



# Parklea Public School PBL Lesson 5



I use the bins.



I eat in the right places.



I care for the gardens.

## Learning Experiences

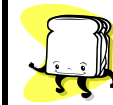
Outcomes	EARLY STAGE ONE	STAGE ONE		
	<p><b>DMES1.2-</b> Identifies some options available when making simple decisions.</p> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Values themselves as an important member of various groups</li> <li>• Recognises the contribution they and others make to social living.</li> </ul>	<p><b>DMS1.2-</b> Recalls past experiences in making decisions.</p> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Values themselves as an important member of various groups</li> <li>• Recognises the contribution they and others make to social living.</li> </ul>		
Intro	<p>Introduce the expectation statements: <b>"I use the bins."</b> <b>I eat in the right places."</b> <b>"I care for the gardens."</b></p> <ul style="list-style-type: none"> <li>• Display posters in classroom display</li> <li>• Watch the Sesame Street "every bit o' litter hurts" video</li> <li>• Discuss themes present in the video.</li> </ul>	<p>Re-introduce the expectation statements: <b>"I use the bins."</b> <b>I eat in the right places."</b> <b>"I care for the gardens."</b></p> <ul style="list-style-type: none"> <li>• Display posters in classroom display</li> <li>• Have students define the word environment</li> <li>• Identify different environments around the school e.g. internal as in classrooms and external as in the playground</li> </ul>		
Learning Focus	<p align="center"><b><u>I EAT IN THE RIGHT PLACES &amp; I USE THE BINS</u></b></p> <p>* <b>DISCUSS WHY?</b> - tour the school grounds and take photos and focus on the litter in the playground. It is important to place litter/ rubbish in the bin for hygienic and appearance reasons. Explain that during eating time at Recess and Lunch students need to be sitting down to eat. When they have finished they need to clean up the area (put litter in the bin) before they can go and play.</p> <p>* <b>WRAPPER FREE DAY</b> – show students Wrapper Free Day IWB file. Watch the video about waste free lunches and Stage 1 2012 Wrapper Free iMovies.</p> <p align="center"><b><u>I CARE FOR THE GARDENS</u></b></p> <p>* <b>DISCUSS WHY?</b> - it is important to keep out of garden areas, walk around them instead of through them in order to keep the plants healthy. Plants do...</p> <p>* <b>DRAW IT</b>– Use the mural in breezeway near S3 for inspiration of the "THEN", walk around school for the "NOW". Students draw their visualisation of the "FUTURE" without gardens. Label it with feelings...</p> <p>* <b>SING IT</b> - Teach students Sesame Street Litter song</p> <p>* <b>MEAN IT</b> - Students sign the 'Litter Charter' and display in room, all classes will do the same. We are all joined in the goal to keep the school clean, healthy and green!</p> <p><b>REFLECTION</b> – during the week after the lesson is taught, record students wrappers on graph (attached or in PBL Resources). Use "Yarn Time" to solve student problems or to praise students for attempts when following.</p>	<p align="center"><b><u>I EAT IN THE RIGHT PLACES &amp; I USE THE BINS</u></b></p> <p>* <b>DISCUSS WHY?</b> - tour the school grounds and take photos and focus on the litter in the playground. It is important to place litter/ rubbish in the bin for hygienic and appearance reasons. Explain that during eating time at Recess and Lunch students need to be sitting down to eat. When they have finished they need to clean up the area (put litter in the bin) before they can go and play.</p> <p>* <b>WRAPPER FREE DAY</b> – show students Wrapper Free Day IWB file. Watch the video about waste free lunches and Stage 1 2012 Wrapper Free iMovies.</p> <p align="center"><b><u>I CARE FOR THE GARDENS</u></b></p> <p>* <b>WATCH WHY?</b> – view video on plants</p> <p>* <b>GRAPH IT</b> - record students wrappers on graph use some math problems to analyse data (attached or in PBL Resources).</p> <p>* <b>MEAN IT</b> - Students sign the 'Litter Charter' and display in room, all classes will do the same. We are all joined in the goal to keep the school clean, healthy and green!</p> <p><b>REFLECTION</b> – during the week after the lesson is taught, Use "Yarn Time" to solve student problems or to praise students for attempts when following.</p>		
	<p align="center"><b>Resources</b></p>	<p align="center"><b>Websites/iPad Apps</b></p>	<p align="center"><b>Resources</b></p>	<p align="center"><b>Websites/iPad Apps</b></p>
	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Sesame Street Litter (PBL VIDEOS)</li> <li>• Sesame Street Lyrics (PBL RESOURCES)</li> <li>• Litter Charter (PBL RESOURCES)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.falkirk.gov.uk/services/corporate_neighbourhood/estates_management/litterzone/schools/teacher_zone/activities_with_your_class.aspx">http://www.falkirk.gov.uk/services/corporate_neighbourhood/estates_management/litterzone/schools/teacher_zone/activities_with_your_class.aspx</a></li> <li>• <a href="http://video.about.com/greenliving/Pack-a-Waste-Free-School-Lunch.htm">http://video.about.com/greenliving/Pack-a-Waste-Free-School-Lunch.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Litter experiment fact sheet</li> <li>• Resources from fact sheet</li> <li>• Notebook file</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.falkirk.gov.uk/services/corporate_neighbourhood/estates_management/litterzone/schools/teacher_zone/activities_with_your_class.aspx">http://www.falkirk.gov.uk/services/corporate_neighbourhood/estates_management/litterzone/schools/teacher_zone/activities_with_your_class.aspx</a></li> <li>• ipad - Poppet</li> </ul>



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## Learning Experiences

	STAGE TWO	STAGE THREE		
<b>Outcomes</b>	<p><b>DMS2.2-</b> Makes decisions as an individual and as a group member.  <b>INS2.3-</b> Makes positive contributions in group activities.  <b>Values</b></p> <ul style="list-style-type: none"> <li>• Values themselves as an important member of various groups</li> <li>• Recognises the contribution they and others make to social living.</li> <li>• Values their health and safety and that of others</li> </ul>	<p><b>DMS3.2-</b> Makes informed decisions and accepts responsibility for consequences.  <b>INS3.3-</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations.  <b>Values</b></p> <ul style="list-style-type: none"> <li>• Values themselves as an important member of various groups</li> <li>• Recognises the contribution they and others make to social living.</li> <li>• Values their health and safety and that of others</li> </ul>		
<b>Intro</b>	<p>Introduce the expectation statements: <b>"I use the bins.", "I eat in the right places.", "I care for the gardens."</b></p> <ul style="list-style-type: none"> <li>• Display posters in classroom display</li> <li>• Have students define the word environment</li> <li>• Identify different environments around the school e.g. internal as in classrooms and external as in the playground</li> </ul>	<p>Introduce the expectation statements: <b>"I use the bins.", "I eat in the right places.", "I care for the gardens."</b></p> <ul style="list-style-type: none"> <li>• Display posters in classroom display</li> <li>• Have students define the word environment</li> <li>• Identify different environments around the school e.g. internal as in classrooms and external as in the playground</li> </ul>		
<b>Learning Focus</b>	<p align="center"><b><u>I EAT IN THE RIGHT PLACES &amp; I USE THE BINS</u></b></p> <p>* <b>DISCUSS WHY?</b> – Explicitly discuss areas that are eating and those that are not. Discuss consequences for not following expectations.            * <b>WRAPPER FREE DAY</b> – show students Wrapper Free Day IWB file. Watch the video about waste free lunches and Stage 1 2012 Wrapper Free iMovies.</p> <p align="center"><b><u>I CARE FOR THE GARDENS</u></b></p> <p>* <b>WATCH</b> - video on "What does it mean to green?" (PBL RESOURCES)            * <b>DISCUSS</b> – concept that it is everyone's responsibility to pick up rubbish. Not just their own...            * <b>PLAY IT</b> – Play the "What if..." game. Student/teacher provides "what if" scenario (what if penguins took over the world). First student to stand up and share their response (We would all eat fish for breakfast, lunch &amp; dinner). They then take turns.            * <b>TAKE CHARGE</b> – use the school map (attached) and "Adopt a Garden". Take care of it, make a watering /weeding roster. Sign for the area.            * <b>MEAN IT</b> - Students sign the 'Litter Charter' and display in room, all classes will do the same. We are all joined in the goal to keep the school clean, healthy and green!</p> <p><b>REFLECTION</b> – during the week after the lesson is taught, take steps to complete the adoption process. Use "Yarn Time" to solve student problems or to praise students for attempts when following.</p>	<p align="center"><b><u>I EAT IN THE RIGHT PLACES &amp; I USE THE BINS</u></b></p> <p>* <b>DISCUSS WHY?</b> – Explicitly discuss areas that are eating and those that are not. Discuss consequences for not following expectations.            * <b>WRAPPER FREE DAY</b> – show students Wrapper Free Day IWB file. Watch the video about waste free lunches and Stage 1 2012 Wrapper Free iMovies.</p> <p align="center"><b><u>I CARE FOR THE GARDENS</u></b></p> <p>* <b>WATCH</b> - visit the "Two Hands Project" website. Watch the video and discuss the message being shared.            * <b>CHART IT</b> – "Two Hands Project" discusses that one person can make a difference. In workbooks, students create a flowchart beginning with of piece of rubbish THEY have brought to school today. Their flowchart depicts their prediction on where this rubbish will end its journey.            * <b>DO IT</b>– go out with two hands for 30 minutes. Pile all rubbish into a central area to display for the week. Add signs to the area for other students to read. Also add a comment sheet, so students can add their thoughts on the rubbish collected.            * <b>MEAN IT</b> - Students sign the 'Litter Charter' and display in room, all classes will do the same. We are all joined in the goal to keep the school clean, healthy and green!</p> <p><b>REFLECTION</b> – during the week after the lesson is taught, upkeep the Two Hands display and read comments from other students and families. Use "Yarn Time" to solve student problems or to praise students for attempts when following.</p>		
	<b>Resources</b>	<b>Websites/iPad Apps</b>	<b>Resources</b>	<b>Websites/iPad Apps</b>
	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Litter charter</li> <li>• School map A3 (attached or PBL RESOURCES)</li> <li>• Wrapper Free iMovie – (PBL RESOURCES)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.falkirk.gov.uk/services/corporate_neighbourhood/estates_management/litterzone/schools/teacher_zone/activities_with_your_class.aspx">http://www.falkirk.gov.uk/services/corporate_neighbourhood/estates_management/litterzone/schools/teacher_zone/activities_with_your_class.aspx</a></li> </ul> <p><a href="http://www.youtube.com/watch?v=lieN18OTIME">http://www.youtube.com/watch?v=lieN18OTIME</a></p>	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Litter charter</li> <li>• Wrapper Free iMovie – (PBL RESOURCES)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.falkirk.gov.uk/services/corporate_neighbourhood/estates_management/litterzone/schools/teacher_zone/activities_with_your_class.aspx">http://www.falkirk.gov.uk/services/corporate_neighbourhood/estates_management/litterzone/schools/teacher_zone/activities_with_your_class.aspx</a></li> </ul> <p><a href="http://www.twohandsproject.org/about/">http://www.twohandsproject.org/about/</a></p>

# What is your **recess** packaged in today?

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
 <p><b>Foil</b></p>						
 <p><b>Plastic</b></p>						
 <p><b>Paper</b></p>						
 <p><b>Container</b></p>						
 <p><b>Other</b></p>						

# What is your **lunch** packaged in today?

	Day 1	Day 2	Day 3	Day 4	Day 5	Total
 <p>Foil</p>						
 <p>Plastic</p>						
 <p>Paper</p>						
 <p>Container</p>						
 <p>Other</p>						

## Litter Trump Cards

In groups of 3 you are going to help design a trump card game about litter. The aim of the game is to make learning about litter fun.

1. Read through the information pack for your group

1. General Information
2. Dangerous Litter
3. Waste Minimisation

2. Using the information pack, research four facts that you are going to provide on all of your cards. Each fact should be given a number value –this can be a score, a length of time, weight, percentage etc

### Examples

How easy is it to recycle this kind of litter?      Score 1 for impossible. 10 for Easy

Yuk factor. How disgusting is this type of litter?      Score 10 for absolutely disgusting

How long can it be around if not disposed of properly?      Time in years/months

How dangerous is it for animals?      Score 10 for really dangerous

3. Each person should make at least 2 cards.

4. The following information should be on each card:

Heading: Type of Litter



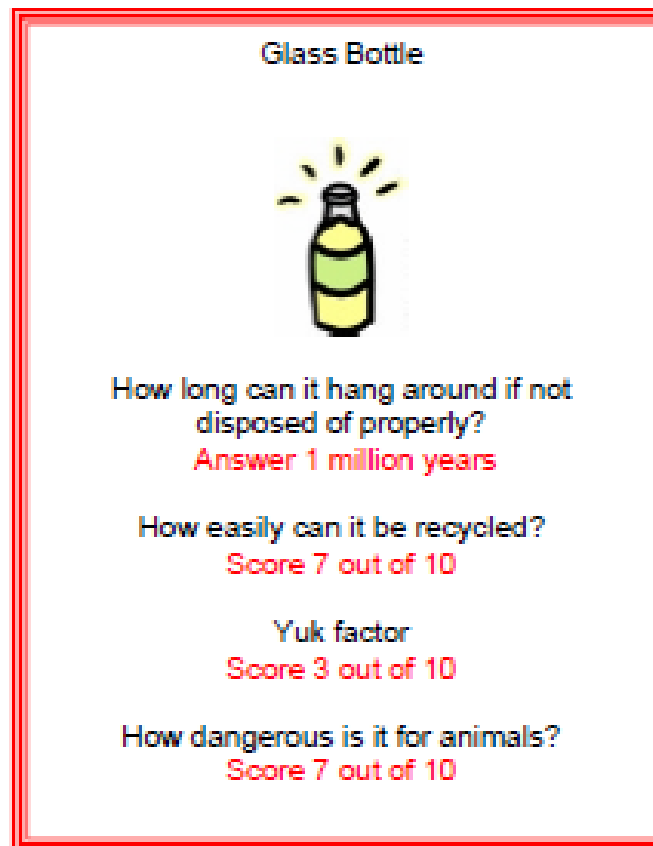
Fact 1 with score

Fact 2 with score

Fact 3 with score

Fact 4 with score

## 5. Example Card



## 6. How to play:

- The cards are divided between the players
- Players hold their cards face up in a pile so that only the top card is visible
- The first player reads out a fact from their card
- The other players read out the same fact for their top card
- The winner of the round is the one with the highest score
- The winner takes all of the other players cards from that round and puts them at the bottom of their pile
- The winner at the end of the game is the person with all or most of the cards

**Trump Card Fact Sheet 1:  
General Information about Litter**

Type of Litter	How long could it last if left as litter?	Can it be reused or recycled? Yes/No	Where should it be disposed of?
Banana Skin	2 years	Yes- recycled	Compost Bin
Aluminium Drinks can	80-100 years	Yes -recycled	Can Bank
Glass Bottle	1 million years	Yes –reused or recycled	Glass Bank
Paper Cup	5 years	No	Litter Bin
Sweet wrapper	5 years	No	Litter Bin
Dog faeces	1 – 2 months	No	Bagged in a Dog Bin
Plastic carrier bag	10 –20 years	Yes –reused or recycled	Carrier Bag Bin (supermarket)
Steel Can	50 years	Yes - recycled	Can Bank
Cigarette Ends	1 –5 years	No	Litter Bin

## Trump Card Fact Sheet 2: Dangerous Litter

### Health Hazards to Humans

- Food related litter attracts vermin (rats & mice). Rats spread disease such as *Leptospirosis* (Weil's disease), which can be fatal. Flies are also attracted to waste food and can also spread disease.
- Dog fouling poses a serious risk to humans. The roundworm *Toxocara canis* is present in approximately 50% of dog faeces and can cause the infection *Toxocariasis* in humans. Symptoms include flu-like symptoms, aches, dizziness and nausea. The most serious problems are associated with the eye and in severe cases can result in blindness (about 50 cases a year)
- Discarded needles can also spread infections including *Hepatitis B & C*
- Cuts from sharp objects like glass or metal can result in *Tetanus* (Lockjaw), caused by a bacterium in the soil
- Discarded chemicals and medicines can result in poisoning if swallowed, or could cause burns or allergic reactions if in contact with skin

### Physical Hazards to Humans

- Cuts from broken glass, old cans, discarded wire
- Suffocation –small children trapped in old freezers that have been dumped

### Hazards to Animals

- Suffocating or becoming trapped in bags/containers
- Strangulation by wire, plastic bags, plastic can ties
- Cuts from broken glass/ metal
- Swallowing dangerous items – plastic bags, balloons, metal such as ring-pulls
- Fire caused by broken glass magnifying suns rays.





## Trump Card Fact Sheet 3: Waste Minimisation – Reduce, Reuse, Recycle

<b>Reduce</b>	<b>Reuse</b>	<b>Recycle</b>
<p data-bbox="165 363 593 512">Reducing waste is easy to do – just don't buy things that have a lot of packaging on them in the first place.</p> <p data-bbox="165 555 593 735">Eat an apple instead of a packet of crisps – no crisp packet to throw away, just an apple core that can be composted.</p> <p data-bbox="165 778 593 895">Bring a homemade sandwich in a reusable box instead of buying one in a plastic pack.</p> <p data-bbox="165 938 593 1161">If you don't need a bag or a wrapper tell the person selling you the product and they can save money and resources by not giving you excess packaging</p> <p data-bbox="165 1278 593 1390">If you can't reduce your waste try to reuse – see next column</p>	<p data-bbox="689 371 1077 480">Reusing is when you use something again instead of throwing it in the bin.</p> <p data-bbox="622 523 1128 671">A plastic drinks bottle can be used over and over again – refill it with juice or water from home (cheaper and healthier).</p> <p data-bbox="622 715 1128 938">Plastic carrier bags can be used again. 'Bags for Life' from some supermarkets are even stronger and easier to use again and again. Better still a canvas bag or rucksack can be used for years.</p> <p data-bbox="622 981 1128 1086">Polystyrene cups and yoghurt pots can be reused as plant pots for planting seeds in.</p> <p data-bbox="622 1289 1128 1358">If you can't reuse your waste try to recycle –see next column</p>	<p data-bbox="1182 363 2152 432">Lots of things can now be recycled – broken down and remade as the same type of product.</p> <p data-bbox="1167 480 2136 587">Aluminium cans can be recycled very successfully, hardly any new materials need to be added so it a very efficient process. Cans should be rinsed out before recycling.</p> <p data-bbox="1167 635 2136 735">Steel cans can also be recycled but the process is not as efficient as for aluminium. New steel has to be mixed with the old steel otherwise it loses its strength.</p> <p data-bbox="1167 783 2136 890">Glass can be recycled as long as the different colours of glass are collected separately. The recycled glass is used for all sorts of different products such as bottles, jars and wine glasses.</p> <p data-bbox="1167 938 2136 1038">Plastic bottles can be recycled but it can be quite difficult. The lids should be removed and the bottles rinsed out. Only plastics of the same type can be recycled together.</p> <p data-bbox="1167 1086 2152 1310">Paper can be recycled but has to have some raw material (wood pulp) added. The quality of the paper produced depends on the quality of the paper being recycled. Office paper can be used to make higher quality paper than newspaper. Greaseproof paper and other paper which is contaminated by food waste cannot be recycled.</p> <p data-bbox="1167 1358 2136 1422">Cardboard can be recycled in the same way as paper. Again contaminated cardboard cannot be recycled.</p> <p data-bbox="1167 1469 2136 1501">If you can't recycle your waste make sure you put it in the bin</p>






## Blank Trump Cards

A blank trump card template enclosed in a red double-line border. At the top, there is a horizontal line for a title. Below this is a large, empty square box. At the bottom, there are eight horizontal lines, each followed by a short vertical line on the right side, serving as a checklist or list of items.

A blank trump card template enclosed in a red double-line border. At the top, there is a horizontal line for a title. Below this is a large, empty square box. At the bottom, there are eight horizontal lines, each followed by a short vertical line on the right side, serving as a checklist or list of items.

# LITTER SURVEY

Group \_\_\_\_\_ Names \_\_\_\_\_

TYPE OF LITTER		TALLY	TOTAL
	Sweetie Wrapper		
	Crisp Bag		
	Fruit		
	Carton		
	Can		
	Plastic Bottle		
	Glass Bottle		
	Lolly stick		
	Other		

## Where Does It Go?

### Materials:

- A range of different types of litter e.g Apple Core, Drinks Can, Crisp Packet, Plastic Bottle etc (These could be collected in a litter pick or scavenger hunt)
- Plant pots/ containers full of soil (If required)
- Labels
- Gloves
- Trowel (optional)

### Methodology:

- Before carrying out this activity you should discuss with the class;  
What is litter?  
Where does it come from?  
What types of rubbish can end up as litter?
- Bury your litter either in your soil containers or outside if applicable.  
Don't forget to label what you have buried and where!
- Wait for about 4 - 6 weeks then dig up your litter. What do you find?
- Record your results.

### Discussion:

- What happened to your litter?
- Did it rot away?
- Why did some litter rot away while others did not?
- What would happen if we simply left all our litter on the ground?

### Comments

This activity would work well over a school holiday. After the initial findings have been made why not bury the litter again and revisit it at monthly instalments to see what has happened. You can keep a record of your findings by using notes or photographs.