**Lesson 1 – Introduction to litter**

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|  | Subject: PSHE/Topic | Year: (Suitable for any KS2 class) | Class:  |
| Date:  | Day:  | Time/session:  |
| **Topic: Litter**  | Links to National Curriculum: Y4 Science – environmental change and threats to living things |
| Learning objectives:Introduction to litter – at the end of this lesson children will have explored what litter is and possible reasons why people litter. |
| Time | Lesson structure | Teacher notes/structure |
|  | **Starter: What is litter?** | Paired talking: Teacher asks “What is litter?”Report back to classQuestioning: How do these pictures make you feel?Have you seen anywhere around the school that looks like this?What can we do?What do you think causes litter in our area?Why is plastic a problem?Let’s come up with a plan…How do I know all students have made progress?Quiz at end of lesson (see separate Powerpoint |
| Show Pictures of litter and animals trapped in litter.Discuss where litter comes from.Ask class to discuss what we could do in our local area to help.Likely ideas: not drop litter ourselves, ask people not to litter – draw a poster.Go on a litter pick around the school.Reduce amount of plastic we buy.Tell friends and family about problem/solutions |
| Plenary:QuizReminder of what we can do – pledge to reduce litter by using bins provided, educate friends and family and do a litter pick |
| Differentiation:Be careful to warn sensitive children that the pictures are coming up and may upset them. Be sure to reassure children that these animals were rescued and lived long and happy lives after the photo. Be positive about the actions we can do to help. |
| Links to literacy/numeracy:Class discussion.This could be written up in literacy books – report/debate on litter. | Key words/terms:LitterMarine litterOcean plastics |
| Resources:Pictures of litterPowerpointSmartboard | Homework:Draw a poster to stop people dropping litter |
| Use of TA (or other adults):Support any children with difficulty reading the board to help interpret slides. | Evaluation: |