Complementary material
PRIMARY EDUCATION

The life cycle of a product
OBJECTIVE OF THE WORKSHOP

To discover the different steps in the preparation of manufactured products, evaluating the financial and environmental costs they involve.

CONTENTS OF THE WORKSHOP

- Natural products and artificial products.
- Raw materials of regularly used products.
- The consumption chain. The life cycle of a product.
- Packaging and labelling of a product.
- Practice task to be chosen: Preparation of recycled paper from used newspapers or air freshener made from natural products such as salt or fragrant plants.

COMPLEMENTARY ACTIVITIES

PRELIMINARY ACTIVITIES

1st CYCLE
1. Raw materials

2nd CYCLE
1. Materials word search

3rd CYCLE
1. To the origin

SUBSEQUENT ACTIVITIES

1st CYCLE
1. Collage
2. Plants and perfume

2nd CYCLE
1. Modelling dough
2. Wrapping a gift

3rd CYCLE
1. Animal, vegetable or mineral?
2. Recipe book
## ENLACE LINK WITH BASIC SKILLS

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<th>Humanist and artistic culture</th>
<th>Social and citizenship</th>
<th>Information and digital skills</th>
<th>Linguistic communication</th>
<th>Mathematical learning</th>
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PRELIMINARY ACTIVITIES
We can begin by asking the students some questions to bring the subject into focus and get their attention. The questions will vary depending on the age and level of the students. Here are a few suggestions:

- **Do you know what raw materials are?**
- **Do you know what they can be turned into?**
- **How can we save raw materials?**
- **Would you be able to explain what the life cycle of a product is?**

### 1st CYCLE

**RAW MATERIALS (SHEET 1)**

Among the following images, you’ll find different raw materials and a series of manufactured products. The students must circle those they think are raw materials. The teaching staff can take advantage of this activity to explain this concept.

### 2nd CYCLE

**RAW MATERIALS WORD SEARCH (SHEET 2)**

In this word search, students must find 8 raw materials (oil, leather, wool, wood, sand, platinum, cotton and wheat). There are also other words to be found, but they are not raw materials (shoe, paper and cloth). If students choose them, we can take the opportunity to explain why they are not raw materials; paper and cloth are processed materials and shoes are a final product.
3rd CYCLE

TO THE ORIGIN

Each student will choose an everyday object, something they use or consume regularly. We recommend that they choose simple products, without too many components. They must look closely at it and note down the different materials making it up. For example, a ballpoint pen can be made of plastic, metal and ink.

From this starting point, they will carry out a research project in which they must reflect the origin and process of that product before it reaches our hands.

A good way of starting would be to look up the words in dictionaries or encyclopaedias. These can be print or on the internet.
Sheet 1: RAW MATERIALS

Circle the raw materials.
Sheet 2: MATERIALS WORD SEARCH

Find the raw materials hidden in this word search.

P A A L O T A E H W O
A L X C L O T H U T E
B F A R T O Ñ A P A W
I N T T P I P A A L O
L A M A I L A B P O O
S H O E T N S D E H L
K E M U O I U O R O O
L P N S I Z L M Y L I
O L E A T H E R U I T
A T Y N E M G E A R E
L S P D A C O T T O N
SUBSEQUENT ACTIVITIES
COLLAGE

Using scrap paper, we’ll make a collage. We’ll use scrap paper we have in the classroom or ask the students to bring it in from home. Some examples:

Send a photo of your collage to the programme magazine:
Avenida Santiago, 11. 01002 VITORIA-GASTEIZ
Stating: “Kontsumobide Schools Training Magazine”
You can also send it by email: kontsumobide@kontsumobide.eus

PLANTS AND PERFUME

Bring a pleasant-smelling plant to class, such as thyme or lavender, and the students will look after it. Later on, everyone will work together to make a natural lavender cologne. In a glass bottle, they will place three tablespoons of alcohol and add lavender leaves in such a way that they are completely covered by the liquid. The bottle will be closed and left to macerate for at least a week. When this time has passed, they will strain the alcohol and add 150ml of water, which should be distilled, if possible. They will shake it well and it will be ready to be used as perfume. But without overdoing it!

MODELLING DOUGH (Sheet 1)

The students are sure to have played with modelling dough lots of times, but we’ll ask them what it’s made of. Let them think for a while, comparing it to other malleable substances they have held in their hands. Then we will propose that they make their own plasticine. The recipe appears on students’ sheet 1.

To finish, we’ll compare their dough with shop-bought plasticine. To do so, we’ll read the label of a packet of shop-bought plasticine, noting that, in addition to the ingredients the students have used, there are two more: tartar sauce and vegetable oil. We’ll tell them that these ingredients are also boiled. These ingredients make the product last longer and give it a more vivid colour.
Sheet 1: MODELLING DOUGH

Make your own plasticine!

Ingredients: 4 cups of flour, 2 cups of salt, 2 cups of water and artificial colouring (if you like).

Preparation: Mix all the ingredients together. If the mixture is very sticky, add a little more flour. Now it’s ready. This dough lasts for a week if kept in a closed container in the fridge. If you want to keep the models you make, they’ll be dry in two days’ time. You can also put them in the oven for between 1 and 2 hours at 350 degrees centigrade.
WRAPPING A GIFT

We’ll talk to the students about whether they like the gifts they receive to be wrapped, why this is so, and what usually happens to the wrapping paper once it has been used. We’ll talk about whether we can make use of it and whether they usually do so.

We’ll show them another way of wrapping presents. To do so, we’ll need cardboard boxes which are going to be thrown away and newspaper or magazine paper. Choose a box of the right size for the gift they want to wrap. Cover it with newspaper or magazine paper. Use other boxes to cut out shapes; stars, hearts, flowers, circles, etc., paint them bright colours and stick them all over the box. It will be very original and the box can be used later to keep other things.

3rd CYCLE

ANIMAL, VEGETABLE OR MINERAL?

Get the students to make a list of raw materials they know of, classifying them according to their origin; animal, vegetable or mineral. Then help them to think about and/or search for information about diverse products made from said raw materials.

RECIPE BOOK

Divide the class into four groups. Each group must create a recipe book about the methods for making some of the following products by hand:

- Oral hygiene products.
- Skincare products.
- House cleaning products.
- Haircare products.

You can look for information on the internet, or ask professionals or family members. Each recipe should contain the ingredients, quantities and preparation method.

* If you want to see your recipe published in the programme magazine, send it to:
  Avenida Santiago, 11. 01002 VITORIA-GASTEIZ
  Stating: “Kontsumóbide Schools Training Magazine”
  You can also send it by email: kontsumóbide@kontsumóbide.eus