

# LESSON OVERVIEW

In this lesson students will understand the importance of separating three types of common litter found in their school playground. They will use the game **Park Litter Pickup** to test their prior knowledge and reinforce the importance of correct disposal of waste and recyclables using the allocated bins. Students will conduct a playground litter audit within their school grounds to identify the reasons why students litter in the playground and explore how they can better educate their school community.



## LEARNING INTENTION



### STUDENTS WILL:

- Define litter and explore how it affects their school environment.
- Investigate the three types of common litter found in their school playground and the importance of correct disposal of waste and recyclables using the three allocated bins; general (red), recyclable (yellow) and garden organics (green).
- Conduct a playground litter audit.
- Reflect on reasons why litter occurs in the playground environment and brainstorm ways to better educate their school community.

## RESOURCES



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| <ul style="list-style-type: none"> <li>• <b>Park Litter Pickup</b> game</li> <li>• Interactive whiteboard</li> <li>• Gloves</li> <li>• Clear Plastic Bags</li> <li>• Red general waste bin</li> <li>• Yellow recycling bin</li> </ul> | <ul style="list-style-type: none"> <li>• Green garden organics bin</li> <li>• <a href="http://camden.nsw.gov.au/environment/waste-environment/">http://camden.nsw.gov.au/environment/waste-environment/</a></li> <li>• <a href="http://www.campbelltown.nsw.gov.au/RSF/ServicesandFacilities/WasteandRecycling">http://www.campbelltown.nsw.gov.au/RSF/ServicesandFacilities/WasteandRecycling</a></li> <li>• <a href="http://wollondilly.nsw.gov.au/resident-services/waste/">http://wollondilly.nsw.gov.au/resident-services/waste/</a></li> </ul> |
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# ASSESSMENT

A rubric has been provided to track and evaluate student understanding. The learning outcomes will be assessed throughout the lesson using discussion, questioning, reflection and scientific investigation.



## NSW CURRICULUM LINKS

### KEY LEARNING AREA:

#### GEOGRAPHY

Examines features and characteristics of places and environments (GE2-1)

Describes the ways people, places and environments interact (GE2-2)

Examines differing perceptions about the management of places and environments (GE2-3)

#### HEALTH AND PHYSICAL EDUCATION

Uses a variety of ways to communicate with and within groups (C0S2.1)

Makes decisions as an individual and as a group member (DMS2.2)

Makes positive contributions in group activities (INS2.3)

Uses a range of problem-solving strategies (PSS2.5)

Discusses how safe practices promote personal wellbeing (SLS2.13)

#### SCIENCE AND TECHNOLOGY

Investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertake (ST2-4WS)

Describes some observable changes over time on the Earth's surface that result from natural processes and human activity (ST2-8ES)

Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things (ST2-11LW)

#### ENGLISH

Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts (EN4-5C)

Uses, reflects on and assesses their individual and collaborative skills for learning (EN4-9E)

Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence (EN4-4B)

#### MATHEMATICS

Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs (MA2-18SP)

#### CROSS-CURRICULUM PRIORITIES

Sustainability

#### GENERAL CAPABILITIES

Literacy

Numeracy

Personal and social capability

Critical and creative thinking

Ethical Understanding



# 21ST CENTURY LEARNING SKILLS

## CRITICAL THINKING



Students are encouraged to think critically about the issue of litter in their school environment. Using data collected during their playground litter audit they will reflect on why they think litter occurs when there are bins readily available on the playground.

## COMMUNICATION



Students are encouraged to actively engage in discussions throughout the lesson which will provide opportunity for questioning and sharing of experiences.

## COLLABORATION



Students are required to work collaboratively in groups and as a whole class while conducting a playground litter audit. This will provide opportunities for students to share in their range of skills and expertise while working in small and large group setting.

## CREATIVITY



Students are asked to think of new approaches that could help educate and inform the whole school about the correct use of the three-bin system to promote a litter-free playground.

## VOCABULARY



**LANDFILL**



**LITTER**



**DISPOSAL**



**WASTE MANAGEMENT**



**RECYCLING**



**ORGANIC**



**AUDIT**

# LESSON INTRODUCTION

15 mins

## 1 Introduce the word 'litter' to the class. Ask students:

- *How would they define litter?*
- *Can students share some examples of when they have encountered litter?*
- *How does litter affect the natural environment?*
- *Why do you think people litter when bins are readily available?*

Discuss how people may be confused about the correct disposal of different types of waste and recyclables.

- 2 Explain to students that your local council (Camden, Campbelltown or Wollondilly) puts waste management systems in place to minimise the amount of resources becoming litter or going into landfill. At school and home, you have access to three types of bins that are identified using a colour code system:

- **Red bin for general waste:**  
*used as a last resort.*

- **Yellow bin for recyclable resources:**  
*paper, cardboard, newspaper, magazines, aluminium cans, glass jars and bottles, milk and juice cartons, bottle caps and lids, plastics with the triangle symbol and numbers 1-7.*

- **Green bin for garden organics:**  
*Lawn clippings, leaves, garden pruning, twigs, flowers and small branches.*

These bins help separate the common types of waste and resources found in schools and at home. They are collected by your local council. As a whole class, spend some time exploring your local council's website (Camden, Campbelltown or Wollondilly) for more information about what can be placed in the bins.

- 3 Introduce the students to the game Park Litter Pickup using an interactive whiteboard. As a whole class, test your knowledge about which waste and resources are allowed in the general (red), recycling (yellow) and garden organics (green) bins. There will be opportunities for discussion throughout the gameplay.

## MAIN BODY OF TEACHING

25 mins

- 1 Explain that students will be going outside to complete a playground litter audit. Break students into groups of 4-5. Each group will receive gloves and a clear plastic bag.
- 2 Designate a safe area of the playground and allow students to fill up their clear plastic bag with litter they find. Give students about 10 minutes to complete the cleanup.
- 3 Line the three types of bins up and call students over to sit in a circle. Each group will show how much litter they have collected.
- 4 Help students sort the litter into three different piles (general, recyclable and garden organics). This would be a good opportunity for discussion questions:
  - *What type of litter was most prominent?*
  - *Why do you think that people throw their rubbish on the ground instead of placing them in the bin?*
  - *What could you do to reduce or stop littering in the playground?*
- 5 Once all the litter is disposed of correctly take students to wash their hand thoroughly and return to the classroom.



# PLENARY

10 mins

- 1 Reinforce the idea that litter occurs on the playground because students may be confused about which bins the waste and resources belong in.  
Brainstorm some ideas that could help educate and inform the whole school about the correct use of the three-bin system to promote a litter-free playground. Some ideas may include stickers on bins, posters or video clips (Teacher could continue this activity in another lesson).
- 2 Challenge students to play **Park Litter Pickup** again and see if they have improved their knowledge of the correct disposal of common playground litter.



## HOMeworkACTIVITY

Challenge family members in playing **Park Litter Pickup!** Who can get the highest score?  
Complete an audit of the waste management system you use at home.

- How does your family ensure that waste and resources are separated correctly?
- How many bins do you have in your house, where are they located?
- What day is your bin collection?

As a family, develop a roster to improve your waste management system. You may decide to allocate a weekly or daily timetable where each member of your family is responsible for the correct disposal of garbage.



# ASSESSMENT RUBRIC – PARK LITTER PICKUP LESSON

Student defines litter and displays an understanding of how it impacts on their school environment.

Student understanding of the correct household disposal procedures for general (red), recyclable (yellow) and garden organics (green) waste and resources.

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| 4 | Student defines litter clearly and demonstrates an exceptional understanding of various ways that it impacts on their school environment. |
| 3 | Student defines litter clearly and demonstrates a strong understanding of various ways that it impacts on their school environment.       |
| 2 | Student defines litter and demonstrates a satisfactory understanding of ways that it impacts on their school environment.                 |
| 1 | Student defines litter and demonstrates a basic understanding at least one way that it impacts on their school environment.               |
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- |   |   |
|---|---|
| 4 | Student demonstrates an exceptional understanding of how general (red), recyclable (yellow) and garden organics (green) are disposed of from their household. |
| 3 | Student demonstrates a strong understanding of how general (red), recyclable (yellow) and garden organics (green) are disposed of from their household.       |
| 2 | Student demonstrates a satisfactory understanding of how general (red), recyclable (yellow) and garden organics (green) are disposed of from their household. |
| 1 | Student demonstrates a basic understanding of how general (red), recyclable (yellow) and garden organics (green) are disposed of from their household.        |



# ASSESSMENT RUBRIC – PARK LITTER PICKUP LESSON

Student engagement in playground litter audit while working in a team.

- 4 Student displays outstanding evidence of teamwork while actively engaging in the playground litter audit.
- 3 Student displays strong evidence of teamwork while actively engaging in the playground litter audit.
- 2 Student demonstrates satisfactory evidence of teamwork while participating in the playground litter audit.
- 1 Student demonstrates basic evidence of teamwork while participating in the playground litter audit.

Student reflection of the playground litter audit influences strategies for educating school community.

- 4 Student shows evidence of thorough reflection using the outcome of their playground litter audit to determine how they could better educate their school community.
- 3 Student shows evidence of thoughtful reflection using the outcome of their playground litter audit to determine how they could better educate their school community.
- 2 Student shows evidence of some reflection using the outcome of their playground litter audit to determine how they could better educate their school community.
- 1 Student shows evidence of basic reflection using the outcome of their playground litter audit to determine how they could better educate their school community.

