

## LESSON #1: Taking Action for Environmental Sustainability – Recicladores

### OVERVIEW:

*In this lesson, students will consider how to take positive action in helping to improve the environment of their neighborhood. This lesson provides the introductory pathway for the lessons that follow. Ultimately, students will develop an action plan as a final project.*

### SUB-QUESTION:

How do I take stakeholder status with regard to the environment?

### WAYS OF KNOWING URBAN ECOLOGY:



*Students will...*

#### Understand

- Understand the role of local collective action in making positive environmental change and engaging the difficult choices of managing technology in various cultures and socioeconomic strata. (*ecosystem change, ecosystem state and structure, human impact*)

#### Talk

*No specific goals connected with acting on urban ecology in this lesson.*

#### Do

*No specific goals connected with acting on urban ecology in this lesson.*

#### Act

*No specific goals connected with acting on urban ecology in this lesson.*

### SAFETY GUIDELINES:

No specific safety issues are associated with this lesson.

### PREPARATION:

#### Time:

1 class period

### MATERIALS:

#### **Activity #8.1:**

- Student handout sheets
- Access to the lesson Narrative: *The Recicladores, Columbia's Scavenger Families Unite to find their identity* (2 versions)

### INSTRUCTIONAL SEQUENCE:

**Activity 8.1: Read the narrative.**

*In this activity, students will read the narrative, The Recicladores, Columbia's Scavenger Families Unite to find their identity. Students will take notes on the reading. You may want to remind students that Bogotá, Columbia, was mentioned by Majora Carter in the video from Module 1, and you may even want to replay the video.*

1. Discuss the opening questions with the students. You may want to write responses to the questions on the board, and ask your students to keep them in mind while reading and taking notes.
2. Have students take notes while reading the passages so that they are prepared for the questions that follow.
3. Read *The Recicladores* and ask students to share their impressions of the reading, as well as to discuss some of the notes they took.

**QUESTIONS FOR DISCUSSION**

1. How do cities in the United States handle their recycled wastes?
2. In cities across the world recycling chores are often done by the underclass—people who are very poor and oppressed. How do you think they survive to make a living?
3. Have you seen local “reciladores” in their own neighborhoods?
4. What environmental issues are you aware of in your own community?
5. What actions could individuals or groups take in order to improve their lives and their environment, locally in your neighborhood and in other countries?

**Closing Activity**

1. Have students share their thoughts, either in writing or as a class discussion as to what they noticed as they saw as positive transformations that resulted from collective environmental action in the two reading passages. These observations will form the basis for their action project at the end of this module.
  - a. Were there any differences in the populations of recicladores after they were organized by the ANR?
  - b. Were the differences attributable to their action steps?
  - c. How might the ANR help them to make further changes in their lives?
  - d. What were some of the similarities and differences in the way that the communities in the two passages organized or were organized?

A United Nations website (in English) is listed below: <http://www.unesco.org/most/southam4.htm>