

Captain Green

Quick-teach Cards



Created by
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Special thanks to the following pre-schools:
Happy Town Childcare, Masjid Kampung Siglap Kindergarten,
Mindchamps @ Marina Square, My First Skool @ Bishan, My
First Skool @ Woodlands, My First Skool @ Yishun, My World @
Edgedale Plains, My World @ Tampines North, PCF Sparkletots @
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Twinklekidz @ Bendemeer

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HOW TO USE QUICK-TEACH CARDS

Captain Green Quick-teach Cards are meant as a supplementary material to the Captain Green Storybooks and Teachers' Resource Pack.



Some activities may require the use of the Captain Green Storybooks and Teachers' Resource Pack.

All activities are suitable for children aged 4 to 6 years old.

INTRODUCTION

7 ECO HABITS

LET'S BE CONSIDERATE



Return your tray
and crockery
after meals



Bin your litter



Keep toilets clean
and dry

LET'S NOT BE WASTEFUL



Switch off lights
when not in use



Use both sides of
the paper



Order only what
you can finish



Bring paper, plastic,
glass and metal to
the recycling bin

INTRODUCTION

ACTIVITY PREPARATION LEVELS

The participation levels for all activities are shown on the top right corner of each activity card.



Requires participation in class discussions and personal reflection.



Requires more critical thinking and problem-solving skills.



Requires processing of new information, constructive thinking, and perspective-taking skills.

INTRODUCTION

TEACHER PREPARATION LEVELS

The levels of lesson preparation required are indicated in the materials list on each activity card.



Required materials are few and are easily available in the classroom or online.

(>1 minute)



Activity topic may require basic background information and research.

May require printing of materials.
(>5 minutes)

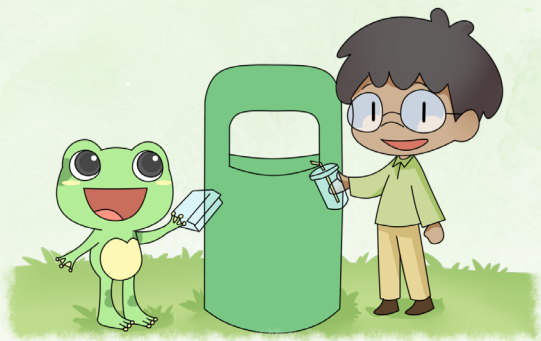


Required materials may not be easily found in the classroom or online.

10 MINUTES

CAPTAIN GREEN QUICK-TEACH CARDS





10MIN
**RETURN YOUR TRAY
AND CROCKERY AFTER MEALS**



VIDEO DISCUSSION

DINING EXPERIENCE



Materials

- Laptop/Tablet/Handphone



Objectives

Children should be able to:

1. Express the importance of keeping eating spaces clean.
2. Identify consequences of not returning their tray and crockery after meals.



Steps

- Enter the following URL on an electronic device and watch the Eco Habits video as a class:
<http://tinyurl.com/returntraycrockery>
- Engage children in a short discussion.



Questions

1. Why is it important to return your tray after eating?
2. What would happen if everyone left their tray and crockery on the table without returning them?
3. What would you do if your friend or family left their tray and crockery on the table?



10MIN RETURN YOUR TRAY AND CROCKERY AFTER MEALS

ASSESSMENT

A B C Vocabulary

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Tray return

Responsible

Dirty

Clean

Messy

Considerate

Pest

EXTENSION ACTIVITY

Steps

Discuss the following negative impact of pests on the community when individuals do not return their trays:

- Germs and diseases
- Nuisance to society

? Questions

1. What would happen if we did not return our trays?
2. How would the increased presence of pests affect us?



STORY DISCUSSION

THE SICK DAY



Materials

- **Captain Green: The Sick Day** storybook
(For PDF version, scan QR Code or download at www.cgs.sg/resources)



Objectives

Children should be able to:

1. List at least 2 ways to keep the environment clean.
2. Explain the importance of binning litter



Steps

- Ask children to close their eyes and imagine their ideal playground; how would it look like and how would it smell?
- Have children open their eyes and show them the litter-filled playground on page 16 of the storybook.
- Engage children in a short discussion.



Questions

1. What is wrong with this playground? Why do you think it looks like this? Would you like to play here?
2. What can we do to make it better?



ASSESSMENT

A B Vocabulary

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Waste	Throw away	Dirty
Smelly		Pick up
Dustbin	Litter	Clean

EXTENSION ACTIVITY

Steps

- Discuss how stagnant water trapped in litter can lead to mosquito breeding.
- Introduce children to the life cycle of a mosquito:
Egg → Larva → Pupa → Adult
(Refer to Captain Green Teachers' Resource Pack (page 93))
- Ask children to suggest ways to prevent water from collecting in litter and hence mosquito breeding.

? Questions

1. What can we do to prevent water collecting in school and around our homes?

10MIN BIN YOUR LITTER



LET'S SING A SONG!

CLEAN UP WHERE YOU ARE



Materials

- Song Sheet: **Time To Clean up Where You Are** (On back of card)



Objectives

Children should be able to:

1. Understand that littering is wrong.
2. List good practices, eg. politely pointing out that it's wrong to litter if they see their friends or family littering.



Steps

- Read through the song sheet with children.
- Sing it together as a class to the tune of "Twinkle, Twinkle Little Star".
- Have a short discussion with children on why littering is wrong.



Questions

1. What is the song about?
2. Have you ever littered?
3. Have you ever seen anyone else litter in a public place?
How did it make you feel?
4. What would you do if you saw your friends or family litter?



10MIN
BIN YOUR LITTER

TIME TO CLEAN UP WHERE YOU ARE

Twinkle, twinkle, little star
Time to clean up where you are.
Put the garbage in its place,
Keep a smile upon your face.
Twinkle, twinkle, little star,
Time to clean up where you are.



10MIN
**KEEP TOILETS
CLEAN AND DRY**



LET'S SING A SONG!

8 STEPS TO WASHING HANDS



Materials

- Laptop/Tablet/Handphone
- Captain Green Teachers' Resource Pack (page 57) – *Optional*

Objectives

Children should be able to:

1. Familiarise themselves with the 8-step hand washing routine.
2. State when hand washing is required.

Steps

- Access the URL on an electronic device and listen to the Washy Washy Clean Song as a class:
<http://tinyurl.com/washycleansong>
- Teachers can also refer to the step-by-step hand washing chart in the Captain Green Teachers' Resource Pack (page 57).
- Practise the 8-step hand washing routine and sing along to the Washy Washy Clean Song as a class.
- Engage children in a short discussion.



10MIN
**KEEP TOILETS
CLEAN AND DRY**

LET'S SING A SONG!

8 STEPS TO WASHING HANDS

Questions

1. When should we wash our hands?
2. Why is it important to wash our hands properly?
3. What can happen if we do not wash our hands?

ASSESSMENT

Performance Task

Children should show understanding on the 8-step hand washing routine, and be able to recall some or all of them independently.

Steps

- Show children the step-by-step hand washing chart in the Captain Green Teachers' Resource Pack (page 57).
- Alternatively, have children listen to the Washy Washy Clean Song again.
- Revise steps with children before encouraging them to recall and conduct steps independently/with minimal assistance.

10MIN
**KEEP TOILETS
CLEAN AND DRY**



LET'S SING A SONG!

TOILET HABITS



Materials

- Captain Green Teachers' Resource Pack (page 71 – 73)



Objectives

Children should be able to:

1. Demonstrate proper toilet habits
2. Demonstrate understanding of toilet hygiene through answering questions correctly.



Steps

- Refer to the Toilet Habits poster in the Captain Green Teachers' Resource Pack (page 73).
- Enter the following URL on any electronic device and watch the Eco Habits video as a class:
<http://tinyurl.com/toiletdisaster>
- Engage children in a short discussion.



Questions

1. What other good practises can we add to the list of toilet habits?
2. Why are all these toilet habits important?
3. What will happen if we do not keep our toilets clean and dry?



10MIN
**KEEP TOILETS
CLEAN AND DRY**

ASSESSMENT

Checklist

Gauge children's understanding using the checklist below.

Level of competency	
Able to recall at least 1 toilet habit independently.	
Displays thinking and self-reflection when answering questions.	
Able to answer questions with minimal guidance from educator.	



10MIN
**SWITCH OFF THE LIGHTS
WHEN NOT IN USE**



STORY DISCUSSION

BLACKOUT!



Materials

- **Blackout!** by John Rocco
Online read-aloud can be found at:
<http://tinyurl.com/blackout-JohnRocco>



Objectives

Children should be able to:

1. List at least 2 ways to save electricity.
2. State at least 2 appliances that require electricity.
3. Reflect on the importance of electricity in our everyday lives.



Steps

- Introduce the term 'electricity' and explain its meaning to the children.
- Read the storybook **Blackout!** by John Rocco (or play the read-aloud version).



Questions

1. What can we do to save electricity?
2. How does your family save electricity at home?
3. What would happen if we did not have electricity?

SWITCH OFF THE LIGHTS WHEN NOT IN USE

ASSESSMENT

ABC Vocabulary

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Electricity

Save

Lights

Switch on

Switch off

Fan

Blackout

Heater

10MIN
USE BOTH SIDES OF
THE PAPER



VIDEO DISCUSSION

FOREST ADVENTURE



Materials

- Laptop/Tablet/Handphone



Objectives

Children should be able to:

1. Share and reflect on why we should not waste paper.
2. List at least 2 ways to save paper.



Steps

- Enter the following URL on any electronic device and watch the Eco Habits video as a class:
<http://tinyurl.com/usebothsidespaper>
- Engage children in a short discussion.



Questions

1. What is paper made from?
2. When we do not use paper responsibly, what happens to the environment? Why?
3. How can we make sure we do not waste paper?

ASSESSMENT


ABC Vocabulary

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Recycle

Waste

Save

Reduce

Use both sides

EXTENSION ACTIVITY


Steps

- Introduce the concept of deforestation.
- Discuss negative impacts of deforestation on humans and animals.
- Encourage children to share ways they can contribute to help counter deforestation (eg. reforestation, saving paper).


Questions

1. How do you think deforestation affects us?
2. How do you think deforestation would affect animals living in forests?

10MIN
**ORDER ONLY WHAT
YOU CAN FINISH**



VIDEO DISCUSSION

PADDY FIELD ADVENTURE



Materials

- Laptop/Tablet/Handphone



Objectives

Children should be able to:

1. Identify some consequences of wasting food.
2. List 2 ways to prevent food waste.



Steps

- Enter the following URL on any electronic device and watch the Eco Habits video as a class
<http://tinyurl.com/orderwhatyoucanfinish>
- Engage children in a short discussion.



Questions

1. What happens when we waste food?
2. Have any of you or your family ordered too much food, and had to throw it away? How did it make you feel?
3. What are some ways we can reduce food waste?



10MIN
**ORDER ONLY WHAT
YOU CAN FINISH**

ASSESSMENT

✓ Checklist

Gauge children's understanding using the checklist below.

Level of competency	
Able to answer questions with minimal guidance.	
Displays critical thinking and self-reflection during class discussion.	
Able to recall what was observed from the Eco Habits video.	



10MIN
**ORDER ONLY WHAT
YOU CAN FINISH**



LET'S SING A SONG!

LOVE YOUR FOOD



Materials

- Song Sheet: **Love Your Food** (On back of card)



Objectives

Children should be able to:

1. Understand what food waste means.
2. List 2 ways to prevent food waste.



Steps

- Read through the song sheet with children.
- Sing the song together as a class to the tune of Itsy Bitsy Spider.
- Have a short discussion with children on food wastage.



Questions

1. Why shouldn't we waste food?
2. Have you ever wasted food? Why did you waste it?
3. What are some ways we can reduce food waste?



10MIN

ORDER ONLY WHAT YOU CAN FINISH



LOVE YOUR FOOD

There's food all around us
In fridges, tubs and cans
We eat them to be full
So let's not waste our food
The food all around us
They help us grow and live
So let's not waste our food
and finish all our food!



BRING PAPER, PLASTIC, GLASS AND METAL TO THE RECYCLING BIN

DISCOVERY

RECYCLE OR TRASH?



Materials

- Laptop/Tablet/Handphone



Objectives

Children should be able to:

1. State the definition and importance of recycling.
2. Differentiate items that can be recycled from items that should be disposed of.



Steps

- Enter the following URL(s) on any electronic device:
<http://tinyurl.com/recycleortrash> | <http://tinyurl.com/pictocard>
- Introduce and explain the definition of recycling to children.
- Go through pictures to show children examples of materials that can and cannot be recycled.
- Discuss why each item can or cannot be recycled.



Questions

1. What is recycling?
2. What can we do to recycle more?
3. How do we know if we can recycle an item?

BRING PAPER, PLASTIC, GLASS AND METAL TO THE RECYCLING BIN

ASSESSMENT



Performance Task

Children should observe pictures and identify if the material can or cannot be recycled.



Steps

- Enter the following URL on any electronic device:
<http://tinyurl.com/recycleortrash>
- Scroll down to “Assessment Section”.
- Reveal pictures to children one at a time.
- Encourage children to share if they think the material is recyclable or not, and why.

15 MINUTES

CAPTAIN GREEN QUICK-TEACH CARDS





15MIN
**RETURN YOUR TRAY
AND CROCKERY AFTER MEALS**



PICTURE DISCUSSION

EATING AT A DIRTY TABLE



Materials

- Laptop/Tablet/Handphone

Objectives

Children should be able to:

1. Express their thoughts on eating at a dirty table.
2. Reflect on the difference in impact when cleaning up in public and at home.

Steps

- Show pictures of dirty hawker centre tables:
<http://tinyurl.com/messyhawkercentre>
- Ask children to describe what they see in the pictures.
- Engage children in a short discussion on the importance of cleaning up after meals.

Questions

1. How would you feel if you had to eat at a table that was dirty and covered in used plates?
2. What do you usually do with your plates after you eat at home?
3. What do you usually do with your tray and crockery after you eat in public places?



15MIN

RETURN YOUR TRAY AND CROCKERY AFTER MEALS

ASSESSMENT

A B C Vocabulary

Gauge children's understanding using the checklist below.

Level of competency



Able to answer questions with minimal guidance.

Displays critical thinking and self-reflection during class discussion.

Able to recall what was observed from the Eco Habits video.

EXTENSION ACTIVITY

Steps

- Focus children's attention towards the elderly cleaners in the photos: <http://tinyurl.com/messyhawkercentre>
- Discuss how returning trays would make elderly cleaners' jobs easier.

? Questions

1. How would you feel if you had to clear other people's trays?
2. What can we do to be considerate towards these elderly cleaners?

15MIN
BIN YOUR LITTER



GAMES

LET'S BIN IT!



Materials

- Laptop



Objectives

Children should be able to:

1. Differentiate litter from materials that can be reused or recycled.
2. Categorise litter according to their different materials.
3. State the importance of binning litter.



Steps

- Enter the following URL on any electronic device and watch the Eco Habits video as a class: <http://tinyurl.com/binyourlitter>
- Select a game to play as a class (only available on laptop):
Beach Clean Up: <http://tinyurl.com/beachcleanupgame>
Trash Smash: <http://tinyurl.com/trashsmash>
- Control the mouse and guide children on their collective decision-making throughout the game.



ASSESSMENT

? Questions

1. Why do you think binning your litter is important?
2. What happens when no one bins their litter?
3. (While playing the online games) What material is [mention each item that appears on screen] this? Is it litter or can it be recycled?

A B C Vocabulary

Gauge children's understanding using the checklist below.

Level of competency	
Able to play the game with minimal guidance.	<input checked="" type="checkbox"/>
Able to recall learning points from video.	<input type="checkbox"/>
Able to answer some questions independently.	<input type="checkbox"/>

15MIN
**KEEP TOILETS
CLEAN AND DRY**



STORY DISCUSSION

THE BIRTHDAY SURPRISE!



Materials

- **Captain Green: The Birthday Surprise!** storybook
(For PDF version, scan QR Code or download at www.cgs.sg/resources)



Objectives

Children should be able to:

1. Identify actions that could make toilets dirty.
2. Identify the consequences of a dirty toilet.
3. List 2 ways to prevent dirtying the toilet.



Steps

- Read the storybook with the children.
- Engage children in a short discussion.



Questions

1. What are some bad actions that could make toilets very dirty?
2. What would happen if the toilet became very dirty?
3. What are some things we can do to keep the toilet clean?
4. What would it be like if we did not have cleaners to clean toilets?



15MIN

KEEP TOILETS CLEAN AND DRY

ASSESSMENT

ABC Vocabulary

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Disease	Wet floor	
Clean and dry	Flush	Dry your hands
Washing hands	Germ	

15MIN
**SWITCH OFF THE LIGHTS
WHEN NOT IN USE**



DISCOVERY

USING ELECTRICITY



Materials

- Laptop



Objectives

Children should be able to:

1. State the common electrical appliances used at home.
2. List appliances according to low/high electricity usage.



Steps

- Introduce what electricity is used for.
- Get children to list what electrical appliances they use at home.
- Use the following URL to show different household appliances ranging from low to high electricity usage (only available on laptop):

<http://tinyurl.com/mostelectricity>



Questions

1. What are some things that use electricity at home?
2. Which appliances require the least/most electricity?

SWITCH OFF THE LIGHTS WHEN NOT IN USE

ASSESSMENT



Participation Task

Engage in a mini quiz with the children!

Answering questions with minimal guidance helps to gauge the depth of their understanding.

<http://tinyurl.com/usingelectricity>

EXTENSION ACTIVITY



Steps

- Introduce children to electrical safety (only available on laptop):

<http://tinyurl.com/electricalsafetyinhome>

15MIN
USE BOTH SIDES OF
THE PAPER



VIDEO DISCUSSION

WHY SAVE PAPER?



Materials

- Laptop/Tablet/Handphone



Objectives

Children should be able to:

1. Understand how paper is made from trees.
2. Identify the consequences of paper wastage.
3. Express their thoughts on saving paper.



Steps

- Show the video **How Paper is Made** by Miles Rose:
<http://tinyurl.com/howpaperismade>
- Emphasise that paper is made from trees.
- Engage children in a short discussion on the impact of paper wastage on trees.



Questions

1. Why should we save paper?
2. What would happen if we kept using paper carelessly?
3. How can we save paper?



ASSESSMENT

ABC Vocabulary

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Paper

Trees

Recycle

Use both sides

Waste

15MIN
ORDER ONLY WHAT
YOU CAN FINISH



STORY DISCUSSION

CLEAR YOUR PLATE



Materials

- **Captain Green: The Sick Day** storybook
(For PDF version, scan QR Code or download at www.cgs.sg/resources)



Objectives

Children should be able to:

1. Understand why they should finish their meals.
2. Reflect on their own eating habits.
3. List 2 ways to prevent food waste.



Steps

- Read the storybook with the children.
- Engage children in a short discussion.



Questions

1. Why is it important to finish our food?
2. Where do you think all our food comes from?
3. What can we do to help reduce food waste?



15MIN

ORDER ONLY WHAT YOU CAN FINISH

ASSESSMENT

ABC Vocabulary

Engage in a mini quiz with the children!

Answering questions with minimal guidance helps to gauge the depth of their understanding.

<http://tinyurl.com/foodallaroundus>



GAMES

SORT RECYCLABLE MATERIALS

*Materials*

- Laptop

*Objectives*

Children should be able to:

1. Categorise materials into paper, plastic, glass, and metal.
2. State examples of materials that can be recycled under each category.

*Steps*

- Select one of the online games below to play with the class (only available on laptop):
KidsGoFlash: <http://tinyurl.com/sortyourwaste>
Ollie's World: <http://tinyurl.com/supersortinggame>
Online Learning: <http://tinyurl.com/recyclinggames>
- Control the mouse and guide children on their collective decision-making throughout the game



15MIN

BRING PAPER, PLASTIC, GLASS AND METAL TO THE RECYCLING BIN

GAMES

SORT RECYCLABLE MATERIALS

? Questions

While playing the game:

1. What is this item?
2. What material is it made of?
3. Is this trash? Can this be recycled?

ASSESSMENT

ABC Vocabulary

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Recycling bin

Plastic

Metal

Paper

Glass

Rubbish

BRING PAPER, PLASTIC, GLASS
AND METAL TO THE RECYCLING BIN

DISCOVERY

THE RECYCLING PROCESS

**Materials**

- Captain Green Teachers' Resource Pack (page 27)
- Scan the activity on page 27 and print out – *Optional*

**Objectives**

Children should be able to:

1. Understand the steps involved in recycling.

**Steps**

- Run through the different stages of recycling with the children.
- Encourage children to guess and match the stages to the correct picture.

**Questions**

1. Where can you find recycling bins?
2. Can you name some items that can be put into the recycling bins?



15MIN

BRING PAPER, PLASTIC, GLASS AND METAL TO THE RECYCLING BIN

ASSESSMENT

A **B** **C** *Vocabulary*

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Recyclables

Collect

Sort

Materials

Conveyer belt

New products

20 MINUTES

CAPTAIN GREEN QUICK-TEACH CARDS







GAMES

HOT SEAT



Materials

- **Captain Green: The Birthday Surprise!** storybook (For PDF version, scan QR Code or download at www.cgs.sg/resources)
- 2 or more chairs – *Optional*



Objectives

Children should be able to:

1. Ask questions in full sentences with some prompting.
2. Express their thoughts on littering from the perspective of other people (“characters” in this case).



Steps

- Read the storybook with the children.
- Prompt children to ask any questions they can come up with, while pretending they are directing the questions straight to the storybook characters.
- Select volunteers to represent some of the characters in the book, and have them be seated at the front of the class.
- Get the children to ask the “characters” their questions, and see if the “characters” (or, if help is needed, any of their classmates) can answer them.



ASSESSMENT

Checklist

Gauge children's understanding using the checklist below.

Level of competency	✓
Able to come up with questions with minimal guidance.	
Able to show understanding through correct answering of questions.	
Displays ability to view issues from a different perspective.	

ZOMIN KEEP TOILETS CLEAN AND DRY



DISCUSSION

TOILET RULES



Materials

- **Captain Green: The Birthday Surprise!** storybook
(For PDF version, scan QR Code or download at www.cgs.sg/resources)
- Paper
- Markers



Objectives

Children should be able to:

1. Identify common acts that would make a toilet dirty.
2. Come up with good toilet rules.
3. Consistently carry out toilet rules that they came up with.



Steps

- Introduce toilet cleanliness by reading the storybook (optional).
- Prompt children in coming up with their own rules on toilet cleanliness.
- Write down the final list of rules.
- Have the children decorate the list of rules (optional).
- Paste the list of rules in a prominent place near the toilets.



ZOMIN KEEP TOILETS CLEAN AND DRY

DISCUSSION

TOILET RULES

? Questions

1. What are some ways we can keep the toilet clean and dry?

ASSESSMENT

A B C Vocabulary

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Clean and dry

Flush

Dry your hands

Washing hands

Wet floor

ZOMIN SWITCH OFF THE LIGHTS WHEN NOT IN USE



DISCOVERY

ELECTRICITY CHECKLIST



Materials

- Laptop/Tablet/Handphone
- Paper
- Markers



Objectives

Children should be able to:

1. Identify appliances in the classroom that require electricity.
2. State actions that help in saving electricity.
3. Carry out actions that help in saving electricity.



Steps

- Enter the following URL on any electronic device and watch the Eco Habits video as a class:
<http://tinyurl.com/switchofflightsnotinuse>
- Engage children in a short discussion on ways to save electricity.
- Have children come up with a checklist that they can tick off every time the class leaves the room.
- Have the children decorate the checklist (optional).
- Laminate (if possible) and paste the list of rules in a prominent place.



ZOMIN
**SWITCH OFF THE LIGHTS
WHEN NOT IN USE**

DISCOVERY

ELECTRICITY CHECKLIST



Questions

1. What are some actions that would help save electricity in our classroom
2. Why should we save electricity?
3. Imagine a world without electricity. What would it be like?

ASSESSMENT



Participation Task

Engage in a mini quiz with children!

Answering questions with minimal guidance helps to gauge the depth of their understanding.

<http://tinyurl.com/electricitychecklist>

20MIN USE BOTH SIDES OF THE PAPER



ACTIVITY

DOODLE-BOOK



Materials

- 10 sheets of A5-sized used (single-sided) paper per child (A5 = ½ of A4)
- Stapler
- Art materials (eg. colour pencils, paints)



Objectives

Children should be able to:

1. Create a simple doodle-book.
2. Understand the importance of using both sides of the paper.



Steps

- Explain the importance of using both sides of the paper.
- Get each child to stack their set of 10 sheets of paper together neatly, with the blank sides all facing up.
- Help the children staple their booklets together along one edge.
- Have the children design the front cover of their doodle-books. They can use the books in school, or at home.

ACTIVITY

DOODLE-BOOK *Questions*

1. Why is it important that we save paper?
2. What can we do to save paper?
3. Can you imagine a world without paper?

ASSESSMENT *Performance Task*

Encourage children to draw environment-themed pictures and even draft out storylines.

Children should show understanding through sharing and describing their drawings to their classmates.

 *Steps*

- Encourage children to share the works in their doodle-books with the class.
- Prompt children to describe their drawings and explain what they have learnt.

ZOMIN
**ORDER ONLY WHAT
YOU CAN FINISH**



VIDEO DISCUSSION

LET'S STOP FOOD WASTE!



Materials

- Laptop/Tablet/Handphone



Objectives

Children should be able to:

1. Describe one or more of the scenes shown in the video.
2. State some different ways to prevent food waste.



Steps

- Play the video **Waste less. Save more.**
<http://tinyurl.com/wastelessavemore>
- Pause at the timings below and ask children to describe the scenes:
Scene 1: 0:05 – What is on the table? Did they finish eating?
Scene 2: 0:21– What happens to the food we can't finish?
Scene 3: 0:27 to 0:50 – What happens if we waste food?



Questions

1. What do you think is the message of this video?
2. Why is it important for us to know this message?
3. How will it affect our planet if we waste food?



20 MIN ORDER ONLY WHAT YOU CAN FINISH

ASSESSMENT

A B Vocabulary C

Test children's understanding by going through these words and phrases with them, and check if they know what each means.

Food waste

Finish food

More/Less

Portions

Pests

BRING PAPER, PLASTIC, GLASS AND METAL TO THE RECYCLING BIN



ACTIVITY

CREATE A RECYCLING BOX



Materials

- A4-sized boxes (one for each type of material to be recycled)
- Printed signs on plain paper (eg. 'Plastic', 'Paper')
- Art materials (eg. colour pencils, paints)



Objectives

Children should be able to:

1. Be able to categorise what materials go into which box.
2. Identify items that should and should not be placed into recycling boxes (and in extension, bins).



Steps

- Introduce the importance of recycling, and how recycling boxes are useful.
- Specify clearly items that should and should not be placed inside each box. (Items that should be thrown away should be disposed of properly in the trash bin.)
- Get children to design their own labels for the boxes using the art materials.
- Paste the labels on the A4-sized boxes and place them in a prominent place in the room.



BRING PAPER, PLASTIC, GLASS AND METAL TO THE RECYCLING BIN

ACTIVITY

CREATE A RECYCLING BOX

Questions

1. What are some items you can recycle for paper/plastic(/metal/glass)?
2. What are items that cannot be recycled?

ASSESSMENT

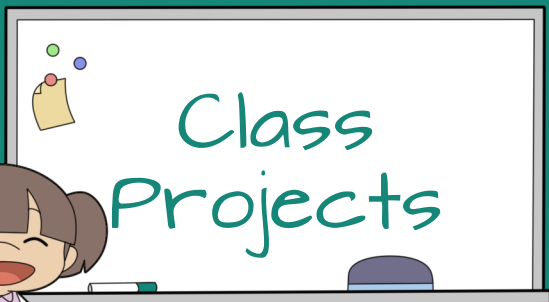
Checklist

Gauge children's understanding using the checklist below.

Level of competency	
Able to answer questions with minimal guidance.	
Able to grasp the concept of recycling and how to use recycling boxes.	
Able to recall what was observed from the Eco Habits video.	



CAPTAIN GREEN QUICK-TEACH CARDS





CLASS PROJECTS
**BRING PAPER, PLASTIC, GLASS
AND METAL TO THE RECYCLING BIN**



ACTIVITY

LET'S MAKE PAPER!



Materials

- Recycled paper (from recycling box activity on page 59)
- Flat strainer (Alternative: Baking paper + Rolling pin)
- Blender
- Towel/Cloth
- Bowl
- Cookie cutters – *Optional*
- Coloured paper – *Optional*

Objectives

Children should be able to:

1. Create their own paper using recycled paper.
2. Understand the complexity of making paper and the importance of conserving it.

Description

- Children should experience the process of creating the paper that they draw and write on every day.
- They will be making their own paper using recycled paper that they have collected.



BRING PAPER, PLASTIC, GLASS AND METAL TO THE RECYCLING BIN

ACTIVITY

LET'S MAKE PAPER!



- Collect recycled paper in the recycling box until it is full.
- Give each child a few sheets of paper to shred into small pieces. (The smaller the pieces, the better.)
- Soak the shredded pieces of paper in a bowl of water. (Do not use too much water.) Once soft, blend the paper and water mixture until it is smooth and mushy.
- Place the pulp in a strainer and squeeze out the water. Place a towel over the pulp to absorb even more water.
- Ease the flattened pulp off the strainer and leave it to dry until the next day.

Note: if you do not have a strainer available, place the pulp on a sheet of baking paper, with a large towel underneath the paper. Place another sheet of baking paper on top of the pulp. Use a rolling pin to flatten the pulp and squeeze excess water out.



- Stir some easy-to-grow plant seeds into the pulp before squeezing and flattening to make seeded paper.
- Have children squeeze the pulp into cookie cutters over a towel to create 3D shapes before leaving to dry.

STORYTELLING

OUR ECO STORY



Materials

- Plain A4-sized recycled paper
- Art materials (eg. colour pencils, paints)

Objectives

Children should be able to:

1. Write in complete sentences with some assistance.
2. Create their own stories about any of the 7 Eco Habits.

Description

- On a piece of A4 paper, children can come up with and illustrate their own short stories about the environment.
- Art mediums used for illustrations depend on the teacher's preference and availability of materials.
- At the end of the activity, all stories can be combined to create a class Eco Storybook.
- This storybook can also be made as an extension to the doodle-book activity on page 55.

STORYTELLING

OUR ECO STORY



- Children each get a blank doodle-book. According to the Eco Habit of their or the teacher's choice, children will come up with their own story titles and cover pages.
- Children can come up with their own short stories about the environment on rough paper first.
- Look through the children's writing and, if there are any errors, write out the corrections in a different colour below the errors.
- Go through the errors and have the children copy and write out the accurate sentences. Then, they can transfer the stories and illustrate them in their doodle-books to make their own Eco Storybook.



