

# THE PLASTIC MERMAID



jumpingducks



At **JUMPING DUCKS** we strive to provide a wide range of materials for teachers to choose from and use in the classroom.

These materials are designed to enhance children's participation and enjoyment of our plays and workshops.

We recommend that teachers introduce the play or workshop to students beforehand although all materials will be available for teachers to use before and after the show.

The materials are leveled by difficulty and accompanied by a teacher's guide:

- In **BASICS OF THE PLAY** we provide teachers with the main song and information about characters and plot.
- In the **KEEP LEARNING** section you will find worksheets and games designed for each play to expand vocabulary, enhance reading and writing skills and practice speaking.
- In the **BIG CHALLENGE** section we provide in-depth group or individual projects to reflect upon the underlying topics of each play.

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# BASICS OF THE PLAY: Synopsis

## SYNOPSIS

Ariel is a mermaid and she lives under the sea. She likes collecting precious objects from the world beyond the sea. Every year more and more objects arrive from the outside world so much so that some days it's hard to breathe underwater... There is PLASTIC everywhere!

Ariel decides to investigate what is going on but she hasn't got legs. Ursula, the sea witch, can give her legs in exchange for her precious voice. Out there in the little town, Eric, a young fisherman, is very worried because every week he catches less and less fish and more and more PLASTIC!

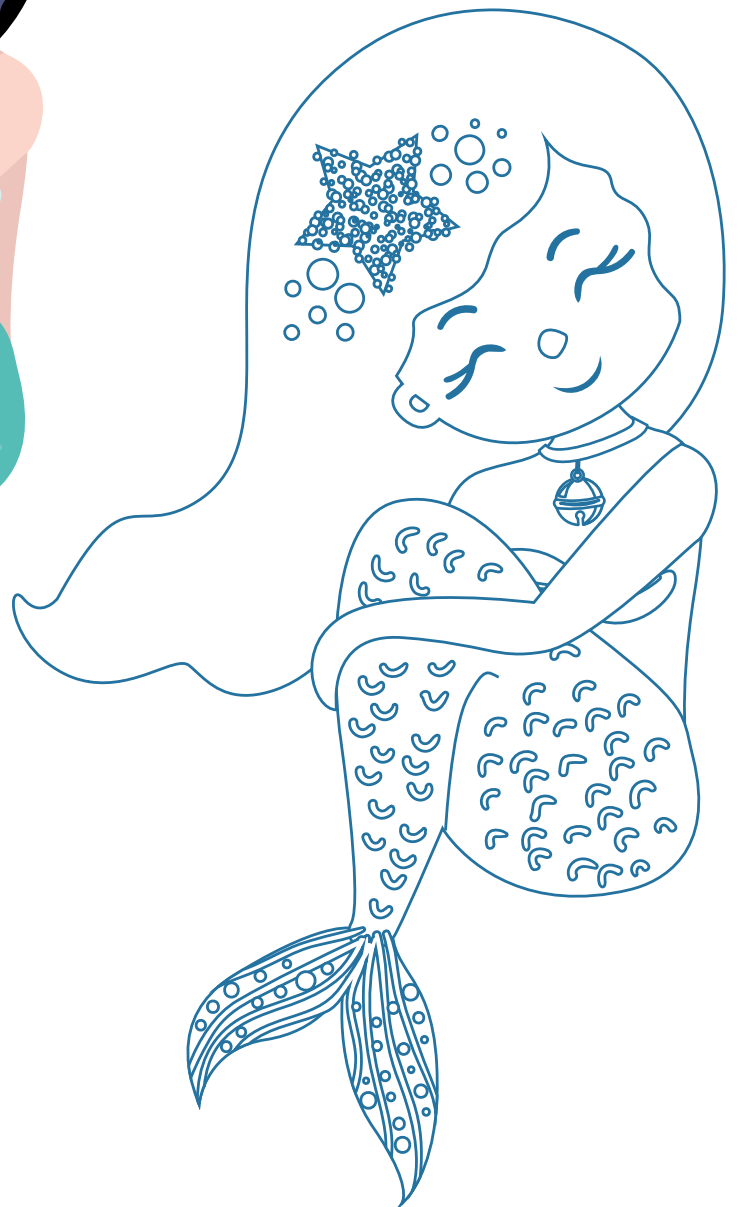
Maybe Sue and Joe from the new recycling plant All Waste Ltd. know something about it? They are the richest family in town... Will Ariel be able to explain what is going on underwater? Will Eric believe her when she tells him she is really a mermaid? Are Joe and Sue recycling properly?

Join us in this modern adaptation of the beloved classic, we invite you to reflect on how much plastic we use in our daily life and we will talk about what we can still do to save our oceans and to take care of our planet.



# BASICS OF THE PLAY: Flashcards

ARIEL



# BASICS OF THE PLAY: Flashcards

ERIC



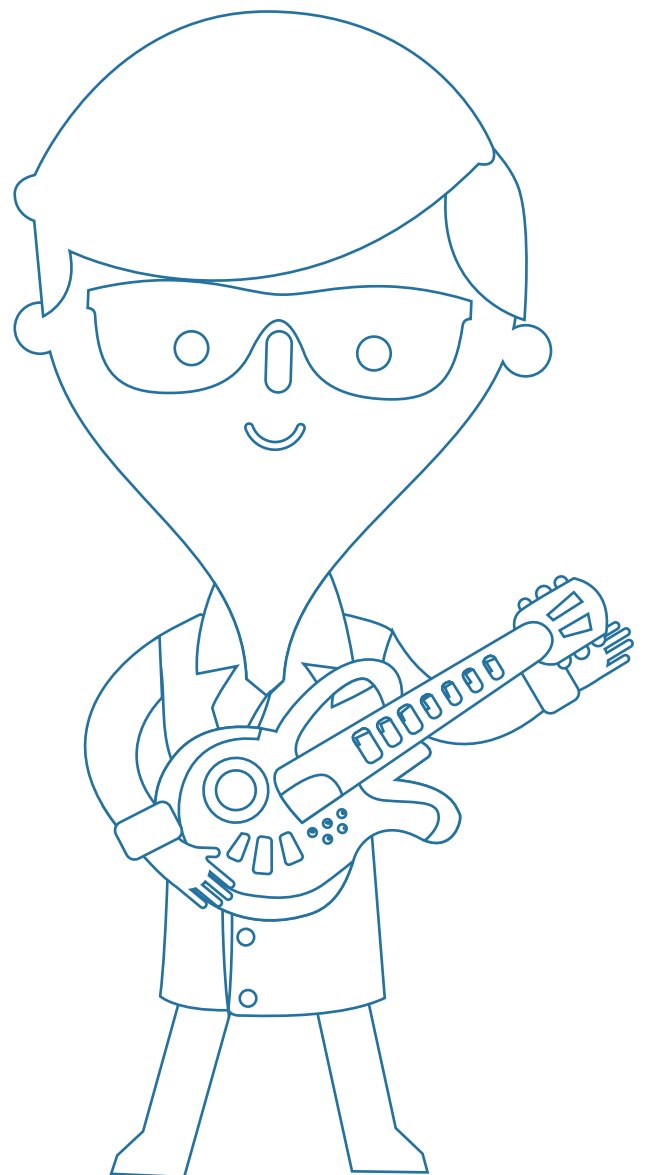
# BASICS OF THE PLAY: Flashcards

## ÚRSULA



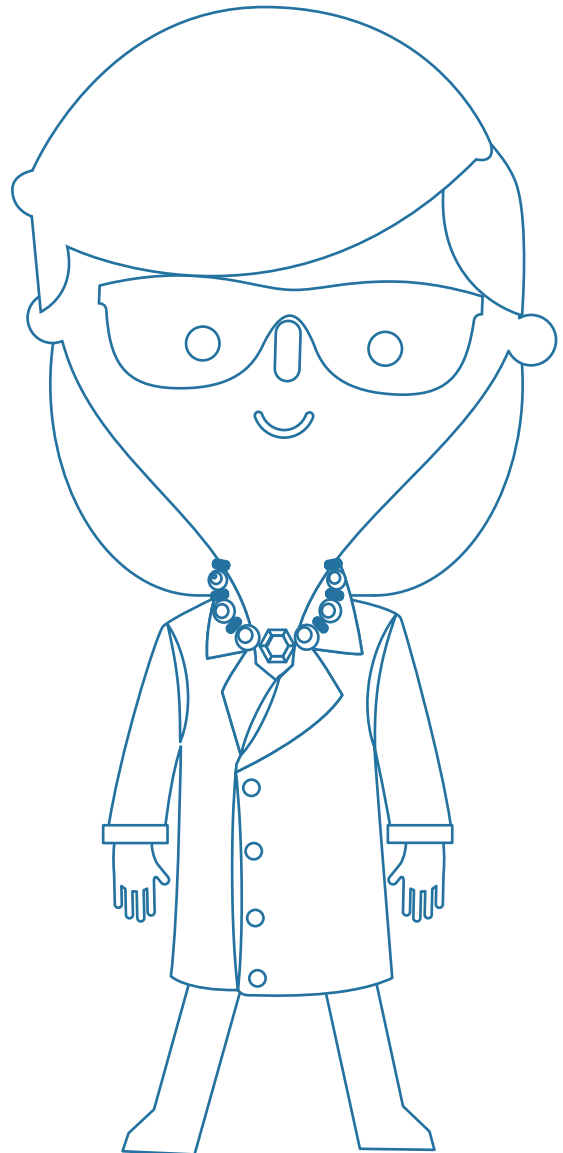
# BASICS OF THE PLAY: Flashcards

JOE



# BASICS OF THE PLAY: Flashcards

SUE



# BASICS OF THE PLAY: Flashcards

## THE OCEAN



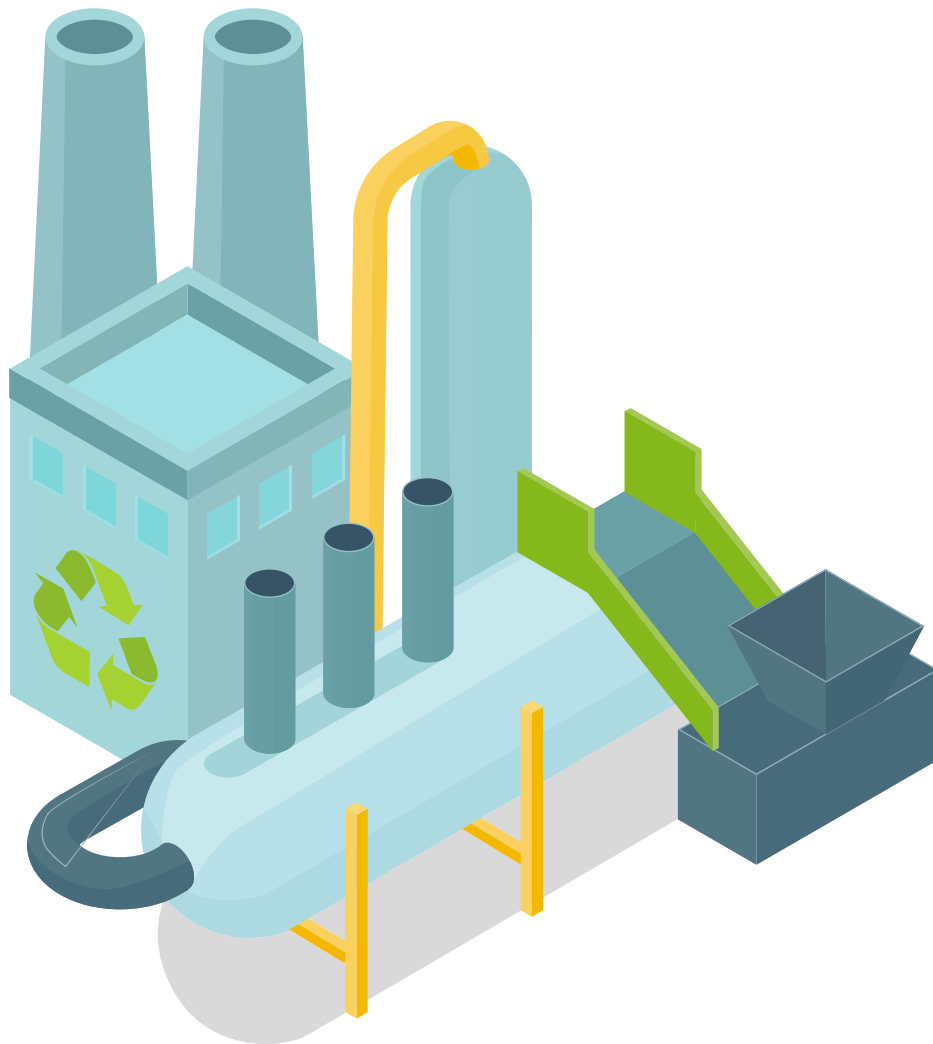
# BASICS OF THE PLAY: Flashcards

## PORT



# BASICS OF THE PLAY: Flashcards

## RECYCLING PLANT

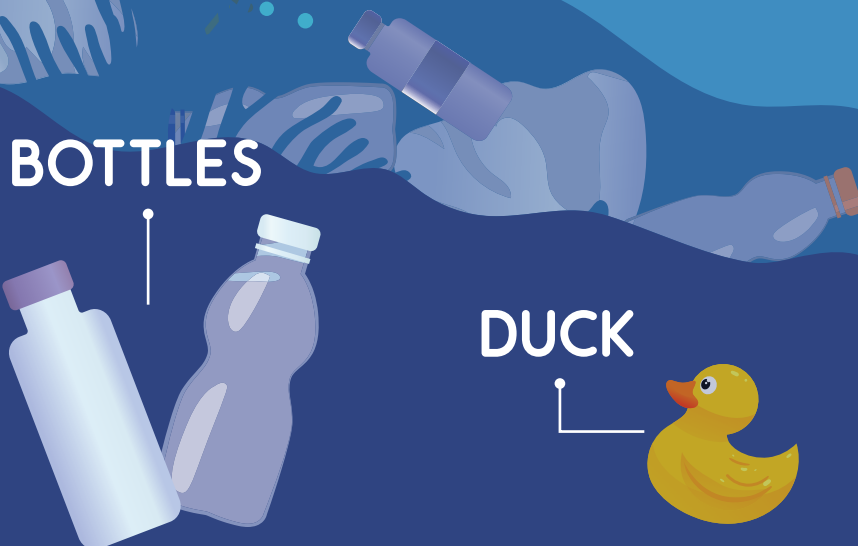
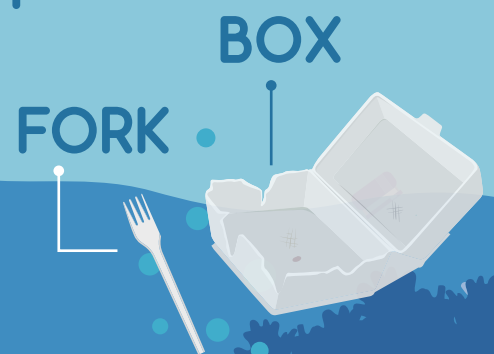
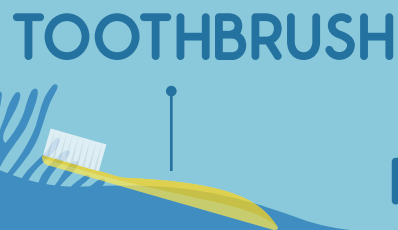


# BASICS OF THE PLAY: Flashcards

## MESSAGE IN A BOTTLE



# BASICS OF THE PLAY: Flashcards



### THE STORY

Read together and discuss.

Ariel is a mermaid and she lives under the sea. She likes collecting precious objects from the world beyond the sea. Every year more and more objects arrive from the outside world, so much so that some days it's hard to breathe underwater... There is PLASTIC everywhere!

Ariel decides to investigate what is going on but the legend says that when you go near the land a giant net will take you away. Only Ursula, the sea witch, can give her legs. Luckily, Ariel finds an old book with a spell to talk to Ursula but she will only give her legs in exchange for her precious voice.

Meanwhile, in the little town, there is Eric, a young fisherman who is very worried because every week he catches less and less fish in his nets and instead all he catches is PLASTIC! He always takes the plastic to Sue and Joe's recycling plant All Waste Ltd. but something smells fishy to him... Ever since the recycling plant started, more and more plastic is found in the ocean...

After much thinking, Ariel decides to exchange her voice for a new pair of legs and is able to walk around the port for the first time. She is ready to explain how all this plastic is killing plants and animals that live underwater to everyone but Ursula has her voice! Fortunately, she finds Eric and he gives her a whiteboard, a pen, and a bell. Together they will teach everyone in town how to use less plastic and recycle better but when she tells Eric that she is really a mermaid he gets very upset and leaves her all alone.

Ursula sends a letter to Sue and Joe to tell them about Ariel's plan: Ariel wants to ask people to reduce, reuse and recycle plastics. Sue and Joe want to throw plastics in the water and get richer and richer. So they find Ariel alone and they take her to a basement and without a voice of her own...

Will Ariel be able to escape from the recycling plant and make her voice be heard?  
Will Eric believe that mermaids exist and help her new friend?  
Will Ursula become the singer she always wanted to be?  
Will Sue and Joe be able to continue their evil plan to get richer and richer?

### ACTIVITY 1: TRUE / FALSE

Check your knowledge! Are these sentences True or False?

- ☐ The story is based on the classic Little Red Riding Hood.
- ☐ Ariel and Eric are worried about the weather.
- ☐ Ursula, the sea witch, can help Ariel.
- ☐ Joe and Sue have a lot of money.
- ☐ There is a lot of plastic in our oceans and seas.
- ☐ Recycling properly is good for the planet.



### SYNOPSIS+

Read together and discuss.

Ariel is a mermaid and she  (to live) under the sea. She likes collecting precious objects from the world beyond the sea. Every year more and more objects arrive from the outside world, so much so that some days it's hard to breathe underwater... There is PLASTIC everywhere!

Ariel decides to investigate what is going on but the legend  (to say) that when you go near the land a giant net will take you away. Only Ursula, the sea witch, can  (to give) her legs. Luckily, Ariel  (to find) an old book with a spell to talk to Ursula but she will only give her legs in exchange for her precious voice.

Meanwhile, in the little town, there is Eric, a young fisherman who is very worried because every week he  (to catch) less and less fish in his nets and instead all he catches is PLASTIC! He always  (to take) the plastic to Sue and Joe's recycling plant All Waste Ltd. but something  (to smell) fishy to him... Ever since the recycling plant started, more and more plastic is found in the ocean...

After much thinking, Ariel  (to decide) to exchange her voice for a new pair of legs and is able to walk around the port for the first time. She  (to be) ready to explain how all this plastic is killing plants and animals that live underwater to everyone but Ursula  (to have) her voice! Fortunately, she finds Eric and he  (to give) her a whiteboard, a pen, and a bell. Together they will teach everyone in town how to use less plastic and recycle better but when she  (to tell) Eric that she is really a mermaid he gets very upset and leaves her all alone.

Ursula  (to send) a letter to Sue and Joe to tell them about Ariel's plan: Ariel  (to want) to ask people to reduce, reuse and recycle plastics. Sue and Joe  (to want) to throw plastics in the water and get richer and richer. So they  (to find) Ariel alone and they take her to a basement and without a voice of her own...

Will Ariel be able to escape from the recycling plant and make her voice be heard?

Will Eric believe that mermaids exist and help her new friend?

Will Ursula become the singer she always wanted to be?

Will Sue and Joe be able to continue their evil plan to get richer and richer?

### ACTIVITY 1: TRUE / FALSE

Check your knowledge! Are these sentences True or False?

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- ☐ Ursula, the sea witch, can help Ariel.
- ☐ Joe and Sue have a lot of money.
- ☐ There is a lot of plastic in our oceans and seas.
- ☐ Recycling properly is good for the planet.



### SAY NO TO PLASTIC!

Listen to the song and fill in the gaps. Sing

BOTTLES • AROUND • CLOTH • DIFFERENCE • TRASH  
REFUSE • BAGS • REDUCE • NATURE • WRAPS

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

IF YOU LOOK \_\_\_\_\_  
THERE IS PLASTIC EVERYWHERE  
PLASTIC \_\_\_\_\_, PLASTIC \_\_\_\_\_.  
PLASTIC \_\_\_\_\_ AND PLASTIC \_\_\_\_\_.

BUT WHAT CAN WE DO?  
WHAT CAN WE DO?

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

NO, NO, NO!  
NO, NO, NO!  
NO, NO, NO!  
NO, NO, NO!

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

\_\_\_\_\_, SAY NO TO PLASTIC BAGS.  
REUSE, USE YOUR OWN \_\_\_\_\_ BAGS.  
\_\_\_\_\_, SAY NO TO PLASTIC \_\_\_\_\_.  
TOGETHER WE CAN STOP IT!  
WE CAN MAKE A \_\_\_\_\_!

\_\_\_\_\_, SAY NO TO \_\_\_\_\_ BAGS.  
REUSE, USE YOUR OWN CLOTH BAGS.  
\_\_\_\_\_, SAY NO TO PLASTIC \_\_\_\_\_.  
TOGETHER WE CAN STOP IT!  
WE CAN MAKE A DIFFERENCE!

REFUSE, REUSE, REDUCE, YEAH!  
REFUSE, REUSE, REDUCE, OH YEAH!  
REFUSE, REUSE, REDUCE, YEAH!  
MORE \_\_\_\_\_, LESS PLASTIC,  
SAY NO, NO, NO TO PLASTIC!

REFUSE, REUSE, REDUCE, YEAH!  
REFUSE, REUSE, REDUCE, OH YEAH!  
REFUSE, REUSE, REDUCE, YEAH!  
MORE NATURE, LESS PLASTIC,  
SAY NO, NO, NO TO PLASTIC!

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

NO, NO, NO!  
NO, NO, NO!  
NO, NO, NO!  
NO, NO, NO!

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!



REFUSE, REUSE,  
REDUCE

+ NATURE  
- PLASTIC

#### EXTRA!

Get in groups and make  
your own sign to save  
the planet and bring it  
to the show!

### THE CHARACTERS

Listen and read and match the character with the description.  
Write the name.



Hello there!  
I like to walk along the beach and I love to swim deep in the ocean but all I can see is Plastic and no fish or seaweed!  
We need to work together to help my home! I mean... the oceans!!  
I have long hair and a tail, I mean legs! I have legs!!  
My name is \_ \_ \_ \_ \_.

Hi,  
I'm \_ \_ \_ and this is my brother \_ \_ \_.  
We don't have much time, dear. We have a business to run and money to spend. If you have any plastic waste you need to take it to All Waste Inc. and we will make it disappear!

Who called me here!?  
Oh! Hello students...  
Would you like all of your dreams to come true? Then you called the right Sea Witch!  
My name is \_ \_ \_ \_ \_.  
How may I help you?

Howdy! My names is \_ \_ \_ \_ and I live on a boat! I love to sail and to fish. That's why I am wearing an orange overall and rubber boots.  
Don't tell anyone but the other day, when I was fishing, I saw a girl in the middle of the ocean!  
I think I saw a mermaid...

### THE CHARACTERS+

listen, read and match.

**Name: Eric Prince**

**Birthday: February 28**

Everyday I wake up at 2 in the morning and I walk to the port. Then, I go sailing with my boat and I throw my nets in the water. I have breakfast at 3.30 in the boat and I start working. Fishing is exhausting so I sometimes take a break and have a snack.

When I pull my nets onto the boat I have to separate the plastic waste from the fish. I put the fish in a fridge and the plastic in a bag.

I sail back to the port at 7 o'clock. Then, I open my market stand and I sell the fish. At one o'clock I close the stand and I have lunch.

After lunch, I go to the recycling plant and I give them all the plastic that I have caught. Hopefully, they can recycle it and turn it into something new and useful. I feel like I am keeping our planet clean.

After work, I usually go to the beach and surf with my friends. I also love reading and exercising. I have dinner at five o'clock and then I relax before bed. I go to sleep at seven o'clock in the evening.



Now, write about you. What do you do to keep our planet clean?

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# KEEP LEARNING

## WORKSHEET 4

### WHAT I SEE

Listen and fill in the gaps with the correct word.

SODA CANS • WRAPS • TUNA CANS • BAG • BOTTLES • CUPS • STRAWS •  
RINGS • FORK • LID • LUNCH BOXES • DUCK

I WAKE UP EVERY MORNING.  
I LIVE UNDER THE SEA.  
I DON'T NEED A SHOWER,  
'CAUSE I'M UNDER WATER.

I HAVE MY BREAKFAST EARLY,  
TODAY A SEAWEED SALAD.  
I SAY HELLO TO MY FRIENDS,  
BUT WHY DO THEY LOOK SO SAD?  
LET ME SEE, LET ME SEE...  
BUT WHY IS EVERYTHING SO DARK?

WHAT I SEE,  
THE OCEAN WITH NO LIGHT.  
WHAT I SEE,  
NOBODY CAN BREATHE.  
ALL THIS PLASTIC,  
WHAT DOES IT MEAN?

Spoken break

ALL I SEE IS PLASTIC:

A PLASTIC \_\_\_\_,  
PLASTIC \_\_\_\_\_,  
PLASTIC \_\_\_\_\_  
AND \_\_\_\_\_.

A PLASTIC \_\_\_\_,  
PLASTIC \_\_\_\_\_,  
PLASTIC \_\_\_\_\_  
OR MANY \_\_\_\_\_.

PLASTIC HERE,  
PLASTIC THERE,  
ALL THIS PLASTIC EVERYWHERE!

A PLASTIC \_\_\_\_,  
PLASTIC \_\_\_\_\_,  
LUNCH \_\_\_\_\_  
OR \_\_\_\_\_.

PLASTIC HERE,  
PLASTIC THERE,  
ALL THIS PLASTIC EVERYWHERE!

WHAT I SEE,  
THE OCEAN WITH NO LIGHT.  
WHAT I SEE,  
NOBODY CAN BREATHE.  
ALL THIS PLASTIC,  
WHAT DOES IT MEAN?

WHAT I SEE,  
THE OCEAN WITH NO LIGHT.  
WHAT I SEE,  
NOBODY CAN BREATHE.  
ALL THIS PLASTIC,  
WHAT DOES IT MEAN?  
ALL THIS PLASTIC,  
WHAT DOES IT MEAN?



## WHAT I SEE+

Find the word for each description.

SODA CANS • WRAPS • TUNA CANS • BAG • BOTTLES • CUPS • STRAWS • RINGS • FORK • LID • LUNCH BOXES • DUCK

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| T | U | N | A | C | A | N | S | I | U | G | K | B | V | A |
| N | B | Z | H | Z | E | C | S | Q | X | C | T | A | Q | L |
| M | L | E | F | J | D | S | F | O | U | L | Z | G | L | D |
| C | T | I | G | R | T | D | I | D | D | Z | K | H | W | S |
| B | K | E | D | R | Z | W | L | H | E | A | Z | J | E | P |
| O | C | Q | A | F | O | R | K | I | B | T | C | X | P | U |
| T | Z | W | W | K | J | L | J | P | L | X | O | A | K | C |
| T | S | N | R | F | R | G | X | L | S | B | I | N | N | S |
| L | O | T | E | H | K | T | T | W | H | G | V | B | H | S |
| E | S | P | A | R | W | F | G | C | U | K | N | H | G | M |
| S | O | I | P | D | V | F | N | K | R | L | T | I | Q | O |
| F | R | U | R | L | M | U | V | K | Y | W | I | G | R | O |
| A | D | D | H | R | L | U | Q | U | V | S | U | R | G | I |
| T | R | V | L | J | J | J | A | Z | T | U | E | P | U | C |
| H | K | D | C | N | G | G | C | M | O | W | Z | G | P | H |



We use it to keep things from coming out of a container.

They go around sandwiches.

We keep liquids like water or soda inside.

We use them to keep fish fresh.

Every time you buy something, you get one.

They can keep 6 soda cans together.

They are perfect to drink coffee, soda or water.

Tubes we use to drink cold drinks with.

It quacks! It can fly and swim.

Babies use their hands to eat because they don't know how to use it.

They have a lid and can be different shapes. We put important things inside.

## IT'S A PLASTIC LIFE

Listen and complete the song. Sing.

RICH • MUSSELS • CRABS • FISH • HAPPY • SEA TURTLES • WASTE  
OYSTERS • SEA

IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE.  
WE KNOW WE ARE BAD,  
BUT WHAT CAN WE DO?  
IT'S A PLA, PLA, PLASTIC LIFE!

WE KILL \_\_\_\_  
AND \_\_\_\_\_.  
WHAT CAN WE DO?  
WHAT CAN WE DO?

WE KILL \_\_\_\_\_,  
AND \_\_\_\_\_.  
BUT WHAT CAN WE DO?  
WE ARE MONSTERS!

WE THROW YOUR \_\_\_\_\_  
INTO THE \_\_\_\_\_.  
IT'S OUR SECRET,  
NOBODY CAN SEE.

WE THROW YOUR \_\_\_\_\_  
INTO THE \_\_\_\_\_.  
IT'S OUR SECRET,  
NOBODY CAN SEE.

BECAUSE,  
IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE.  
WE KNOW WE ARE BAD,  
BUT WHAT CAN WE DO?  
IT'S A PLA, PLA, PLASTIC LIFE!  
Now it's time to improvise!

PLA, PLA, PLA... PLASTIC  
PLA, PLA... PLASTIC  
PLA, PLA... PLASTIC  
PLA, PLA, PLA... PLASTIC  
PLASTIIIIIC!

WELL, WELL, WELL  
IT'S A PLASTIC LIFE  
AND WE ARE \_\_\_\_\_,  
WITH YOUR PLASTIC LIFE.

MAKE US \_\_\_\_\_  
WITH YOUR PLASTIC LIFE,  
AND THROW YOUR WASTE  
ANYTIME,  
ANYTIME!

P-L-A-S-T-I-C, PLASTIC!

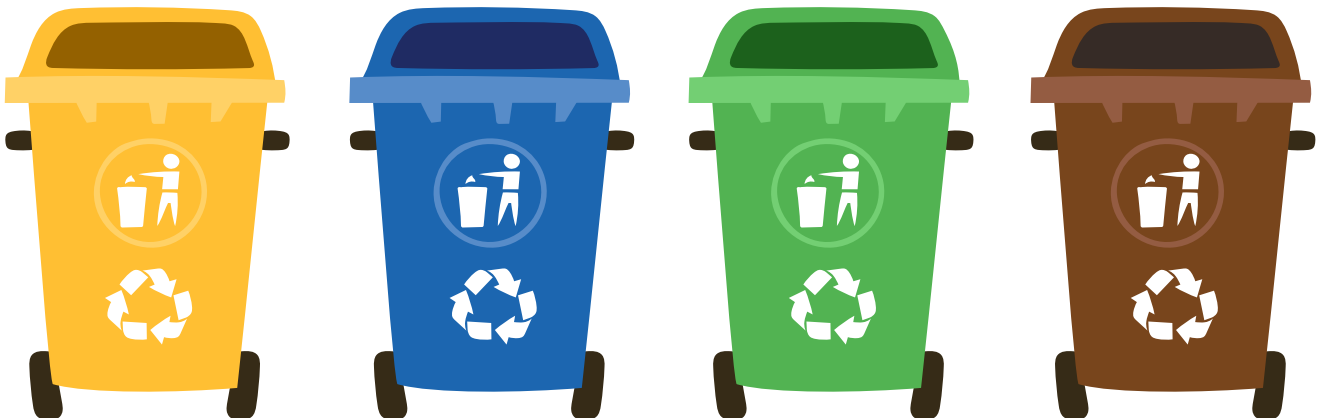
IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE.  
WE KNOW WE ARE BAD,  
BUT WHAT CAN WE DO?  
IT'S A PLA, PLA, PLASTIC LIFE!

IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE!



### IT'S A PLASTIC LIFE+

Do you know how to recycle? Match each object to its correct bin.



## FINALLY MINE

Listen carefully and write the verbs in the correct tense.

I USED TO SING AT MY SCHOOL  
I WAS THE BEST, I WAS THE BEST  
BUT MY TEACHER

\_\_\_\_\_ (TO NOT LIKE) IT!  
AND HE \_\_\_\_\_ (TO KICK) ME OUT,  
HE \_\_\_\_\_ (TO KICK) ME OUT!

I USED TO SING IN A CHOIR  
I WAS NOT BAD, I WAS NOT BAD  
BUT THEY \_\_\_\_\_ (TO ASK) ME TO LEAVE.  
AND I WAS SO SAD, I WAS SO SAD.

WHEN YOU HAVE MY VOICE, LIFE IS TOUGH.

I USED TO SING IN THE SHOWER  
WASH AND SING, WASH AND SING  
BUT MY NEIGHBOURS DIDN'T LIKE MY SONGS  
I DON'T KNOW WHY, I DON'T KNOW WHY,

I USED TO SING FOR MY FRIENDS  
LOUD AND CLEAR, LOUD AND CLEAR  
BUT WHEN I \_\_\_\_\_ (TO CLOSE) MY EYES  
THEY \_\_\_\_\_ (TO RUN) AWAY,  
THEY \_\_\_\_\_ (TO RUN) AWAY!

WHEN YOU HAVE MY VOICE, LIFE IS TOUGH.

BUT NOW, YOU SEE,  
WITH ARIEL'S VOICE  
EVERYTHING IS DIFFERENT...  
LOOK AT ME NOW,  
THIS BEAUTIFUL VOICE.  
YOU DON'T HAVE A CHOICE,  
LISTEN TO MY VOICE!  
(X2)

AT MY SCHOOL  
IN THE CHOIR  
IN THE SHOWER  
EVERYWHERE  
EVERYBODY WANTS TO HEAR MY VOICE

I KNOW, I KNOW  
IT \_\_\_\_\_ (TO NOT BE) MINE,  
BUT NOW YOU KNOW  
IT IS ALL MINE

LOOK AT ME NOW,  
THIS BEAUTIFUL VOICE.  
YOU DON'T HAVE A CHOICE,  
LISTEN TO MY VOICE!  
(X2)

### EXTRA!

When she was a little girl, Ursula used to sing everywhere!  
What did you use to do when you were little?

Write three sentences using "When I was little, I used to..." and share it with your class.



## YOUR DESTINY

Listen and put the song in the correct order.

YOU HAVE TO SAVE US  
THIS IS YOUR DESTINY  
YOU HAVE TO HELP US  
THIS IS YOUR DESTINY

YOU HAVE TO RUN FROM HERE  
THAT IS WHAT YOU NEED  
YOU MUST SHOW THEM THE  
TRUTH  
MAKE THEM BELIEVE

PLEASE, ARIEL, COME HERE  
YOU HAVE TO LISTEN TO ME NOW  
PLEASE, ARIEL, YOU SHOULD SEE  
THAT NOW IS YOUR  
OPPORTUNITY

YOU SHOULD GO NOW,  
YOU SHOULD GO.  
  
BECAUSE IT'S YOUR DESTINY,  
YOUR DESTINY.

THINKING WHAT'S BEST FOR  
THE SEA.  
DOING WHAT'S BEST FOR OUR  
WORLD.

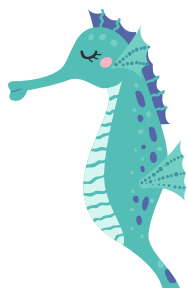
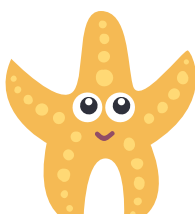
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THIS IS YOUR DESTINY  
YOU HAVE TO HELP US  
THIS IS YOUR DESTINY

THINKING WHAT'S BEST FOR  
THE SEA.  
DOING WHAT'S BEST FOR OUR  
WORLD.

YOU MUST HIDE FROM THEM  
THEY ARE HERE BEHIND THE  
DOOR.  
YOU SHOULD GIVE ME YOUR  
JINGLE BELL  
IF I NEED YOU, YOU WILL KNOW.

AND NOW IS TIME TO GO.  
Please Ariel,  
NOW IS TIME TO GO.

IN MY BAG, YOU CAN FIND YOUR  
WHITEBOARD  
YOU CAN'T TALK, BUT YOU CAN WRITE  
DON'T BE AFRAID, NOT ANY MORE  
PLEASE, DON'T BE SAD, I'M ALRIGHT



## YOUR DESTINY+

Listen and put the song in the correct order. Fill in the gaps with the modal verbs SHOULD, MUST or HAVE TO.

YOU \_\_\_\_ TO SAVE US  
THIS IS YOUR DESTINY  
YOU \_\_\_\_ TO HELP US  
THIS IS YOUR DESTINY

YOU \_\_\_\_ TO RUN FROM HERE  
THAT IS WHAT YOU NEED  
YOU \_\_\_\_ SHOW THEM THE  
TRUTH  
MAKE THEM BELIEVE

PLEASE, ARIEL, COME HERE  
YOU \_\_\_\_ TO LISTEN TO ME NOW  
PLEASE, ARIEL, YOU \_\_\_\_ SEE  
THAT NOW IS YOUR  
OPPORTUNITY

YOU \_\_\_\_ GO NOW,  
YOU \_\_\_\_ GO.  
  
BECAUSE IT'S YOUR DESTINY,  
YOUR DESTINY.

THINKING WHAT'S BEST FOR  
THE SEA.  
DOING WHAT'S BEST FOR OUR  
WORLD.

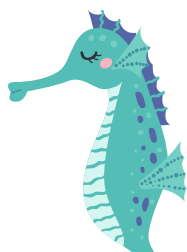
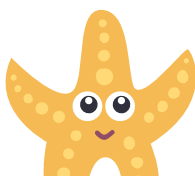
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THIS IS YOUR DESTINY  
YOU \_\_\_\_ TO HELP US  
THIS IS YOUR DESTINY

THINKING WHAT'S BEST FOR  
THE SEA.  
DOING WHAT'S BEST FOR OUR  
WORLD.

YOU \_\_\_\_ HIDE FROM THEM  
THEY ARE HERE BEHIND THE  
DOOR.  
YOU \_\_\_\_ GIVE ME YOUR  
JINGLE BELL  
IF I NEED YOU, YOU WILL KNOW.

AND NOW IS TIME TO GO.  
Please Ariel,  
NOW IS TIME TO GO.

IN MY BAG, YOU CAN FIND YOUR  
WHITEBOARD  
YOU CAN'T TALK, BUT YOU CAN WRITE  
DON'T BE AFRAID, NOT ANY MORE  
PLEASE, DON'T BE SAD, I'M ALRIGHT



We use **should, must and have** to give personal advice to someone or to talk about obligations, things that are necessary to do.

We use  to give personal advice.

We use  for more personal opinions about what is necessary to do.

We use  for rules that need to be followed.

I believe everyone  separate their waste and recycle it.

Your dentist told you, you  brush your teeth three times a day.

Ariel  give her voice in exchange for her legs.

I think you  put on sunscreen every time you go to the beach.

You  walk when the traffic light is green.

When you buy something, you  pay for it.

My mom says I  have a shower every day.

# THE BIG CHALLENGE

## WORKSHEET 8

### IS IT A PLASTIC LIFE? REDUCE!

There is a lot of plastic in our seas and oceans. Some people think that water will make things disappear but the truth is that anything we throw into the oceans, seas, lakes or rivers will affect its ecosystem. More and more often there are reports about animals found with plastics in their bodies. Some animals mistake plastics for food and others get trapped in the plastic.

We can find plastic things everywhere and a lot of these plastics are single-use plastics. This means that once it is used you throw it away! There are also micro plastics: they are so tiny you need a microscope to see them. Some of these tiny plastics are found in shampoo or creams.

But wait! If we throw a plastic fork in the regular bin instead of recycling it, or we leave it on the floor, it will take about 200 years for this fork to disappear!

Fortunately, more and more people are trying to change their daily routines in order to use less plastic. For example, we can use cloth bags instead of plastic bags when we go shopping.

Here is some advice from the WWF (World Wide Fund for Nature).

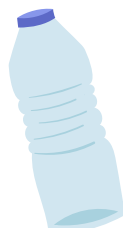
- Choose, when possible, products made of biodegradable or recycled materials like wooden hair combs, cloth bags, ceramic plates or glass bottles.
- Avoid single-use plastics like straws or shopping bags.
- Buy food that is not wrapped in plastic.
- Talk to the shops in your neighborhood to reduce the use of plastic.
- Be responsible by throwing plastics in the right bin.

Now, think about what you use at home or at school instead of plastics and write some sentences. Share them with your classmates.

Here are some things we can REDUCE:



PLASTIC STRAWS



PLASTIC BOTTLES



PLASTIC CUPS



TIN FOIL



PLASTIC WRAPS



PLASTIC FORKS



TUNA OR SODA CANS

Can you come up with alternatives for all these one-use plastics?

EX: I can use **cloth bags** instead of **plastic bags**.

I can use \_\_\_\_\_ instead of \_\_\_\_\_

.....

.....

.....

.....

.....

.....

.....

.....

.....

## OUR SEA

Read the paragraphs, choose a title and order.  
Write your own title for this article.

OUR SEA IS IN DANGER  
WHAT IS PLASTIC?  
IT'S A TRAP!  
WHO EATS PLASTIC?  
SOME GOOD NEWS

**TITLE:**

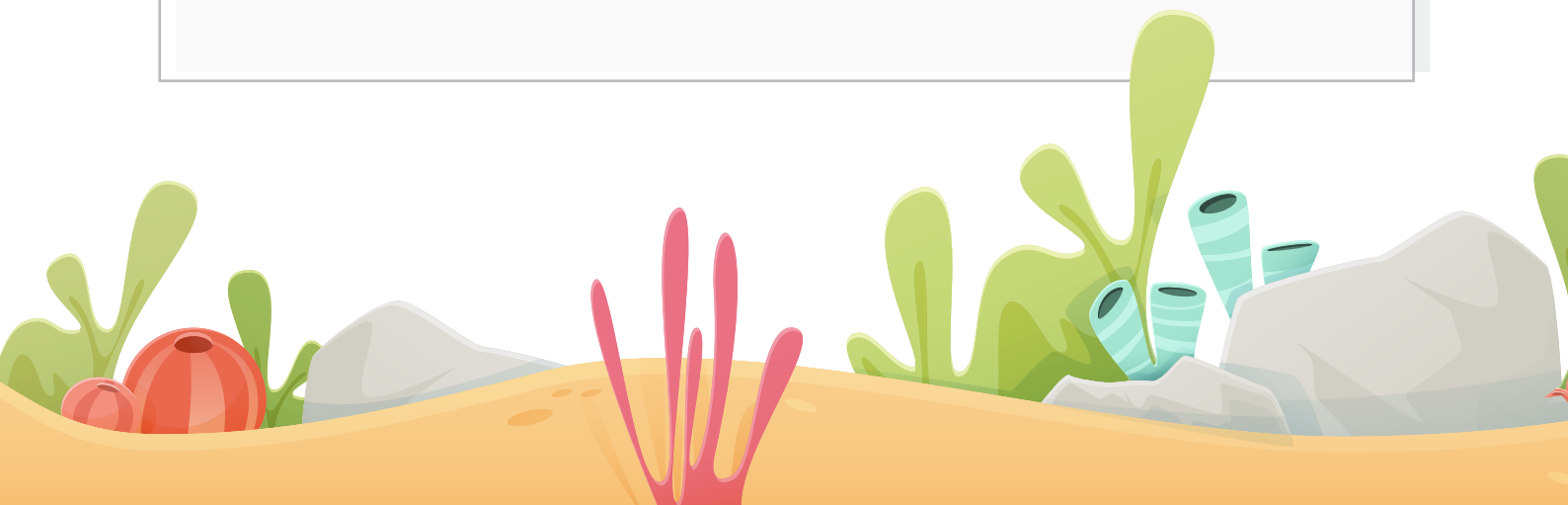
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.....

There are over 150 million tonnes of plastics in the oceans today. The Mediterranean Sea is one of the seas with the most plastic pollution in the world. Plastics are 95% of the waste in the sea and on beaches. This waste comes mainly from Turkey and Spain, followed by Italy, Egypt and France. This is happening because of bad plastic waste management. For every 10 plastics we throw away, only 3 are recycled properly.

.....

The Mediterranean Sea is turning into a dangerous plastic trap. Large plastic pieces are dangerous for animals such as sea turtles. But microplastics, very small pieces of plastic, are the biggest problem. When animals eat them it is bad for their health.

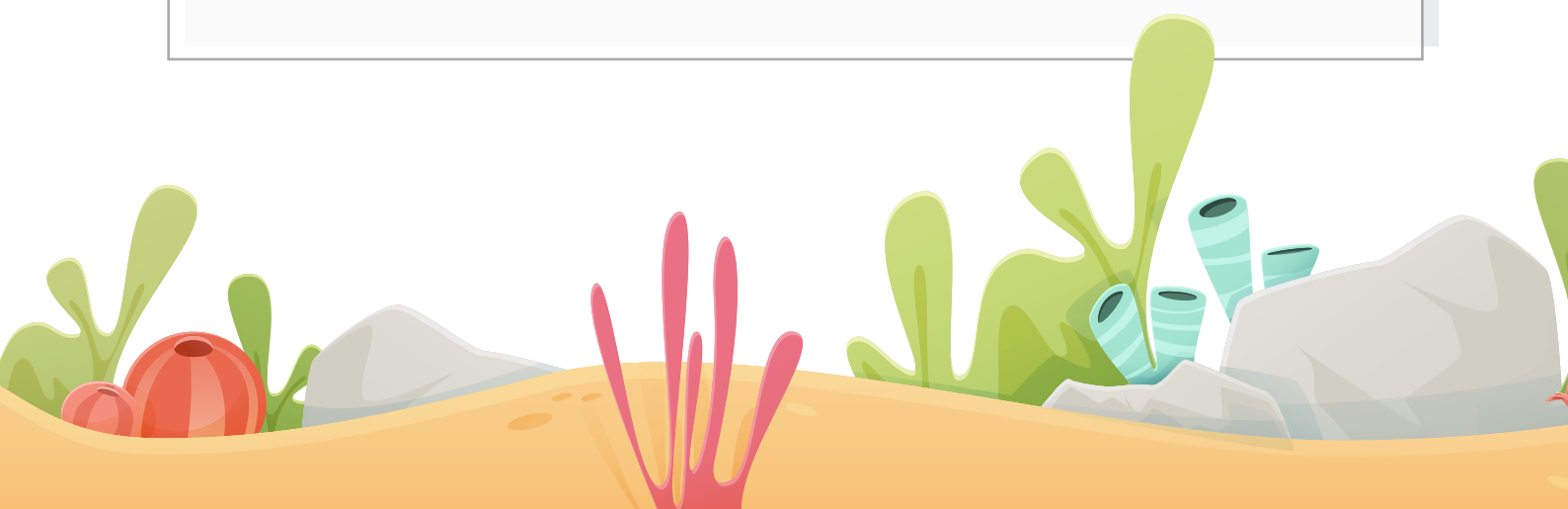


## THE BIG CHALLENGE

Fortunately, it is possible to clean up and protect the Mediterranean Sea from plastics. We can say no to single-use plastics and put them in the right bin to avoid polluting the environment. We can choose reusable products like: a wooden hairbrush or cloth bags, glass bottles or cotton napkins. We can say no to using plastic straws, shopping bags, water bottles or one-use pens. We can use glass containers for lunch. We choose to buy food that is not wrapped in plastic. We can talk with shops and supermarkets in our neighborhoods to reduce plastics, and recycle better. Are you ready for the change?

Most plastics come from oil and other fossil materials. Plastic is used because it is durable, but this also makes it very dangerous: they remain in the environment for hundreds or thousands of years. For example: it takes 20 years for a bag, 50 years for a plastic cup and up to 600 years for a fishing line.

So far, scientists have discovered 134 species of animals that are eating plastics, including 60 species of fish, all 3 species of sea turtle, 9 species of seabird and 5 species of whales and dolphins. Today, 90% of the world's seabirds have fragments of plastic in their stomach; by 2050 this number may rise to 99% if action is not taken to reduce the plastics in the sea.



## GRETA

Read and complete the profile.

Greta Thunberg was born in Stockholm, Sweden, in 2003. When she was eight, she started learning about climate change. The more she learned, the more she questioned why so little is being done about it.

When she was 11 years old, Greta became so sad about climate change that she stopped speaking for days! Then, she decided to become an environmental activist. Greta has Asperger syndrome, a condition that affects how people socialise. But Greta calls it her "superpower"! She says it helps her see the world in black and white, and that there are "no grey areas when it comes to climate change."

In August 2018, Greta decided to do something about it. Instead of going to school, she made a large sign that read 'SCHOOL STRIKE FOR CLIMATE', and sat down outside the Swedish parliament to make people talk about and act to stop global warming. Soon enough, a lot of students from around the world joined her #FridaysforFuture strikes - skipping school on Fridays to protest against climate change. In March 2019, and inspired by Greta, there was the first Global Strike for Climate.

Now, Greta has travelled all over the world to speak out about climate change. She has been part of documentaries and there are many books about her. Whenever she can, she doesn't use planes or cars. She travelled from the UK to the USA on a wind and solar-powered boat and it took 15 days. She's even been nominated for a Nobel Peace Prize!





Name: .....

Age: .....

Problem to solve .....

Name of the movement .....

What did she do?  
.....  
.....

Climate change is a very big problem for everyone in the world but a lot of people are also focused with keeping our waters clean of waste and better recycling.

What are other problems that you think are important? What would you do about it?

.....

.....

.....

.....

.....

.....

.....

.....

### PROJECT REUSE! CREATE A SUSTAINABLE TOY

NAME OF THE GROUP:

.....

NAME OF THE TOY:

.....

PEOPLE IN THE GROUP:

.....

.....

.....



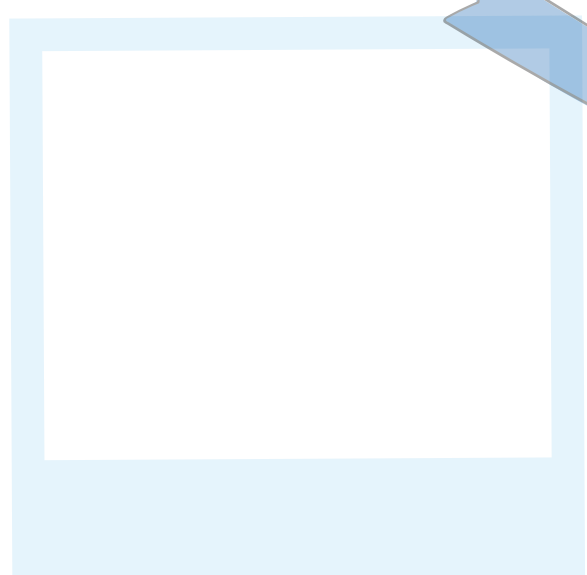
OTHER MATERIALS YOU NEED:



PLASTIC MATERIALS YOU  
WILL USE:



PICTURE OF YOUR IDEA  
INSPIRATION



PICTURE OF YOUR TOY  
FINAL PRODUCT



## WHAT I SEE

I WAKE UP EVERY MORNING.  
I LIVE UNDER THE SEA.  
I DON'T NEED A SHOWER,  
'CAUSE I'M UNDER WATER.

I HAVE MY BREAKFAST EARLY,  
TODAY A SEAWEED SALAD.  
I SAY HELLO TO MY FRIENDS,  
BUT WHY DO THEY LOOK SO SAD?  
LET ME SEE, LET ME SEE...  
BUT WHY IS EVERYTHING SO DARK?

WHAT I SEE,  
THE OCEAN WITH NO LIGHT.  
WHAT I SEE,  
NOBODY CAN BREATHE.  
ALL THIS PLASTIC,  
WHAT DOES IT MEAN?

Spoken break

ALL I SEE IS PLASTIC:

A PLASTIC LID,  
PLASTIC WRAPS,  
PLASTIC BOTTLES  
AND TUNA CANS.

A PLASTIC BAG,  
PLASTIC RINGS,  
PLASTIC CUPS  
OR MANY STRAWS.

PLASTIC HERE,  
PLASTIC THERE,  
ALL THIS PLASTIC EVERYWHERE!

A PLASTIC DUCK,  
PLASTIC FORKS,  
LUNCH BOXES  
OR SODA CANS.

PLASTIC HERE,  
PLASTIC THERE,  
ALL THIS PLASTIC EVERYWHERE!

WHAT I SEE,  
THE OCEAN WITH NO LIGHT.  
WHAT I SEE,  
NOBODY CAN BREATHE.  
ALL THIS PLASTIC,  
WHAT DOES IT MEAN?

WHAT I SEE,  
THE OCEAN WITH NO LIGHT.  
WHAT I SEE,  
NOBODY CAN BREATHE.  
ALL THIS PLASTIC,  
WHAT DOES IT MEAN?  
ALL THIS PLASTIC,  
WHAT DOES IT MEAN?





## 🎵 A PLASTIC LIFE 🎵

IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE.  
WE KNOW WE ARE BAD,  
BUT WHAT CAN WE DO?  
IT'S A PLA, PLA, PLASTIC LIFE!

WE KILL FISH  
AND SEA TURTLES.  
WHAT CAN WE DO?  
WHAT CAN WE DO?

WE KILL MUSSELS, CRABS  
AND OYSTERS.  
BUT WHAT CAN WE DO?  
WE ARE MONSTERS!

WE THROW YOUR WASTE  
INTO THE SEA.  
IT'S OUR SECRET,  
NOBODY CAN SEE.

WE THROW YOUR WASTE  
INTO THE SEA.  
IT'S OUR SECRET,  
NOBODY CAN SEE.

BECAUSE,  
IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE.  
WE KNOW WE ARE BAD,  
BUT WHAT CAN WE DO?  
IT'S A PLA, PLA, PLASTIC LIFE!

Now it's time to improvise!

PLA, PLA, PLA... PLASTIC  
PLA, PLA... PLASTIC  
PLA, PLA... PLASTIC  
PLA, PLA, PLA... PLASTIC  
PLASTIIIIIC!

WELL, WELL, WELL  
IT'S A PLASTIC LIFE  
AND WE ARE RICH,  
WITH YOUR PLASTIC LIFE.

MAKE US HAPPY  
WITH YOUR PLASTIC LIFE,  
AND THROW YOUR WASTE  
ANYTIME,  
ANYTIME!

P-L-A-S-T-I-C, PLASTIC!

IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE.  
WE KNOW WE ARE BAD,  
BUT WHAT CAN WE DO?  
IT'S A PLA, PLA, PLASTIC LIFE!

IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE.  
IT'S A PLA, PLA, PLASTIC LIFE!



P



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## FINALLY MINE



I USED TO SING AT MY SCHOOL  
I WAS THE BEST, I WAS THE BEST  
BUT MY TEACHER DIDN'T LIKE IT!  
AND HE KICKED ME OUT, HE KICKED ME OUT!

I USED TO SING IN A CHOIR  
I WAS NOT BAD, I WAS NOT BAD  
BUT THEY ASKED ME TO LEAVE.  
AND I WAS SO SAD, I WAS SO SAD.

WHEN YOU HAVE MY VOICE, LIFE IS TOUGH.

I USED TO SING IN THE SHOWER  
WASH AND SING, WASH AND SING  
BUT MY NEIGHBOURS DIDN'T LIKE MY SONGS  
I DON'T KNOW WHY, I DON'T KNOW WHY,

I USED TO SING FOR MY FRIENDS  
LOUD AND CLEAR, LOUD AND CLEAR  
BUT WHEN I CLOSED MY EYES  
THEY RAN AWAY, THEY RAN AWAY!

WHEN YOU HAVE MY VOICE, LIFE IS TOUGH.

BUT NOW, YOU SEE,  
WITH ARIEL'S VOICE  
EVERYTHING IS DIFFERENT...

LOOK AT ME NOW,  
THIS BEAUTIFUL VOICE.  
YOU DON'T HAVE A CHOICE,  
LISTEN TO MY VOICE!

LOOK AT ME NOW,  
THIS BEAUTIFUL VOICE.  
YOU DON'T HAVE A CHOICE,  
LISTEN TO MY VOICE!

AT MY SCHOOL  
IN THE CHOIR  
IN THE SHOWER  
EVERYWHERE  
EVERYBODY WANTS TO HEAR MY VOICE

I KNOW, I KNOW  
IT WAS NOT MINE,  
BUT NOW YOU KNOW  
IT IS ALL MINE

LOOK AT ME NOW,  
THIS BEAUTIFUL VOICE.  
YOU DON'T HAVE A CHOICE,  
LISTEN TO MY VOICE!

LOOK AT ME NOW,  
THIS BEAUTIFUL VOICE.  
YOU DON'T HAVE A CHOICE,  
LISTEN TO MY VOICE!





## 🎵 YOUR DESTINY 🎵

PLEASE, ARIEL, COME HERE  
YOU HAVE TO LISTEN TO ME NOW  
PLEASE, ARIEL, YOU SHOULD SEE  
THAT NOW IS YOUR OPPORTUNITY

YOU MUST HIDE FROM THEM  
THEY ARE HERE BEHIND THE DOOR.  
YOU SHOULD GIVE ME YOUR JINGLE BELL  
IF I NEED YOU, YOU WILL KNOW.

YOU HAVE TO SAVE US  
THIS IS YOUR DESTINY  
YOU HAVE TO HELP US  
THIS IS YOUR DESTINY

THINKING WHAT'S BEST FOR THE SEA.  
DOING WHAT'S BEST FOR OUR WORLD.

IN MY BAG, YOU CAN FIND YOUR  
WHITEBOARD  
YOU CAN'T TALK, BUT YOU CAN WRITE  
DON'T BE AFRAID, NOT ANY MORE  
PLEASE, DON'T BE SAD, I'M ALRIGHT

YOU HAVE TO RUN FROM HERE  
THAT IS WHAT YOU NEED  
YOU MUST SHOW THEM THE TRUTH  
MAKE THEM BELIEVE

YOU SHOULD GO NOW,  
YOU SHOULD GO.

BECAUSE IT'S YOUR DESTINY,  
YOUR DESTINY.

YOU HAVE TO SAVE US  
THIS IS YOUR DESTINY  
YOU HAVE TO HELP US  
THIS IS YOUR DESTINY

THINKING WHAT'S BEST FOR THE SEA.  
DOING WHAT'S BEST FOR OUR WORLD.

AND NOW IS TIME TO GO.  
Please Ariel,  
NOW IS TIME TO GO.



# SONG 5



## MUSIC SAY NO TO PLASTIC MUSIC

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

IF YOU LOOK AROUND  
THERE IS PLASTIC EVERYWHERE  
PLASTIC BOTTLES, PLASTIC WRAPS,  
PLASTIC RINGS AND PLASTIC BAGS.  
BUT WHAT CAN WE DO? WHAT CAN WE  
DO?

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

NO, NO, NO!  
NO, NO, NO!  
NO, NO, NO!  
NO, NO, NO!

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

REFUSE, SAY NO TO PLASTIC BAGS.  
REUSE, USE YOUR OWN CLOTH BAGS.  
REDUCE, SAY NO TO PLASTIC TRASH.  
TOGETHER WE CAN STOP IT!  
WE CAN MAKE A DIFFERENCE!

REFUSE, SAY NO TO PLASTIC BAGS.  
REUSE, USE YOUR OWN CLOTH BAGS.  
REDUCE, SAY NO TO PLASTIC TRASH.  
TOGETHER WE CAN STOP IT!  
WE CAN MAKE A DIFFERENCE!

REFUSE, REUSE, REDUCE, YEAH!  
REFUSE, REUSE, REDUCE, OH YEAH!  
REFUSE, REUSE, REDUCE, YEAH!  
MORE NATURE, LESS PLASTIC,  
SAY NO, NO, NO TO PLASTIC!

REFUSE, REUSE, REDUCE, YEAH!  
REFUSE, REUSE, REDUCE, OH YEAH!  
REFUSE, REUSE, REDUCE, YEAH!  
MORE NATURE, LESS PLASTIC,  
SAY NO, NO, NO TO PLASTIC!

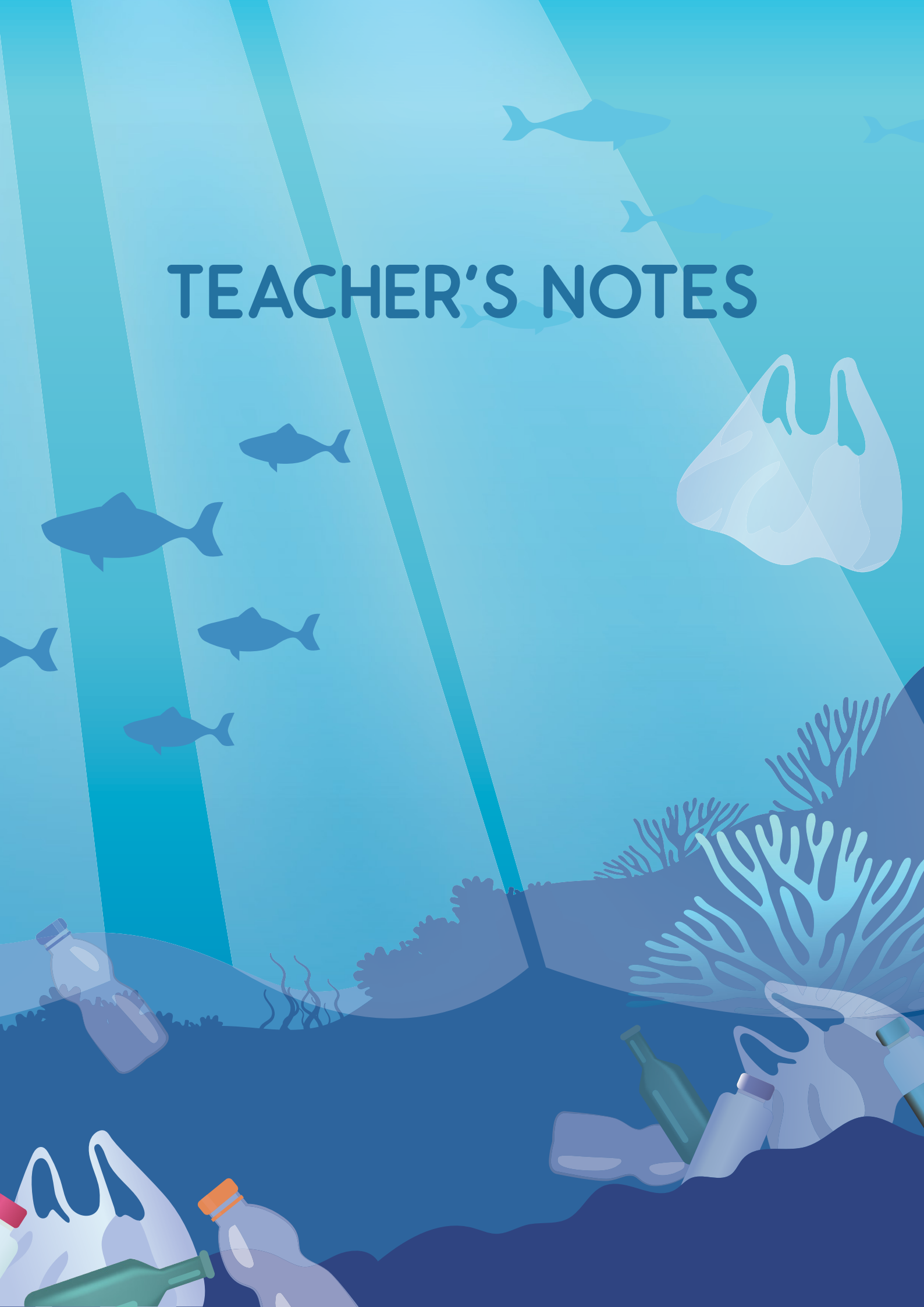
SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!

NO, NO, NO!  
NO, NO, NO!  
NO, NO, NO!  
NO, NO, NO!

SAY NO TO PLASTIC,  
SAY NO TO PLASTIC,  
WHAT CAN YOU DO?  
JUST SAY NO TO PLASTIC!



# TEACHER'S NOTES



# BASICS OF THE PLAY: Teacher's Notes

## WORKSHEET 1. THE STORY



**Skills**

Listening and Reading Comprehension



**Duration**

10 - 20 mins



**Difficulty**

Medium



**Objective**

To learn the key elements of the play



**Steps**

1. Ask students to look at the flashcards and posters to come up with ideas about what the play is about.
2. Read the story aloud and answer the True / False questions.



**Answers**

False, False, True, True, True, True

## WORKSHEET 1: THE STORY +



**Skills**

Reading and Listening Comprehension



**Duration**

15 - 30 mins



**Difficulty**

High



**Objective**

To get your students acquainted with the plot.



**Steps**

To practice present simple third person -s.

1. Use the flashcards to discuss the story with your class to elicit previous knowledge and get students engaged.
2. Hand out the worksheet and ask students to fill in the gaps with the correct verb tense.
3. Read the story aloud and answer the True / False questions.



**Answers**

lives  
says  
give  
finds  
catches  
recycles  
smells  
decides  
is  
has  
gives  
tells  
gets  
leaves  
sends  
wants  
want  
find

False, False, True, True, True, True

# BASICS OF THE PLAY: Teacher's Notes

## WORKSHEET 2: SAY NO TO PLASTIC



**Skills**

Listening and reading



**Duration**

10 - 20 mins



**Difficulty**

Low



**Objective**

To get your students acquainted with the main song of the show.



**Steps**

1. Use the flashcards to talk about the story with your class to elicit previous knowledge to get students engaged.
2. Listen to the song and use the flashcards and the lyrics in order to practice the vocabulary and learn the song.
3. Fill in the gaps with the correct words.



**Answers**

Around, bottles, wraps, rings, bags, refuse, cloth, reduce, trash, difference, refuse, plastic, cloth, reduce, trash, nature.

## WORKSHEET 3: THE CHARACTERS



**Skills**

Reading / Listening comprehension



**Duration**

15 mins



**Difficulty**

Medium



**Objective**

To learn about the main and supporting characters in the play.



**Steps**

1. Read the descriptions and match them with the correct character.
2. Write the character's name in each speech bubble.
3. Read aloud and correct.



**Answers**

My name is ARIEL  
I'm SUE and this is my brother JOE  
My name is URSULA  
Howdy! My name is ERIC

# BASICS OF THE PLAY: Teacher's Notes

## WORKSHEET 3: THE CHARACTERS +



**Skills**

Reading and Writing



**Duration**

30 mins



**Difficulty**

High



**Objective**

To read about daily routines in the present.



**Steps**

To write about each student's own daily routines.

1. Read the text and have students guess which character has these routines.
2. Hand out the worksheet and read together, discuss any vocabulary issues to guarantee understanding.
3. Ask students to brainstorm common routines and write them on the board.
4. Ask students to write short sentences about their own routines.

# KEEP LEARNING: Teacher's Notes

## WORKSHEET 4: WHAT I SEE



**Skills**

Listening comprehension and writing



**Duration**

10 - 20 mins



**Difficulty**

Medium



**Objective**

To learn one of the play's songs and vocabulary from the play.



**Steps**

1. Use the Underwater plastic poster to talk about things that are made of plastic that we use daily.
2. Ask students to listen to the song and listen for these plastic things.
3. Listen to the song and fill in the gaps with the words in the box.
4. Listen again and correct.



**Answers**

A PLASTIC LID,  
PLASTIC WRAPS,  
PLASTIC BOTTLES  
AND TUNA CANS.

A PLASTIC BAG,  
PLASTIC RINGS,  
PLASTIC CUPS  
OR MANY STRAWS.

A PLASTIC DUCK,  
PLASTIC FORKS,  
LUNCH BOXES  
OR SODA CANS.

## WORKSHEET 4: WHAT I SEE +



**Skills**

Reading and Listening



**Duration**

15 - 30 mins



**Difficulty**

Medium



**Objective**

To learn one of the play's songs and vocabulary from the play.



**Steps**

1. Use the Underwater plastic poster to talk about things that are made of plastic that we use daily.
2. Ask students to talk about what do we use each thing for.
3. Hand out the worksheet and listen to the song.
4. Read the definitions and match them with each word in the box.
5. Find the words in the word search.



**Answers**

Lid: We use it to keep things from coming out of a container.

Wraps: They go around sandwiches.

Bottles: We keep liquids like water or soda inside.

Tuna Cans: We use them to keep fish fresh.

Bag: Every time you buy something, you get one.

Rings: They can keep 6 soda cans together.

Cups: They are perfect to drink coffee, soda or water.

Straws: Tubes we use to drink cold drinks with.

Duck: It quacks! It can fly and swim.

Fork: Babies use their hands to eat because they don't know how to use it.

Lunch boxes: They have a lid and can be different shapes. We put important things inside.

Soda cans: They keep the bubbles from flying away.

# KEEP LEARNING: Teacher's Notes

## WORKSHEET 5: IT'S A PLASTIC LIFE



**Skills**

Listening and reading



**Duration**

10 - 15 mins



**Difficulty**

Low



**Objective**

To familiarise students with the vocabulary related to marine life.



**Steps**

1. Show students Sue and Joe's character flashcards and ask them what role they play in the story. Are they the heroes or the villains?
2. Listen to IT'S A PLASTIC LIFE song and fill in the gaps with the words in the box.
3. Correct.



**Answers**

Fish, Sea Turtles, Mussels, Crabs, Oysters, Waste, Sea, Happy, Rich

## WORKSHEET 5: IT'S A PLASTIC LIFE +



**Skills**

Listening comprehension and writing



**Duration**

15 - 30 mins



**Difficulty**

15 - 30 mins



**Objective**

To familiarise students with the vocabulary related to the seaside.



**Steps**

1. Show students Sue and Joe's character flashcards and ask them what role they play in the story. Are they the heroes or the villains?
2. Listen to IT'S A PLASTIC LIFE song and talk with students about how important it is to recycle correctly.
3. Ask students to talk about what they do to recycle correctly at school and at home.
4. Hand out the worksheet and match each picture to its correct recycling bin.
5. Talk about what to do when you don't know where to leave something like lightbulbs, photos, mirrors or batteries and where to take them.



**Answers**

Yellow: soda can, yogurt cup, tuna can, can, plastic bottles  
Blue: newspaper, paper bag, card box  
Green: bottle, glass container  
Brown: fish, chicken bone, apple core  
Other: lightbulb, photo, mirror, battery

# KEEP LEARNING: Teacher's Notes

## WORKSHEET 6: FINALLY MINE



**Skills**

Listening comprehension and writing



**Duration**

15 - 30 mins



**Difficulty**

Medium



**Objective**

To familiarise students with a song from the play.

To practice the past simple tense.



**Steps**

1. Listen to FINALLY MINE song and ask students what character is singing.
2. Talk about Ursula with the help of the flashcards.
3. Listen again and fill in the gaps with the correct past tense.
4. Ask students what they used to do or like when they were younger and give some examples. Write some sentences using "When I was little I used to..."



**Answers**

DIDN'T LIKE  
KICKED  
KICKED  
ASKED  
CLOSED  
RAN  
RAN  
WASN'T

## WORKSHEET 7: YOUR DESTINY



**Skills**

Listening and reading skills



**Duration**

15-20 mins



**Difficulty**

Low / Medium



**Objective**

To familiarise your students with a song from the play.



**Steps**

1. Listen to YOUR DESTINY song and ask students what character is singing.
2. Talk about Eric and Ariel using the flashcards.
3. Hand out the worksheet and read the song.
4. Ask students to listen carefully and put the song in order.



**Answers**

8 6  
1 7  
4 3  
9 2  
10 5

# KEEP LEARNING: Teacher's Notes

## WORKSHEET 7: YOUR DESTINY +



### Skills

Listening and reading skills



### Duration

15-20 mins



### Difficulty

Low / Medium



### Objective

To familiarise your students with a song from the play.



### Steps

To practice the use of modal verbs: Should, Must and Have to

1. Listen to YOUR DESTINY song and ask students what character is singing.
2. Talk about Eric and Ariel using the flashcards.
3. Hand out the worksheet and read the song.
4. Ask students to listen carefully and put the song in order.
5. Fill in the gaps with the correct modal.



### Answers

- |                 |                   |
|-----------------|-------------------|
| 8 Have / Have   | 6 Have / Must     |
| 1 Have / Should | 7 Should / Should |
| 4 -             | 3 Have / Have     |
| 9 -             | 2 Must / Should   |
| 10 -            | 5 -               |

We use SHOULD to give personal advice.

We use MUST for more personal opinions about what is necessary to do.

We use HAVE TO for rules that need to be followed.

I believe everyone SHOULD separate their waste and recycle it.

Your dentist told you, you MUST brush your teeth three times a day.

Ariel HAS TO give her voice in exchange for her legs.

I think you SHOULD put on sunscreen every time you go to the beach.

You HAVE TO walk when the traffic light is green.

When you buy something, you HAVE TO / MUST pay for it.

My mom says I HAVE TO / MUST have a shower every day.

# THE BIG CHALLENGE: Teacher's Notes

## WORKSHEET 8: IS IT A PLASTIC LIFE? REDUCE!



**Skills**

Communicative skills, Reading and Writing



**Duration**

30-40 mins



**Difficulty**

High



**Objective**

To think about alternatives to our everyday plastic use.



**Steps**

1. Ask students to talk about how they use plastic in their life and how they dispose of it.
2. Ask students if and how they are changing their use of plastic at home.
3. Read the article and go through the WWF recommendations.
4. Ask students to write sentences following the example in order to come up with alternatives for some one-use plastics.

## WORKSHEET 9: OUR SEA



**Skills**

Reading comprehension



**Duration**

30 mins



**Difficulty**

High



**Objective**

To read an article and choose an appropriate title for each paragraph.



**Steps**

1. Read the paragraphs together and check for vocabulary issues to ensure comprehension.
2. Choose a title for each paragraph and order them.
3. Ask students to think of a good title for the article.



**Answers**

1. OUR SEA IS IN DANGER.
2. WHAT IS PLASTIC?
3. IT'S A TRAP!
4. WHO EATS PLASTIC?
5. SOME GOOD NEWS

# THE BIG CHALLENGE: Teacher's Notes

## WORKSHEET 10: GRETA



Skills

Reading comprehension and Writing



Duration

30 mins



Difficulty

High



Objective

To learn about Greta Thunberg and Climate change.



Steps

1. Read Greta Thunberg's profile and ask students what they know about her.
2. Read together and check for vocabulary to ensure comprehension.
3. Ask students to summarize the profile into the Fact-file provided.
4. Discuss with students what other issues are of importance to them and brainstorm some movements they could initiate.
5. Write some of the issues and movements down.

## WORKSHEET 11: PROJECT REUSE! CREATE A SUSTAINABLE TOY



Skills

Creativity



Duration

1 - 2 sessions



Difficulty

Medium



Objective

To create a new toy from reused materials.



Steps

1. Distribute students in small groups.
2. Brainstorm what kind of toys we could make with different materials (tic-tac-toe with plastic lids, a board game, musical instruments with plastic cups...)
3. Ask students to work in small teams in order to make a list of what they need for their project.
4. Have students make a drawing of their project.
5. Use the materials in order to create a new toy with reused materials.

