



Waste Audit Follow Up: Mapping Activity – KS3 Geography

Teachers' Notes:

This activity will be extremely useful for a school developing a new recycling/ waste system around the school, following on from a whole school waste audit or as part of the Waste Whatever programme. This exercise will highlight the information discovered through a Waste Audit, identify areas of the school site where improvements might be made, help with implementing changes and look at the whole school approach instead of in isolation. It will aid with starting a recycling system or justify improvements to an existing system.

The group of students carrying out the mapping will need to have a good knowledge of school layout and access to all areas with supervision of an adult. They will need to respect that lessons are taking place and keep noise and disruption to a minimum. It is advisable to announce in assembly, or tutor time that day, that this activity will be taking place so students can survey the teaching spaces with minimum fuss and questioning. Ask the estates manager to be involved – ask them to provide a site map with which will be needed for the following activity. They will also bring knowledge of existing waste provision and costs at school. The adults supervising the groups will need to carry out a group de-briefing first and a basic health and safety procedure. This is not a waste audit or litter pick, so no rubbish should be handled!

This activity would provide most information if done after lunch, as long as bins haven't been emptied over lunch time. Check with the estate manager and ask if bins can be left in place until the end of the school day for a more effective mapping exercise.

National Curriculum links:

KS3 Geography

Geographical skills and fieldwork

- Build on their knowledge of maps and use this geographical tool routinely in the classroom and the field.
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

Learning Objective:

Use mapping skills to collect data, analyse this data to help improve the local school environment

Equipment:

Large laminated map of whole school (this can be reused time and time again for many activities and of course future mapping) – this can be done in sections and then taped together. Site manager should be able and willing to help with this. Clipboard and coloured pens for each group. Different coloured dot stickers for recording information on final map.

Activity:

Each group will be given an area of the school to map and observe. They will need a photocopied map of their designated area on a clipboard. They can then use this to record the number and location of the various bins with coloured pens or stickers. It would be very useful to clarify what is being collected for recycling e.g. Paper.



Don't let Devon go to waste at school

Each group will walk through their designated area, marking down where bins are placed – both waste and recycling, including kitchen and outdoor areas. In doing this they are developing specific knowledge about the 'landscape' of their school and offered the opportunity to work as part of a team. The groups should make notes as to how much litter they notice in different areas, any 'missing' or damaged bins and start to make observations about whether bins seem to be in sensible places. They should ask the following questions of themselves and within the team, recording observations.

- Is there too much of a gap between bin locations?
- Are there enough recycling bins?
- Are recycling bins easy to see and clearly/correctly labelled?
- Has location of bins been considered or are they hidden?
- Are there large areas without bins? Is there more visible litter in these areas?

As well as marking down location, type and number of bins, students should, where possible, look in the bins (without touching any rubbish/ recycling!)

- Are the rubbish bins being used?
- Is there evidence of contamination in the recycling bins e.g. Drinks cans in paper recycling?
- Any empty bins?
- Overflowing bins?

Groups need to collect, record and display their information clearly. This activity may help students understand the concept of interdependence.

Make recommendations to the estates manager about the current system or implementing a new system – Remember to be polite and well researched. Evaluate the findings of the mapping activity, as well as the results of the audit; particularly percentages of materials found and possible achievements in waste reduction percentage. Also include comments or feedback from extension activity survey if carried out. Students need to think critically, constructively and creatively. They should present accordingly working together and within the realms of realistic possibility. Consider what support there is from the district council and what materials they and / or other waste contractors will collect. Take small, manageable steps and try not to be overwhelmed.

By mapping the bins through observation and recording, students are relating to their local school Environment. They can then make links to the wider world by extending their work to include waste Issues on a local, national and global level.

Extension Activity:

Survey/ questionnaire – How far would you walk with a piece of rubbish to find a bin? Would you actively seek out a recycling bin, or just use the first bin that you saw? Encourage those questioned to be honest and perhaps pace out how far they would walk until they got bored of holding rubbish. Perhaps leaving behind visible trail of coloured wool. Surveys and feedback like this can be a vital tool when making positive changes and sensible decisions.

Don't let Devon go to waste



Group name: _____

Designated area: _____

Mapping Activity Guidelines:

Walk through your designated area, marking where bins are placed – both waste and recycling, including kitchen and outdoor areas.

Please be considerate of other school users when carrying out this activity.

Make notes as to how much litter you notice in different areas, any 'missing' or damaged bins and start to make observations about whether bins seem to be in sensible places. Ask the following questions individually and as a team, recording observations.

- Is there too much of a gap between bin locations?
- Are there enough recycling bins?
- Are recycling bins easy to see and clearly/correctly labelled?
- Has location of bins been considered or are they hidden?
- Are there large areas without bins? Is there more visible litter in these areas?

As well as noting the location and number of bins, you should, where possible, look in the bins

Do not touch any rubbish or recycling

- Are the rubbish bins being used?
- Is there evidence of contamination in the recycling bins e.g. Drinks cans in paper recycling?
- Any empty bins?
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Notes: