



THE ENVIRONMENT

“Maxi-sequences: Why do we recycle?”

Ref. 30643



FOR EDUCATIONAL PURPOSES

MAXI-SEQUENCES: WHY DO WE RECYCLE?

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CONTENTS:

The game consists of 20 large square cards (11.5 x 11.5 cm). Made of sturdy thick cardboard, very durable and high quality.

DESCRIPTION OF THE CARDS

The cards show photographs that allow for working on different recycling sequences. They are grouped into 5 different sequences of four steps each. Each sequence is easily identified by having the same colour frame.

RECOMMENDED AGE AND RECOMMENDED USE:



3 to 8 years.

The sequences help children to value the importance of recycling, to understand the recycling process in a few steps, and to discover how the materials we recycle are transformed.

The action of ordering the images chronologically encourages children to start internal mental processes which allow them to create sequential relationships over time and discover the logical and temporal order in which actions occur.

LEARNING OBJECTIVES:

- Learn the process of recycling different types of waste.
- Discover what the waste we recycle can become.
- Promote logical thinking and spatio-temporal reasoning.
- Develop observation and the ability to order events chronologically.

HOW TO PLAY AND FURTHER ACTIVITIES:

1. All cards in the same sequence are grouped according to the colour of the frame.
2. The cards are sorted according to the order in which we believe the actions shown in the images have occurred and then the sequence is described.



3. The cards are turned over to check if the order chosen matches that established on the reverse. If it does not match, they are rearranged upside down and then turned back over to learn the alternative sequence.

Being a cyclic process, the recycling sequences can be sorted starting with each of the process steps. It is recommended that the ordering of the cards is left free in order to encourage the ability to reason the chosen sequential order.

Next, other activities are proposed:

1. "We listen carefully": The adult narrates the content of a sequence. The child will then reproduce what he has heard out loud and order the cards in the right way. Between the two they will analyse whether it has been done correctly. As the child acquires ease and understands the temporal sequence, the adult may introduce changes in the order of the narration. In this way, you can check if the child has been attentive, and can comment on the consequences of performing the actions in another order.

2. "The right scene": The cards are placed on the table; the adult describes a scene and asks the child to point to the scene described. In this way we can see if their understanding has been adequate.

3. Practising other languages: Another way to use this game is to perform the activities proposed in another language that the child is learning. That allows you to familiarise yourself with the vocabulary, actions and habits of recycling in another language.

