). Sustainable products can be thought of in environmental, social and economic terms.

Information above taken from the following resources:

<http://www.sustainableproducts.com>

<http://www.altglobe.com/what-sustainable-product>