A TEACHING RESOURCE ON LITTER AND THE ENVIRONMENT FOR 11-13 YEAR OLDS
WELCOME TO THE BIN IT! TEACHING RESOURCE

For the school year 2020/21 Bin It! has been unable to tour its award-winning roadshow around secondary schools throughout the UK. Nothing can replace the engagement of a live theatre-in-education tour but we want to provide schools with something that is just as useful for teaching about litter and the environment.

And that’s just as much fun to be part of!

Designed by teachers, for teachers, this ready-made resource is flexible to suit any type of delivery, including online learning. We hope you can use all or some of this resource during the Summer term to replace the Bin It! roadshow visit and teach these important messages about our environment to your 11-13 year old students.

HOW IT WORKS

This resource includes:
• Teacher notes
• Activity sheets
• Supporting video content, which you can find on our website www.biniteducation.com/resources and click on 11-13

It can also be used in a number of ways:
• Use Bin It! – The Complete Guide, and video, as a single lesson on litter and the environment
• Use the four project lessons and videos as a topic throughout the Summer term
• Each lesson can be used individually without having to use the others
• You can use just the starter activities, from each project lesson, during form time to get the core of the messages to students in a short space of time

Everything you need is here to deliver inspiring lessons on this topic. It is ready-made so minimal preparation is needed. We hope you and your students enjoy using this resource.

WHY WE DO THIS

Bin It! has been engaging with schools around the UK since 2006 to raise awareness about litter and its impact on the environment. Changing behaviours and attitudes towards litter starts with education. And teachers are key to helping the next generation be informed about their actions and the consequences.

We want to support teachers every way we can.

We know how busy you are, so we aim to make all our resources as flexible as possible allowing teachers to do what they do best. Teach.
CONTENT

BIN IT! – THE COMPLETE GUIDE
A single lesson, lasting around 45 minutes, that explores the key points about litter and its impact on our environment. A direct replacement for our roadshow, supported by a video from our characters Doc and Taylor.

This lesson has accompanying video which can be found here:
BIN IT! – THE COMPLETE GUIDE

BIN IT! THE PROJECT
Each lesson takes a detailed look at different areas of litter and the environment, supported by video content from our characters Doc and Taylor. These can be used all together to form a project, used in any order or as single lessons.

1) Why we litter
A look into the behaviour that causes littering, who is really to blame for it and how that behaviour impacts our wider environment.

2) Who litters
Exploring who litters, the type of person, their reasons and what others think when they see littering happen.

3) Why litter matters
A lesson about the impact litter has on the environment, our health and mental wellbeing.

4) The cost of litter
Exploring the cost of litter to our society, the fines for littering and how recycling reduces the financial and environmental cost.

Each lesson has accompanying videos which can be found here:
BIN IT! – THE INTRO
WHY WE LITTER
WHO LITTERS
WHY LITTER MATTERS
THE COST OF LITTER

THE FREE, AWARD-WINNING, THEATRE-IN-EDUCATION ROADSHOW IS BACK IN OCTOBER 2021
An interactive, fun and informative experience for 11-13 year olds. Exploring why litter happens, its environmental impact and how we can all make a difference.

Book a free performance for your school now and bring litter to life!
To book a free show email us on binit@rapportgroup.com or call our team on 020 8973 0040
**BIN IT! - THE COMPLETE GUIDE TO LITTER**

A whistle stop tour of what impact litter has on our environment, who litters and why we litter.

**Preparation**

Prepare the video:

**BIN IT! - THE COMPLETE GUIDE** – you can find it here.

This video will need to be paused at different points throughout the lesson. We have included instructions for when you will need to pause.

Prepare the following activity sheets, or display on the board, for each student:

- **BEST PLACE TO BE**, this can be found on the back cover of this pack
- **WHO ME?**, this can be found on page 8 of this pack

**Introduction**

Explain to your students that the Bin It! roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run, Bin It! has created this multi-media lesson that will help teach about the litter and the environment.

**WHY LITTER MATTERS**

Open the class by introducing Bin It! and the intention of the lesson. Start the video. You will see **BIN IT! – THE INTRO**, a short introduction will play, then pause when you see **WHY LITTER MATTERS** on the screen.

Ask students if they have ever littered, encourage them to be honest, and ask if they know why they did it. Explain that almost all of us have littered, sometimes without thinking, but we very rarely stop and think about why it matters not to litter.

Show students the two photos on the activity sheet **BEST PLACE TO BE**. You can find the activity sheet on the back cover of this booklet.

Ask students to look at each picture individually and write down a list of words or phrases that explain how it would feel to be in each place. Come together to share some of the words and phrases. Ask students to explain why they would feel like that.

Discuss how a clean environment makes people feel positive. Litter does not make anyone feel good when they are near it, but we almost all do it. Ask students what damage they think litter, even just one bit, does to the environment.

Now press play on the video, it will play from the title that reads **WHY LITTER MATTERS**. Please pause it when you see **WHO LITTERS** on the screen.

Review some of the things they discovered from the video, what did they already know? What was surprising?

Return to some of the reasons given earlier for littering, after watching the video. Ask if students think they still seem to be justifiable excuses.

**WHO LITTERS**

Write **WHO LITTERS?** on the board. Collect a list of different types of people that students think litter, it doesn’t have to be someone who litters all the time. It could be a toddler who doesn’t know better or a business woman who forgets to pick up her empty coffee cup. Ask them to think back to a time they have seen people litter. Who was it? Encourage a creative selection of answer.

Hand out the activity sheet **WHO ME?**. You can find it on page 8 of this pack. Explain that you want them to look at each character and decide which piece of litter they are responsible for. They can also write notes as to why they think it is that person.

Play the video **WHO LITTERS** and pause it when you see **THE COST**.

Review the activity sheet. Explain any of the characters could litter so there was no right or wrong answer. It is not just one age group or type of person that is responsible. We have all done it at some point. To make the environment better, we all have to take responsibility and stop littering.

**COST OF LITTER**

Press play on the video, it will start from **THE COST**. It will play a short section and you will see **THE COST OF LITTER**. Allow the video to continue to play until you see **WHY WE LITTER** then press pause.

Discuss the key learning points from the video, were students aware of the fine for littering? Particularly focus on whether they believe that £150 is a high enough fine to stop people littering. Talk through their different opinions.
Ask students if they had £150 to spend what would they buy. How would it feel to be able to buy that item? Collect the words on the board. If caught littering, they would have to legally pay the fine instead of using the money as they originally planned. How do they think that would make them feel? Collect the words used on the board next to the positive ones. Review the two collections of words and ask which set of words students would rather feel.

Ask students what other costs they think there is to litter that is not a financial one. There is a cost to the environment but there are things we can do to avoid this. One of those is recycling.

Write on the board the litter items from the table below. You will add the other information throughout the discussion.

Explain that all these items are disposable to us. We tend to use them once and then throw them away. Ask your class to guess how long it takes each of these items to decompose when sent to landfill. Reveal the answers and discuss.

<table>
<thead>
<tr>
<th>Item</th>
<th>Decomposition Time</th>
<th>Recyclable Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisp Packet</td>
<td>80 years</td>
<td>Non-recyclable</td>
</tr>
<tr>
<td>Drinks Can</td>
<td>200 years</td>
<td>Recyclable</td>
</tr>
<tr>
<td>Disposable Facemask</td>
<td>450 years</td>
<td>Non-recyclable</td>
</tr>
<tr>
<td>Plastic Bottle</td>
<td>450 years</td>
<td>Recyclable</td>
</tr>
</tbody>
</table>

When litter is put into a general bin, it ends up in landfill, and continues to damage the environment. As the rubbish breaks down it starts to release gasses into the air and leaks toxins into the ground. Whereas with recycling the item can be turned into something that is useful or reusable, such as energy or another product.

WHY WE LITTER
Recap briefly the information students have learnt throughout the lesson so far, after all of this do they think anyone is justified in littering?

Write the word HABIT on the board and ask students to give you a definition. Below is a definition to use as an aid:

“Something that you do often and regularly, sometimes without knowing that you are doing it”

Ask students if they believe that you are born with habits or if they are learnt. A habit is something that develops over time and mostly we do it without thinking. Sometimes it’s really helpful, for example brushing your teeth before bed. Most of the time we do it without much conscious thought because we have done it regularly.

Create a list, as a class, of bad habits on the board.

Play the video from the title slide WHY WE LITTER and pause it when you see THE CONCLUSION.

Review the list of habits the class made prior to the video. Had they ever thought littering could be a habit? How bad is the habit of littering when compared to other items on their list? Discuss the key points from the video.

Plenary
Play THE CONCLUSION of the video, this provides you with a brief recap of all the key messages. This will complete the video.

Explain that fixing the litter problem in general would go a long way to helping with the environment. If you have a school’s eco-policy, use this to show students how this lesson links to activities the school is participating in, and how that could be rolled out to the wider community.
**BIN IT! – THE PROJECT**

**WHY WE LITTER**

A look into the behaviour that causes littering, who is really to blame for it and how that behaviour impacts our wider environment.

**Preparation**

Prepare the videos: **BIN IT! – THE INTRO**, you can find the video [here](#) and **WHY WE LITTER**, you can find the video [here](#)

**Introduction**

Explain to your students that the Bin It! roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run, Bin It! has created multi-media activities that will help teach why we litter and understand the behaviours behind it.

**STARTER ACTIVITY**

If you have not used any of the other lessons, play the video **BIN IT! – THE INTRO** to the class. This introduces our characters and the topic.

Write the word HABIT on the board and ask students to give you a definition. Below is a definition to use as an aid:

“Something that you do often and regularly, sometimes without knowing that you are doing it”

Ask students if they believe that you are born with habits or if they are something that you learn. A habit is something that develops over time. Sometimes it’s really helpful, for example brushing your teeth before bed. Most of the time we do it without much conscious thought because we have done it regularly for a long time. Some habits aren’t so useful or good for us. Create a list, as a class, of bad habits on the board.

Play the video **WHY WE LITTER**.

Review the list of habits the class made, did they include littering? Had they ever thought littering could be a habit? How bad is the habit of littering when compared to other items on their list? Discuss the key points from the video.

**EXTENSION ACTIVITY**

Explain that you are going to put ‘litter’ on trial. As a class decide what type of litter you want to put on trial. We have used chewing gum as an example for you. The idea is to discover if litter itself is the problem or if something else is the real issue.

Explain that chewing gum has been found in the playground, a few people claim they saw it being dropped and some students have got it stuck on their shoes/bags etc. Chewing gum is charged with dirtying the playground and damaging the environment.

Split the class in half. One half will defend chewing gum and the other half will be the prosecutors, they think chewing gum is guilty of the charges. If you have time, and a large number of students, you can create a jury as well to debate and vote on the outcome. As teacher you will be the judge.

Give each team 10 minutes to create their plan for defending/prosecuting chewing gum. Each team should create the following sections:

1) **An opening argument** – ‘I intend to prove that chewing gum is guilty/not guilty by…’

2) **Present evidence** – they can draw maps or examine witnesses

3) **A closing statement** – summary of what they have presented and why they believe chewing gum is guilty/not guilty

Let each team present each section one after the other.

Teams need to think about what damage chewing gum could do, how unsightly it is and why it was there in the first place. As judge you can overrule an argument or witness. Key to the outcome is leading the students to understand that the product itself, whether chewing gum, plastic bottles or facemasks is damaging to the environment but it is us, humans, that don’t put them in the bin turning them into litter and an environmental problem.

Let the trial commence.

**Plenary**

Once you have a verdict, discuss the key points and arguments and which, if any, have made students think about their own littering behaviour. By being aware of why we litter we can become conscious of the habit and break it. Keeping the environment clean and safe for everyone is vital.

**Homework**

Ask students to research countries or cities around the world that have no or very little litter on their streets. See if they can find out why and how they achieved it, and if there are any lessons we can learn from these places.
**BIN IT! – THE PROJECT WHO LITTERS**

Exploring who litters, the type of person, their reasons and what others think when they see littering happen.

**Preparation**

Prepare the videos:
- BIN IT! – THE INTRO, you can find the video here
- WHO LITTERS, you can find the video here

Prepare copies of the following activity sheet for each student:
- WHO ME?, you will find this activity sheet on page 8 of this pack

**Introduction**

Explain to your students that the Bin It! roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run, Bin It! has created multi-media activities that will explore who it is that litters and why it is everyone’s responsibility to keep the environment clean.

**STARTER ACTIVITY**

If you have not used any other lessons in this pack please play the video BIN IT! – THE INTRO to the class. This introduces our characters and the topic.

Write WHO LITTERS? on the board. Collect a list of different types of people that students think litter, it doesn’t have to be someone who litters all the time. It could be a toddler who doesn’t know better or a business person who forgets to pick up an empty coffee cup. Ask them to think back to a time they have seen people litter, who was it? Encourage a creative selection of answers.

Hand out the activity sheet WHO ME?, you can find this on page 8 of this pack. Explain that you want them to look at each character and work out which piece of litter they are responsible for. They can write notes as to why they think it is that person as well.

Play the video WHO LITTERS.

Review their activity sheets. Explain how any one of the characters could litter, there was no right or wrong answer. It is not just one age group or type of person that is responsible. We have all done it. To make the environment better we all have to take responsibility and stop littering.

**EXTENSION ACTIVITY**

Explain that students are going to work in pairs to create a first and second account of a littering incident. Remind students that a first-hand account is written from the person who did something, in this case littered. A second-hand account is written from another person’s point of view, for example a person who witnessed them do it. They can do this is any format they want to, it could be a diary entry or a text to a friend explaining what they have been doing or what they have seen.

Now provide the scenario to the class:

'It is a sunny day in the middle of the week, at the local park. A parent is pushing a toddler in a push chair, getting a cup of coffee from the café and settling down on a bench. The parent takes a sip of the coffee, it’s too hot to drink, they place it on the ground and help the toddler remove packaging from a snack bar. The toddler begins to get restless. The parent decides to go home, rushing to get everything together they accidentally knock over the coffee cup which is still half full. As they leave the toddler drops the snack bar wrapper out of the buggy.'

One student should write the account from the parent’s point of view. The other student should write as a person in the park who saw it. The parent’s account should be based on their actions and what happened. The observer should describe what they saw and how that made them feel.

Once they have completed the task ask for some examples to share with the class. Note throughout the discussion how the observer is ‘judging’ the parent’s actions, in relation to the littering. That is how people feel when they see others littering, though typically they don’t speak up. If we litter people judge us as someone who doesn’t care or has no respect. Litter is a selfish act and one that is seen by everyone around us.

**Plenary**

Challenge students to interview a friend, parent or family member about their views on littering. Create a newspaper article about litter in their local area. They should ask where they think the local litter hot spots are. Why they think people litter there? Who is doing it? If they themselves ever litter?
**BIN IT! – THE PROJECT**

**WHY LITTER MATTERS**

A lesson about the impact litter has on our environment, health and mental wellbeing.

**Preparation**

Prepare the videos:
- **BIN IT! - THE INTRO**, you can find the video [here](#).
- **WHY LITTER MATTERS**, you can find the video [here](#).

Prepare a copy of the activity sheet for each student or to display on the board:
- BEST PLACE TO BE, you can find this activity sheet on the back cover of this pack.

**Introduction**

Explain to your students that the *Bin It!* roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run, *Bin It!* has created multi-media activities that look at why litter matters to us and the environment.

**STARTER ACTIVITY**

If you have not used any other lessons in this pack please play the video **BIN IT! – THE INTRO** to the class. This introduces our characters and the topic.

Show students the two photos on the activity sheet
- BEST PLACE TO BE, you can find the activity sheet on the back cover of this booklet.

Ask students to look at each picture and write down a list of words or phrases that explain how it would feel to be in each place. Come together to share some of the words and phrases. Ask students to explain why they selected them. Discuss how the clean environment makes people feel positive. Litter doesn’t make anyone feel good when they see it.

Ask students what damage they think litter, even just one bit, does to the environment.

Play the video **WHY LITTER MATTERS**.

Review some of the things they discovered from the video, what did they already know? What was surprising? Create a list of everyone’s favourite place outside their home, for example, a park, a beach and so on. How would they feel if their favourite place was ruined by litter.

**EXTENSION ACTIVITY**

Display photo of the dirty area from the activity sheet. Ask students to imagine they had never seen litter before. Looking at the picture what do they think of it? What does it smell like? And, most importantly, who does it impact?

Explain that is not just us, humans, that suffer because of litter. It damages the environment and makes a place unpleasant to be in, but is there another impact they can think of?

Animals suffer because of litter. Different types of litter cause different problems for animals, whether they are pets, wild animals on land or in the ocean. Animals do not litter. Only humans cause the problem but animals suffer because of it. Discuss if the class thinks this is fair.

Working either in groups or pairs, task students to undertake some brief research to discover what damage litter does to animals. Ask them to choose either a pet, wild land animal or one from the ocean and collect some facts on the impact litter has on them. Remind students to use a variety of sources, not just the first one they come across, and to look for a variety of different impacts such as, injuries, impact on their habitat and what people can do to avoid this happening. Allow roughly 10 minutes to complete the research.

Invite each group, if you have time, or ask for volunteer pairs to present some of their findings and discuss these as a class.

Ask the class if they have ever littered, encourage them to be honest – almost everyone has littered, even if it is accidental. Reviewing all the facts they have learnt this lesson, ask students which one fact they believe would make them think twice about littering again.

**Plenary**

Explain that if one person litters, that one piece of litter can seem harmless. If lots of people do it the problem grows. You can demonstrate this by placing one item of litter on your desk, such as a drinks bottle or a can then add 10 more. This is the visual difference, now try and imagine that across a whole playground, or town or even the country. This is the problem we are facing in our environment.
**BIN IT! – THE PROJECT**

**THE COST OF LITTER**

Exploring the cost of litter to our society, the fines for littering and how recycling reduces the financial and environmental cost.

**Preparation**

Prepare the videos:
- BIN IT! – THE INTRO, you can find the video [here](#).
- THE COST OF LITTER, you can find the video [here](#).

Prepare the activity sheet to be displayed on the board:
- BEST PLACE TO BE, you will find this activity sheet on the back cover of this pack.

**Introduction**

Explain to your students that the *Bin It!* roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run *Bin It!* has created multi-media activities that will help them learn about the cost of litter and its impact.

**STARTER ACTIVITY**

If you have not used any other lessons in this pack please play the video *BIN IT!* – THE INTRO to the class. This introduces our characters and the topic.

Explain to the class you are going to look at the cost of littering. Display the image of the dirty area on the board. You can find this image on the activity sheet BEST PLACE TO BE on the back cover. Ask the class who they think clears up the litter? Cleaning litter is part of a much bigger job, but the more litter there is the higher the financial cost to all of us.

Play the video THE COST OF LITTER.

Discuss the key learning points from the video. Were students aware of the fine for littering? Particularly focus on whether they believe that £150 is a high enough fine to stop people littering.

Ask students if they had £150 to spend what would they buy. How it would feel to be able to buy that item? Collect the words on the board. If caught littering, they would have to legally pay the fine instead of using the money as they originally planned. How do they think that would make them feel? Collect the words used on the board. Review the two collections of words and ask which ones students would rather feel.

The money spent on cleaning our streets is paid for by taxes. Taxes are used to fund services in our communities. Remind students that the total cost of cleaning litter is £785 million per year. If that money wasn’t wasted on cleaning litter, what would they like to see in their community that benefits everyone. Encourage all creative answers.

Conclude that if we all stopped littering these ideas could be become a reality.

**EXTENSION ACTIVITY**

Explain that one of the ways we are reducing the cost of litter and using it in a positive way is through recycling. As a class discuss what they know about recycling.

Using the bin is an important part of keeping our environment clean, but just as important is using the right bin. Discuss the different types of bins there are for different types of litter. These different bins allow the right pieces of litter to be recycled.

Recycling is key to helping the environment. The UK recycles about 45% of its waste at the moment and in order to keep this number improving it is important that everyone knows what to recycle and why it is important.

Write on the board the litter items from the table below. Explain that all these items are disposable to us. We tend to use them once and then throw them away. Ask students to work in pairs to guess how long it takes each of these items to decompose in landfill. Now reveal the answers.

When litter is put into the general bin it ends up in landfill. As the rubbish starts to break down it releases gasses into the air and leaks toxins into the ground. Whereas with recycling the item can be turned into something else, such as energy or even another product. Ask students which of the items they think can be recycled, you can use the supplementary notes to expand the discussion.

<table>
<thead>
<tr>
<th>Litter Item</th>
<th>Decomposition Time</th>
<th>Recyclability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crisp Packet</td>
<td>80 years</td>
<td>Non-recyclable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to the plastic and sealant that keeps the product fresh for longer it can’t be recycled at the moment.</td>
</tr>
<tr>
<td>Drinks Can</td>
<td>200 years</td>
<td>Recyclable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One recycled aluminium can produce enough energy to run a TV for four hours.</td>
</tr>
<tr>
<td>Disposable Facemask</td>
<td>450 years</td>
<td>Non-recyclable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They contain plastic, similar to plastic bottles, that takes time to break down and has the potential of carrying germs.</td>
</tr>
<tr>
<td>Plastic Bottle</td>
<td>450 years</td>
<td>Recyclable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can be used to make more permanent items such as outdoor play equipment, new packaging or even building materials.</td>
</tr>
</tbody>
</table>
There is switch to reusable items to reduce the need for packaging, but there is one item on the list that does not have a reusable version. Which item on the list do they think it is? It is the crisp packet and they currently can’t be recycled. Look at the list and explain 50% of the list can be recycled and 75% have a reusable version, so why do students think our recycling rates are only 45%?

Working in pairs, or groups, students are going to create a class quiz. Ask each group to create one or two quiz questions on recycling. They can be multiple choice questions, picture questions or even sound questions. Give students five minutes to research their questions and come back together for a class quiz! Remind students not to take the first fact they find, try to look for the most interesting or unusual ones.

**Plenary**
Review some of the surprising facts they have discovered about recycling. Recap that it is up to each and every one of us to work together to keep litter going in the right bin.

**Homework**
Ask students to list everything they, and their family, throw away in a day. Make a list of the items and which bin they are put in. Work out how much they are recycling and if there are any changes they could make to their binning habits to help recycle more.
WHO ME?

Which characters do you think dropped which piece of litter?
Draw a line from each character to a piece of litter and write a short explanation why you think it is them.

- Adult/parent
- Teen
- Toddler
- OAP
- Police officer

- Sweet wrappers
- Drinks bottle
- Plastic carrier bag
- Chewing gum
- Crips packet
BEST PLACE TO BE