

ACTIVITY 4

Reduce Litter

Suggested Learning Intentions:

Pupils will:

- Recognise the consequences of dropping litter
- Develop a sense of responsibility and reduce anti-social behaviour

Connected Learning Opportunities:

KS1&2: Language and Literacy – talking and listening; reading and writing.

KS1&2: The World Around Us – Geography (*environmental awareness*).

KS1&2: The Arts – Art and Design; Music and Drama.

KS1&2 PD&MU – learning to live as members of the community.

Thinking Skills & Personal Capabilities:

Being Creative.

Cross-Curricular Skills:

Communication, Using ICT.

Eco-Schools

This lesson can be used as a curricular link if your school is using litter as a focus topic on the Eco-School's Programme.

↓ Reduce Activity



ACTIVITY 4 - REDUCE LITTER



1.



Consequence wheel
step by step.



2.



3.

Group activity:

(The ideas explored in the Consequence Wheel below and the complexity of these ideas can be adapted to reflect the age and ability of the group.)

Consequence Wheel – following the initial discussion ask pupils to consider a chain of events created by the dropping of litter. Use the examples in the illustrations of Consequence wheels to help you. In the initial stages teachers may need to give pupils direction. For example, what might happen to other people, animals, the environment, health and vermin?

Key Stage 1:

Draw two concentric circles on the white board. In the centre of the first write ‘I drop litter...’ and ask for suggestions of possible consequences and reasons. When one suggestion is given encourage pupils to think of an associated consequence and reason. Write both suggestions in the second circle putting divisions between them as in the illustrations. Depending on the ability of the class, pupils may be able to look at each suggestion in turn and form two further consequences for each. A useful question to encourage thinking is, ‘And then what might happen?’

Key Stage 2:

As with Key Stage 1 use the illustrations to guide you to draw three concentric circles on the white board with three sections in the second circle and six in the third circle. Write ‘I drop litter..’ in the first circle and encourage pupils to Think, Pair, Share suggestions for a consequence and the reason for one section of the second circle, followed by an associated consequence and reason for the second section. Provide pupils with a paper copy of the Consequence Wheel and ask them to record suggestions so far. In groups

have them complete a third associated consequence and then suggest they complete the chain by suggesting further consequences and recording them in the third circle – two for each of the consequences they recorded in the second circle. It is possible to continue the concentric circles recording further consequences or to change the initial statement in the central circle.

For pupils who find the above suggestions difficult:

Refer to their class walk and demonstrate how you can record their discussion of consequences using the Consequence Wheel. Draw two concentric circles, each with one section and no divisions. Alternatively you may decide to use a visual flow chart.

Group/ individual activity:

(The ideas explored in the Consequence Wheel below and the complexity of these ideas can be adapted to reflect the age and ability of the group.)

Consequence Wheel – following the initial discussion ask pupils to consider a chain of events created by the dropping of litter. Use the examples in the illustrations of Consequence wheels to help you. In the initial stages teachers may need to give pupils direction. For example, what might happen to other people, animals, the environment, health and vermin?

Class activity:

Discussion:
“What is litter?”

Finally:

Pupils can come together to compare and contrast the consequences of dropping litter and prioritising in a list. Alternatively the Diamond Ranking activity in Active Learning and Teaching Methods for Key Stages 1&2 is a useful tool for prioritising information.

