

GLU 1.1 Don't litter our world!

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COUNTRY	Malta
AGE GROUP	6 - 7 years
SUBJECTS	science literacy
DURATION	2 lessons (60 and 50 minutes, respectively)
TOPICS	<ul style="list-style-type: none"> ▪ Waste of resources ▪ Ecosystems ▪ Responsible consumption
SDGs	SDG 12: Responsible production and consumption SDG 14: Life below water SDG 15: Life on land

Competences required

- Communication skills and knowledge of English
- Learning to learn
- Social and civic skills
- A sense of initiative

Learning objectives

- To understand the danger of litter to the ecosystem, wildlife, humans and the planet at large.
- To become aware that everyone could take an active role in reducing litter and avoiding the waste of resources.

Materials and equipment

- Interactive whiteboard, or projector and screen with speakers
- Cardboard, glue, scissors, markers, clean waste items

Teaching tools

- Video clips: *Litter Awareness* | *Carbon Footprint* | *Landfill Harmonic Orchestra*
- Slideshow: "Litter around the world"
- Pictures of litter items
- Booklet: *King Wastelot's Picnic*



Questions to discuss

- What is litter?
- Which problems could litter cause?
- What could we do to reduce litter?
- How long does it take for litter to decompose?
- How could we reduce the amount of waste we generate?
- What can be composted and recycled, and how could we recycle creatively?

Suggested evaluation tools

- Homework

Additional resources

- “Plastic waste: Ecological and Human Health Impacts”, EU Commission, 2011
- ‘Green organics bin’ infographics
- For tips on how to manage recyclable and organic waste, visit:
www.wasteservmalta.com

GLU 1.1 Lesson plans

GLU 1.1 Lesson Plan 1 (50 minutes)

Materials and equipment

- Interactive whiteboard, or projector and screen with speakers.

Teaching tools

- Video clip: *Litter Awareness*
- Pictures of litter items

Questions to discuss

- What is litter?
- What problems could litter cause?
- What could we do to reduce litter?

Suggested evaluation tools

- **Homework:** Once at home, pupils should ask their relatives to keep a list of waste items thrown away over the course of 3 to 4 days. The pupils are to list those items that they think could be recycled by being disposed of in the green/grey bags.
- **Homework:** The pupils should be asked to bring with them for the next lesson clean waste items, such as empty packets of crisps and other snacks, bottle caps, paper cups, etc., to be used in the project work activity.



Activities

Time	Activity description	Additional tips
5 minutes	<p>The teacher asks the children how they would define litter. Next, to explain that litter is rubbish left in the wrong place; people may throw litter out, or it could blow out of a bin or landfill sites and end up anywhere. Litter is dangerous to both people and animals.</p> <p>To show the <i>Litter Awareness</i> clip to make it easier for the children to understand.</p>	
20 minutes	<p><u>Set of pictures:</u> “Packaging, food and litter”</p> <p>Students could suggest the names of some litter items they could think of. After that, pictures of common packaging and other items related to food purchase and consumption are to be shown to the students: a plastic bottle, a plastic bag, disposable cups and cutlery, snacks wrappings, cans. The pupils will be asked to identify how these items are used and in which contexts (e.g. plastic cutlery would be used during parties, etc.)</p> <p>A second series of pictures shows the same items as litter, polluting the environment. Students will be asked what they think the effects of the littering will be for each situation (e.g. what happens to the turtle that would eat the plastic bag).</p>	
15 minutes	<p><u>Discussion:</u></p> <p>What could we do to reduce the amount of rubbish we produce and, therefore, the risk of litter?</p> <p>The teacher asks the pupils for solutions specifically related to the items shown previously in the slideshow.</p> <p>Highlight how the choice of the products we consume, and not only the disposal of rubbish, could increase the generation of rubbish and litter – food nowadays comes with a lot of packaging.</p> <p>After the discussion, the pupils are shown pictures of possible solutions to litter (e.g. reusable bags, water bottles, recycling stations, etc.), and are advised to avoid items that are disposable and cause pollution.</p> <p><u>Further discussion:</u></p> <ul style="list-style-type: none"> ▪ Have you ever used these items? ▪ Do you know which items could be recycled? 	



10 minutes	<p><u>Group activity:</u></p> <p>The pupils are asked to discuss possible ways of persuading people to recycle, properly dispose of rubbish, and use more sustainable options. The group comes up with 2 or 3 catchy slogans that will be used in the project work activity in/after Lesson 2. The teacher should first briefly discuss the slogan with the pupils from the point of view of its effectiveness as a form of communication (e.g. What makes a good and punchy slogan? How does it differ from other genres of writing? What type of words / adjectives / nouns would be best?)</p>	<p><u>Optional:</u></p> <p>i) The teacher could offer the pupils with a predetermined word bank from which they could select their vocabulary.</p> <p>ii) A second slogan could be developed by the pupils individually, thus giving the teacher grounds to assess their skills and competences in using words to achieve a particular effect in their writing.</p>
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GLU 1.1 Lesson Plan 2 (60 minutes)

Materials and equipment

- Interactive whiteboard or projector and screen with speakers
- Cardboard, glue, scissors, markers, clean waste items

Teaching tools

- Booklet: *King Wastealot's Picnic*
- Video clips: *Carbon Footprint* | *Landfill Harmonic Orchestra*
- Slideshow: "Litter around the World"

Questions to discuss

- How long does it take for litter to decompose?
- How could we reduce the amount of waste we generate?
- What could be composted and recycled, and how could we recycle creatively?

Suggested evaluation tools

- **Homework:** Once at home, the pupils again ask their relatives to keep a list of waste items (including packaging, food scraps, etc.) thrown away over the course of 3 to 4 days. The students will have to list those items that they think can go in the organic bin.



Activities

Time	Activity description	Additional tips
5 minutes	The teacher briefly goes through what was done during Lesson 1 and asks the pupils to recap what they had learnt about litter and its effects.	
10 minutes	<p>The teacher reads the <i>King Wastealot's Picnic</i> story to the children. This highlights some of the issues around litter, and it should lead to interesting discussions about the problems of dropping litter.</p> <p>The teacher could ask the children questions such as:</p> <ul style="list-style-type: none"> Who can remember how long it takes for a banana skin or apple core to decompose? or How long does it take for plastic yoghurt pots and crisp packets to decompose? <p>Reflect on food packaging and the alternative options mentioned during Lesson 1.</p>	<p><u>Optional:</u></p> <p>The students could carry out an investigation involving two pots of soil, A and B. In pot A, a banana skin is buried, while the soil in pot B houses an empty plastic packet. Unearth after a week to check decomposition progress.</p>
5 minutes	The teacher shows the <i>Carbon Footprint</i> video clip to reinforce the idea that it takes very long for non-biodegradable litter to decompose, with huge effects on the environment and ecosystems – plants, animals, habitats, etc.	
10 minutes	<p><u>Slideshow:</u> “Litter around the world”</p> <p>Make the children aware that here, in Malta, rubbish is collected almost every day, but this is not the case in some other countries.</p> <p>After the presentation, the teacher starts a group discussion with the pupils, asking the following questions:</p> <ul style="list-style-type: none"> What could be done to reduce the amount of rubbish we produce? What could be recycled? What can go in the organic/compost bin¹? How could we recycle our rubbish in a creative way? <p>Suggestions from the pupils could be listed on the whiteboard and the teacher can take note for future possible project work with the class.</p>	

¹ To check what could go into the organic bin, see: <http://www.kesab.asn.au/fsc/schools/students/green-organics-bin/>



10 minutes	Show the <i>Landfill Harmonic Orchestra</i> video clip to show the students creative ways to recycle litter, connecting the topic with different realities abroad. Discuss with the students what they think about the story shown in the video.	
20 minutes	<u>Project work:</u> The teacher, following the students' suggestions from Lesson 1, writes catchy slogans on cardboards in large block letters (e.g. 'Don't be a litterbug', 'Keep our planet clean', etc.). In groups, the pupils cut up their items of waste and stick bits of it the letters. They should end up with a colourful message about litter (actually made from litter) to display in class and present during school assembly.	

