

BIN IT!

LESSON ONE ISN'T THAT RUBBISH?!



Lesson outline

In this lesson, students are introduced to the *Bin It!* project and invited to start thinking about litter. They are introduced to the *Bin It!* concept, and learn that they are going to be studying litter, looking at what it is and why it matters.

Learning Objectives

- To think about littering – how it makes us feel
- To identify the problem

Learning Outcomes

- Students will want to respond to the issue of litter
- Students will understand the problem that litter causes

Success Criteria (A=all, M=most, S=some)

- A. Become engaged
- M. Identify the problem
- S. Want to make a change

Lesson

1. Tell the class that they are going to take a look at litter. Show the powerpoint slide of the litter images and ask students to brainstorm their feelings and words that come to mind. Hand out the litter acronym activity sheet and show the slide of the litter acronym example. Challenge students to come up with their own. (10 mins)
2. Agree the above learning outcomes with the class. (5 mins)
3. Explain to the students they are going to take part in a true or false quiz. Launch the quiz section of the powerpoint and ask students to predict their scores (out of ten). Students with the highest score could win a prize or house points.

4. Review scores with the class and reward the students with the highest scores their prizes.
5. Next, give each student a copy of the litter types activity sheet and give students ten minutes to discuss each litter type. Challenge the class to rank them in order of prevalence with one being the most dropped and five the least dropped. (10 mins)
6. Once completed, share the slide revealing the answers to the litter ranking. Invite students to share their views on this – are they surprised by the results? Discuss occasions when they have seen these common types of litter in their neighbourhood / school areas? What does this tell them about littering / when people litter etc? (5 mins)
7. Check outcomes.

Differentiation: will be achieved by observing group work, ways into and through tasks and outcome.

Homework: Ask students to bring in one or two examples of answers to the quiz, to be used at a later stage in the *Bin It!* project. For example, a picture, newspaper article or an image from the internet regarding one type of litter.

Target: NC 3/4



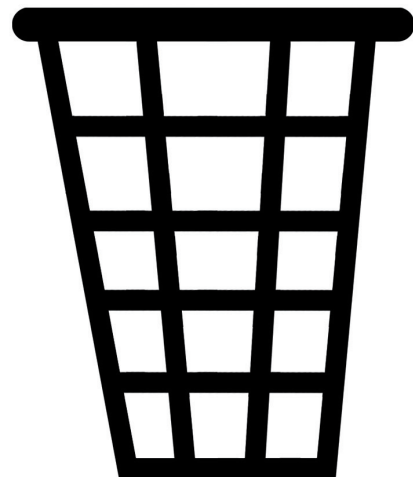
Litter acronym activity sheet

Remember some of the words you used to describe how the pictures of litter made you feel and try to create your own litter acronym.

L _____
I _____
T _____
T _____
E _____
R _____

L _____
I _____
T _____
T _____
E _____
R _____

L _____
I _____
T _____
T _____
E _____
R _____



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Litter types activity sheet

Below is a list of the most common types of litter:

Try to guess which you think is the most common type of litter dropped in the UK, one being the most commonly dropped and nine being the least. Circle your choice.

Types of litter	Rank order
Plastic items	1 2 3 4 5 6 7 8 9
Paper items	1 2 3 4 5 6 7 8 9
Food packaging	1 2 3 4 5 6 7 8 9
Sweet wrappers	1 2 3 4 5 6 7 8 9
Crisps packets	1 2 3 4 5 6 7 8 9
Chewing gum	1 2 3 4 5 6 7 8 9
Cigarette butts	1 2 3 4 5 6 7 8 9
Packaging <i>drink containers and tops</i>	1 2 3 4 5 6 7 8 9
Carrier bags	1 2 3 4 5 6 7 8 9
Other	1 2 3 4 5 6 7 8 9