We live in a huge country, but is it large enough to accommodate all the waste we create? Are our cities clean and pleasurable to live in and explore? Most likely, your answer will be 'no' or at least 'well, I'm not quite sure', which means that we DO need change. So why not change our attitude to recycling for a start? As W.Churchill once said, 'Attitude is a little thing that makes a big difference.'

Your main task is to start recycling in your school and maybe - who knows - even in your neighbourhood. On your part, it will be a huge step towards a civilized attitude to the world, which will soon be yours. But before you start, you'll need to do some research because all great things take time and deep thinking.

So, what exactly are you supposed to do? Find out about your peers' recycling habits; Do some comparative research into recyling in Russia and abroad; Design a step-by-step plan how to start recycling in your school; Launch the recycling project.

   Step 1 (individual work). Work out what you'd like to ask. Post your questions on the virtual board so that your classmates will see them (see the link Post Questions Here). And conduct it in your school.

Part 2. Weeks 3-5. Do comparative research into recycling in Russia and some English-speaking countries.
   Step 1 (individual work). Study the statistics on recycling plastic in the USA (see the link Recycling Plastic Statistics in the Research section) and the article on the benefits of recycled plastic (see the link Why Recycle Plastic? in the Research section).
   Step 2 (group work). Find the statistics on recycling paper in the USA and related data for the UK, Australia and Russia. Find out which benefits recycled paper has.

Part 3. Weeks 6-7. Write an article on recycling.
   Step 1 (individual work). For ideas, study the links Recycling in Moscow and Greenpeace in Russia in the Research section.
   Step 2 (individual work). Write an article on recycling (200-250 words). Remember that you are going to launch a recycling project in your school, so your article should be targeted at your peers who you need to convince of the necessity of recycling.

   Step 1 (group work). Create posters to promote recycling in your school. Use relevant facts and powerful images. Have your teacher look through the posters, then improve them if necessary and post it in your school.
   Step 2 (individual work). After you get your article on recycling marked, post it on the virtual board (see the link Post Articles Here). And post it on social networks.

   Step 1 (individual work). Study the links in the Practical Steps section.
   Step 2 (group work). Set up group blogs (see the link Create Your Blog) and work out detailed, step-by-step projects on recycling in your school. In your projects, specify possible problems and suggest your solutions. Give your teacher access to your blogs.

   Step 1 (group work). Post your projects on the virtual board (see the link Post Articles). And post it on social networks.
   Step 2 (group work). Assess your peers' projects (see the criteria for project assessment in Evaluation).

Part 7. Week 16 and onwards. Launch the project.
   Step 1 (week 16-17, whole class). Design the final version of the recycling project.
   Step 2 (whole class). Launch the project in your school.

This WebQuest consists of 7 parts, most of which will be assessed separately. Surprisingly, most of the evaluation will be done by you, so you'll have to learn how to assess yourselves and your peers, which is not always easy. But these are useful skills you'll need...
in the future, so why not start now? You'll have to do self- and peer assessment for Parts 2, 4, 5, 6 and 7. At the end of each part, you'll have to hand in your Self-Assessment and Peer Assessment Cards (see the attached files). Your articles (Part 3) will be assessed by the teacher (see the criteria in the Writing Assessment). For part 6, you'll also have to use Project Assessment Cards (see the attached file). In total, you'll get 3 marks for the project: one for the article, one for the blog (see the criteria in the Writing Assessment) and the final mark for the project, which will be based on your overall performance. Good luck!

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**Conclusion**

Congratulations, you have finished! Or have you just started? Now it's up to you. You know what to do, unlike most of the teens and adults around. In no time your generation will take over the world, so think in advance how to make it safe and clean. Carry on with your project and inspire your friends to follow suit. Act now!

**Teacher Page**

Dear colleagues, This WebQuest is not only about English. It's about changing people's attitude to the environment and the city they live in. Our 12-18-year-old students are often the strongest change agents, and we have a unique opportunity to lay the grounds for their future recycling behavior regardless of the place where they eventually settle down. Feel free to use this WebQuest in your classroom. Your students will need at least the intermediate level of English and some basic computer skills as most of the work will be done online. However, if you choose to use it publicly (e.g. for your open lessons), please make reference to the author of the WebQuest.

**Standards**
The WebQuest meets the school curriculum (10th and 11th grades) and the National Educational Standards.

**Credits**
I'm grateful to everybody whose ideas I used creating this WebQuest (see the links here http://zunal.com/process.php?w=325263)

Special thanks to Svetlana Titova - if it hadn't been for you, I would never have found out about Zunal and many more online tools.

**Other**
Dear colleagues, if you are not familiar with the virtual board Padlet, you might need some training as you'll have to create your own boards instead of mine. Below is the link to a good tutorial.