

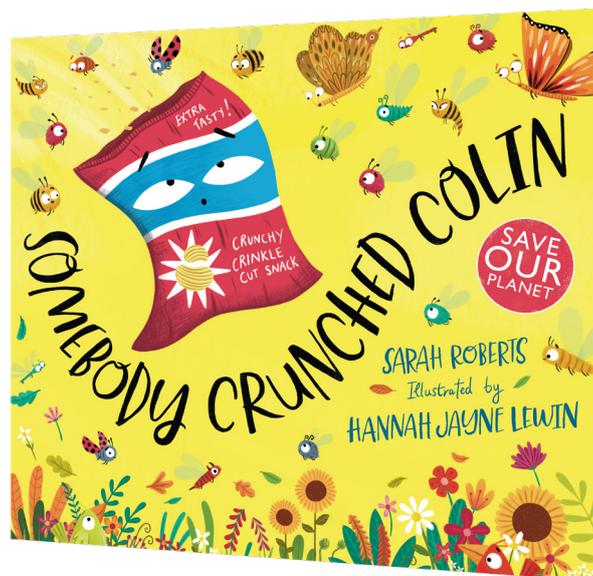


Somebody Crunched Colin

*Written by environmental expert Sarah Roberts
Illustrated by Hannah Jayne Lewin*

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#SomebodyCrunchedColin

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 SCHOLASTIC





Somebody Crunched Colin

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EYFS

Waste Crafters

OBJECTIVES

- To be able to identify differences between the look, feel and shape of waste materials
- To explore different types of materials
- To use the story of *Somebody Crunched Colin* to support development of own creative ideas

RESOURCES

- *Somebody Crunched Colin* by Sarah Roberts and Hannah Jayne Lewin
- A range of waste materials – children can collect these at home and bring them to school
- Art materials: paints, pens, glue, tissue paper, old magazines, decorative materials
- *Resource Sheet 1: What I was ... what I will be next.*





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Waste Crafters

EYFS

OUTCOMES

- Children can sort waste materials in different ways
- Children can craft waste materials into pieces of artwork

INTRODUCTION

Show children the front cover of *Somebody Crunched Colin*. Ask: *What do you think this story might be about? Who is the hero of the story? Where is he and how do you think he came to be lying on the ground?* Discuss litter and the importance of making sure it doesn't end up on the ground, by either recycling it or, if it can't be recycled, by making sure it is placed into a bin.

As you read the book, draw attention to the impact Colin is having on the creatures in the story – *Why are the animals attracted to him? What dangers might he pose to the animals?* Notice that at the end he has turned into a watering can – *how did that happen?* Talk to children about how we can recycle many items into brand new things, which is what has happened to Colin. Alternatively, we can reuse things so that they don't go to waste.

MAIN TASK

Show children a used, cleaned crisp packet and explain that this is one of Colin's friends, Cora! Explain that to be made into something new she would need to be recycled into plastic pellets before being made into a watering can like Colin. However, she would like to be reused in some way – this means using her in her current form for something else. Explore the packet carefully and ask children for suggestions as to what you could reuse her for. Examples might include: reuse the bag to store something else in; turn it inside out and use it as a hand puppet; cut it into smaller pieces and use to decorate a container or create a piece of collage art. Note that often crisp packets have a silvery, shiny surface when inside out, so children may wish to reuse it like this.

Continued...





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Provide a range of waste packets, paints, decorative items, glue and scissors. You could ask children to collect this in advance to bring in (make sure you ask for clean packaging!). Look at all of the packaging you have collected and ask children to help you to sort it into groups. How could we sort it? Suggestions might include: soft/hard, shiny/dull, plain/colourful, cardboard/plastic/metal. Encourage language that uses children's senses and discuss how easy they think the different materials might be used to create a piece of art.

Challenge children to create a collage from the waste packaging – this could be a focus on a colour or to create a picture or it could be an abstract piece of art. Ask: How could you use the materials? What could you create a picture of? What shapes will you cut out? Encourage children to talk about the choices they make and creative ideas they have.

Having created their artwork, ask children to think about other pieces of packaging and how they might reuse them. Resource Sheet 1: What I was ... what I will be next can be used to encourage children to record some of their ideas and suggestions.

EXTENSION

Children can have a go at reusing other items in creative ways: decorate a jam jar to make a lantern; build a sculpture with boxes and bottles; make a planter from a plastic milk bottle.

Continued...





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Curriculum Links

EARLY YEARS COMMUNICATION AND LANGUAGE

- Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Children participate in class discussions, offering their own ideas, using recently introduced vocabulary.

EARLY YEARS PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge.

EARLY YEARS PHYSICAL DEVELOPMENT

- Children use a range of small tools, including scissors and paint brushes.

EARLY YEARS UNDERSTANDING THE WORLD

- Children explore collections of materials with similar and/or different properties.
- Children understand the need to respect and care for the natural environment.

EARLY YEARS EXPRESSIVE ARTS AND DESIGN

- Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.





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Waste Crafters

RESOURCE SHEET 1: WHAT I WAS... WHAT I WILL BE NEXT

Choose an item of waste packaging. Can you draw it below and suggest some ideas for what it could be turned into next?

What am I now?

What will I be?

What am I now?

What will I be?





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KS1

Rubbish Rescuers

OBJECTIVES

- To use role play to explore the experiences of *Somebody Crunched Colin* and write speech bubbles assuming the role of a waste packaging character
- To explore different types of materials
- To use the story of *Somebody Crunched Colin* to support the development of creative ideas

RESOURCES

- *Somebody Crunched Colin* by Sarah Roberts and Hannah Jayne Lewin
- A range of waste materials – children can collect these at home and bring them to school
- Arts materials: paints, pens, glue, tissue paper, old magazines, decorative materials
- *Resource Sheet 1: Plastic destinations.*
- *Resource Sheet 2: I would like to be...*





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Rubbish Rescuers

KS1

OUTCOMES

- Children can sort waste materials, identifying plastics, cardboard, glass and metal
- Children can write speech bubbles, assuming the role of items of waste packaging

INTRODUCTION

Show children the front cover of Somebody Crunched Colin. Ask: *What do you think this story might be about? Who is the hero of the story? Where is he and how do you think he came to be lying on the ground?* Discuss litter and the importance of making sure it doesn't end up on the ground, by either recycling it or, if it can't be recycled, by making sure it is placed into a bin.

As you read the book, draw attention to the impact Colin is having on the creatures in the story – *Why are the animals attracted to him? What might he be saying? What dangers might he pose to the animals?* Notice that at the end he has turned into a watering can – *how did that happen?* Talk to children about how we can recycle many items into brand new things, which is what has happened to Colin. Crisp packets are quite tricky to recycle but they can be collected at special drop off bins (<https://www.terracycle.com/en-GB/brigades/crisppacket>) and made into plastic pellets which can then be made into new items, like watering cans. Alternatively we can reuse things so that they don't go to waste. Ask children: *When we recycle packaging what do we often need to do before it is collected?* We need to sort it into different materials.

Continued...





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MAIN TASK

Show children a used, cleaned crisp packet and explain that this is one of Colin's friends, Cora! Explore the packet carefully and ask children for suggestions as to what they think it is made from. You might have suggestions including: foil, paper or plastic. It depends on the packet you have, but many crisp packets are made from plastics. Explain that sometimes packaging is made from more than one material. Other than watering cans, can children suggest other things that crisp packets might be recycled into? Use **Resource 1: Plastic destinations** to explore the options. *What do they think Cora might like to be turned into?*

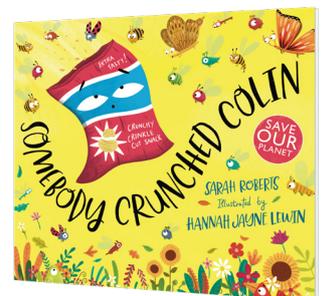
Look at the packaging you have collected and sort it into cardboard, plastic, metal, glass and 'mixed'. Look at the symbols on the packaging and decide which ones are recyclable and which ones aren't.

Challenge children to choose an item of packaging (ideally a packet like a crisp packet) which they stick on an enlarged copy of **Resource Sheet 2: I would like to be...** (A3 size if possible). They turn their packet into a character like Colin by adding eyes and a mouth and illustrate its location (park, puddle, street etc.). Children then write two speech bubbles from their character, saying: 1. I don't belong on/in the/a... (floor/grass/swing/puddle etc); 2. I would like to be a ... (choose an item from **Resource Sheet 1**, or use other ideas to complete this).

EXTENSION

Children can research online to find out what other waste packaging materials can be turned into by recycling. Challenge them to explore glass, tin cans and cardboard:
<https://www.recyclenow.com/recycling-knowledge/how-is-it-recycled>.

Continued...





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Curriculum Links

YEAR 1 ENGLISH

SPOKEN LANGUAGE

- Children ask relevant questions to extend their understanding and knowledge.
- Children maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Children use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

WRITING

- Children compose a sentence orally before writing.
- Children use capital letters and full stops to demark sentences.

YEAR 2 ENGLISH

SPOKEN LANGUAGE

- Children ask relevant questions to extend their understanding and knowledge.
- Children maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Children use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

WRITING

- Children use capital letters and full stops to demark sentences.
- Children consider what they are going to write before beginning, by planning or saying out loud what they are going to write about.
- Children use the progressive form of verbs in the present form.

Continued...





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YEAR 1 SCIENCE

EVERYDAY MATERIALS

- Children identify and name a variety of everyday materials, including plastic, glass and metal.
- Children compare and group together a variety of everyday materials on the basis of their simple physical properties.

YEAR 2 SCIENCE

USE OF EVERYDAY MATERIALS

- Children identify and compare the suitability of a variety of everyday materials, including metal, plastic, glass, paper and cardboard for particular uses.





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Rubbish Rescuers

RESOURCE SHEET 1: PLASTIC DESTINATIONS

Did you know that when plastics are recycled they are made into plastic pellets which can be made into ...



Storage containers



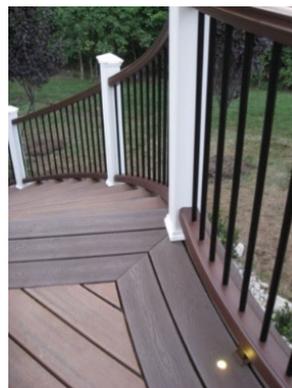
Bins



Outdoor furniture



Playground surface



Decking



Floor tiles





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RESOURCE SHEET 2: I WOULD LIKE TO BE...

Stick down your item of packaging and turn it into a character, just like Colin. Draw a background to show that they have been left in the wrong place ... what would they say?

What do you think they would like to be turned into? What would they say?

