



New Ways of Thinking



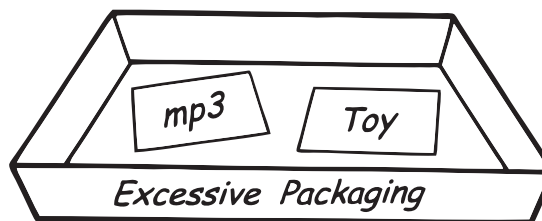
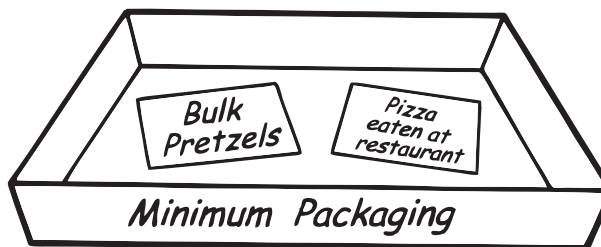
Objective: Given a diagram, the students will learn to think through the process of refusing to use or purchase items that harm the environment.

Vocabulary

- packaging
- excessive

Materials

- Just Say No sign on page 53
- Choosing Green on page 54
- Thinking Through the Process on page 55
- overhead projector, chart paper or interactive whiteboard, and appropriate markers
- 2" x 3" index card for each student (eco-friendlier option: heavy scrap paper)
- 4 shallow cardboard boxes
- 2 pieces of cardboard
- marker



Preparation

1. Enlarge the Just Say No sign for display.
2. Copy the Choosing Green diagram onto a transparency or scan it into an interactive whiteboard for display. Also copy the diagram for each student. (Make additional copies of the diagram if using the ELL Tip on page 53.)
3. Label two boxes *Excessive Packaging* and two boxes *Minimum Packaging*.
4. Label one piece of cardboard *Refuse* and one *Accept* to create two table signs.

Opening

1. Hold up the Just Say No sign. Ask the students what this means. (You will make a choice *not* to do something.)
2. Explain that whenever we choose to do one thing, we are actively making a choice *not* to do something else.
3. Review with the students the definition of the verb *refuse* (ri-fyooz) in the context of this discussion. (To say you will not do something or accept something. Explain that this word has the idea of rejecting something because you do not want to use it or you believe this is not the right thing to do.)
4. Have the students explain what *packaging* is. (the wrapping, box, or container in which an item is sold)
5. Briefly introduce the concept of *excessive* packaging. Tell the students that an item has too much packaging if it has the following:
 - layers of plastic
 - plastic foam
 - individual wrapping inside larger wrapped packaging
6. Tell the students that the concept of *minimum* packaging means the opposite of excessive packaging.



New Ways of Thinking (cont.)



Part 1

1. Display the Choosing Green diagram on the overhead or whiteboard. Enlist the students' participation as you talk through the decision-making process.
2. Share with the students the first example from Thinking Through the Process.

Part 2

1. Distribute the index cards to the students. Have the students list on the card one item they recently purchased.
2. Distribute the student copies of Choosing Green. Have the students use a highlighter to trace their thinking for the item they purchased. The students should trace their thoughts as if they were purchasing the item today with new information about packaging.
3. Share with the students the second example from Thinking Through the Process to help them think through their purchases, if necessary.

Closing

1. Set up two table areas. Place the **Refuse** sign on one table and the **Accept** sign on the other table. Place one box labeled "Excessive Packaging" and one box labeled "Minimum Packaging" on each table.
2. Review the signs and labels on the boxes with the class. Have students tell what each sign or label means.
3. Call on student volunteers to place their index cards in the appropriate box and tell in what way the packaging was excessive or minimal. Have them state why they would choose to accept or refuse to purchase the item.

Extension

Have the students write a letter to the manufacturer telling why they would or would not choose to buy this item in the future, based on its type of packaging.

ELL Tip

Talk through the Choosing Green diagram with a small group of students. Use an example of a product and ask the students each question in the process. Have them use a highlighter on a clean copy of the diagram to follow the process of thinking.

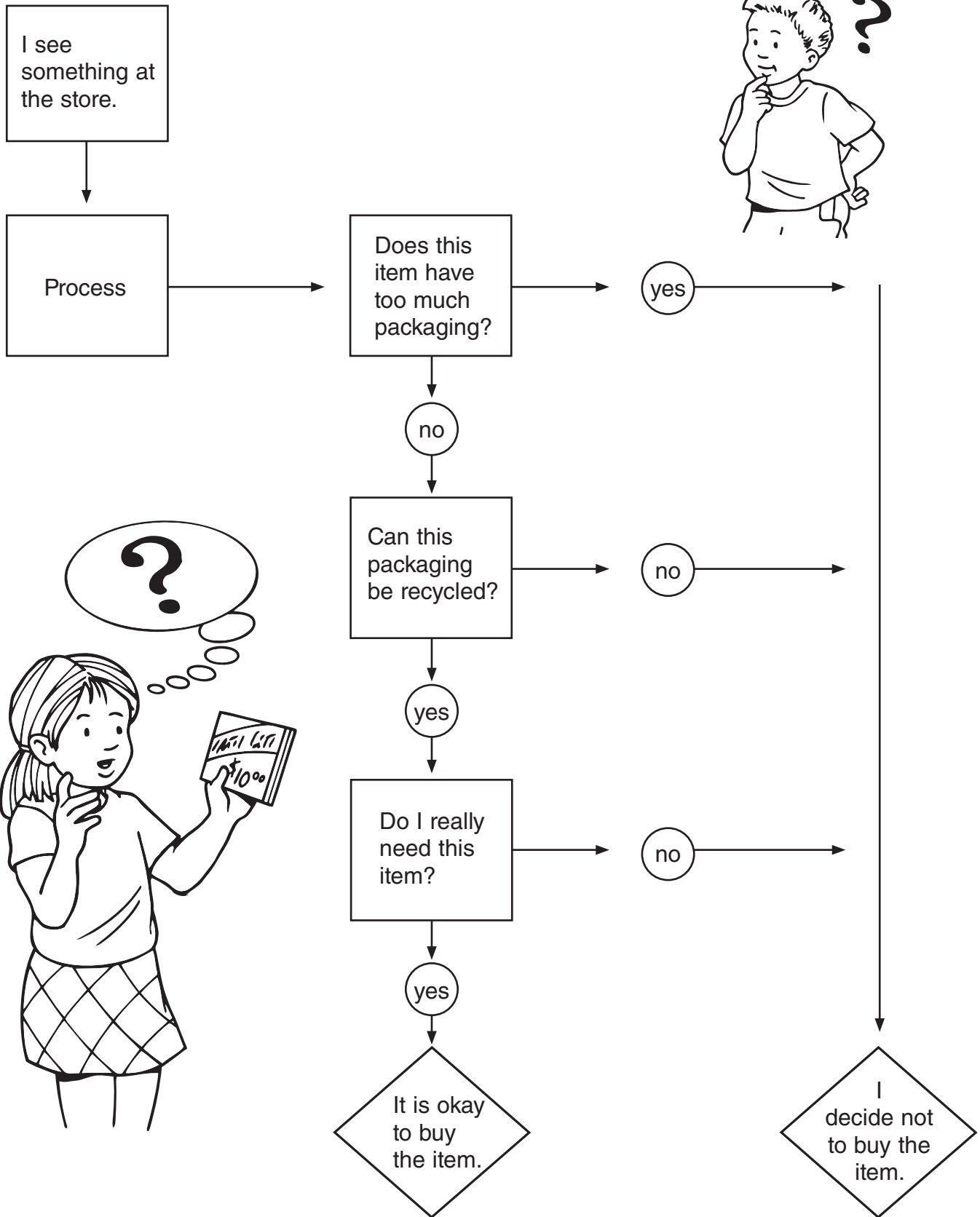
Just Say No



New Ways of Thinking (cont.)



— Choosing Green —





New Ways of Thinking *(cont.)*



Thinking Through the Process—Example 1

I want to get some new tennis shoes, but I'm not sure if it's a good idea. When I go shopping with a grownup, I'll ask myself these questions to help me decide what to do.

- **Do these shoes have minimum packaging?** Yes, they come in a box without any extra plastic or wrapping.
- **Can the packaging be recycled or reused?** Yes, I can break down the box and recycle it with mixed paper. Or I can use the box for storage or to wrap a gift.
- **Do I really need the shoes?** I'll look at the pair I have to see if I can still wear them for a while. They look okay. I'll wait and get new shoes later when I need them. Even though I can answer two of these questions "yes," because I do not really need this item, I'll decide not to buy it.

Thinking Through the Process—Example 2

I want to buy a new DVD with the allowance and birthday money I have saved up. It's in a plastic case, shrink wrapped in plastic, and has a plastic key device so someone cannot steal it. I ask myself these three questions.

- **Does this DVD have minimum packaging?** This item does have excessive packaging, so my answer is "No, it does not have minimum packaging." I might be able to find a DVD at another store that has minimum packaging without quite so many layers of plastic.
- **Can the packaging be recycled?** Plastic wrapping like this cannot be recycled, so I have to go to the "No" connector for the second question.
- **Do I really need the DVD?** I do not really need this. At this point, I have options. I can go to a friend's house and watch the movie with my friend, buy it used with less packaging, rent it, or save my money for when I need something more important.

Excessive Packaging

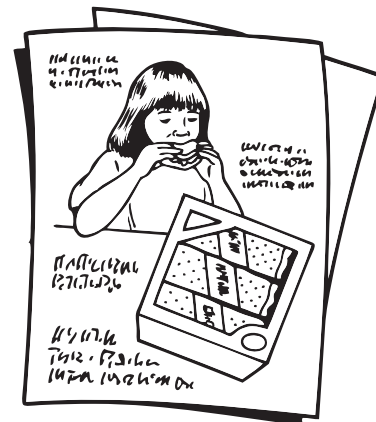
Objective: Given a review of the features present in excessive packaging, the students will identify and display examples of excessive and minimal packaging.

Vocabulary

- disposable
- refillable

Materials

- sample newspaper or magazine advertisements
- 12" x 18" sheet of white paper for each group
- colored pencils, crayons, or markers
- scissors



Preparation

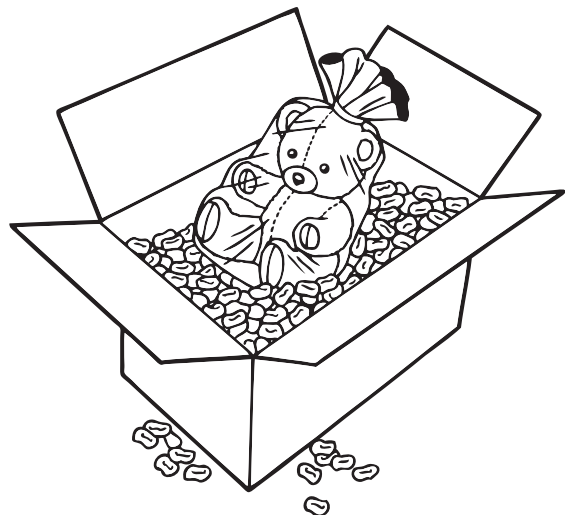
1. Have the students bring in newspaper or magazine advertisements for a few days prior to the lesson.

Opening

1. Discuss with the students the words *disposable* (made to be thrown away after use) and *refillable* (can be refilled again and again) by asking the students in which other contexts they have heard these words used before (previous lessons, environmental concerns, in the context of shopping during the holidays).
2. Clarify the definitions as necessary.
3. Tell the students that they will explore advertising to learn more about how the products we buy are packaged.

Part 1

1. Review the features that indicate a product has too much packaging:
 - has layers of plastic
 - has plastic foam
 - is in an individually wrapped package inside a larger wrapped package
 - has multiple layers—paper, foil, plastic, cardboard (e.g., bag and box [cereal]; bottle and box [vitamins]; plastic, bubble wrap, hard plastic case, possibly box [CD]).
2. Divide the students into groups of three to five students.
3. Instruct them to use magazine or newspaper advertisements to find and identify examples of excessive and non-excessive packaging. Have the students cut out pictures of each.



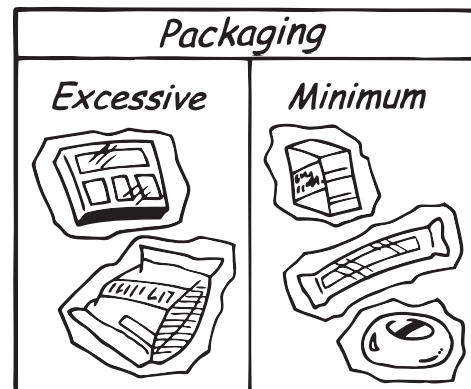


Excessive Packaging (cont.)



Part 2

1. Each group will use a large sheet of white paper and fold it in half widthwise.
2. Have the students label one side of the paper "Excessive" and the other half of the paper "Minimum."
3. Direct the students to place the pictures they cut out in the appropriate column on their pages.



Closing

1. Have the students write descriptive sentences to tell why they placed specific items in each column. For example, this snack food advertisement shows a picture of a bag. It looks like the bag has paper on the outside and is lined with foil. This is excessive packaging because it has more than one layer, and the packaging cannot be easily recycled.
2. Encourage the students to use vocabulary words appropriately as they write their descriptions.
3. Add the descriptions to the 2-column miniposters.
4. Display the finished products. Allow time for viewing and discussion. If appropriate, pose the question, "Why might there be excessive packaging?"

Possible reasons for excessive packaging might include the following:

Safety—sharp items; medicines

Theft prevention—electronics; high-priced items

Marketing—more eye-catching or takes up more room on the shelf

Extension

Invite the students to be part of the solution for the problem of excessive packaging. Challenge them to design new packages for items that use non-recyclable packaging or too much packaging. Examples might include scissors, glue sticks, or CDs.

ELL Tip

Apply vocabulary words in a familiar context to help the students understand the meanings.

- Felipe eats an *excessive* amount of sugar.
- I had a hard time opening the plastic *packaging* on my new CD.
- They used *disposable* paper plates at the picnic and then threw them away.
- Some plastic water bottles are *refillable*.