

BIN IT!

In this lesson pupils will learn that people can be fined for dropping litter, whether deliberately or unintentionally. They will design their own posters to promote this information and encourage people to be more careful.

Learning Outcomes

- To understand that fixed penalty fines are issued for dropping litter
- To find ways of promoting this message

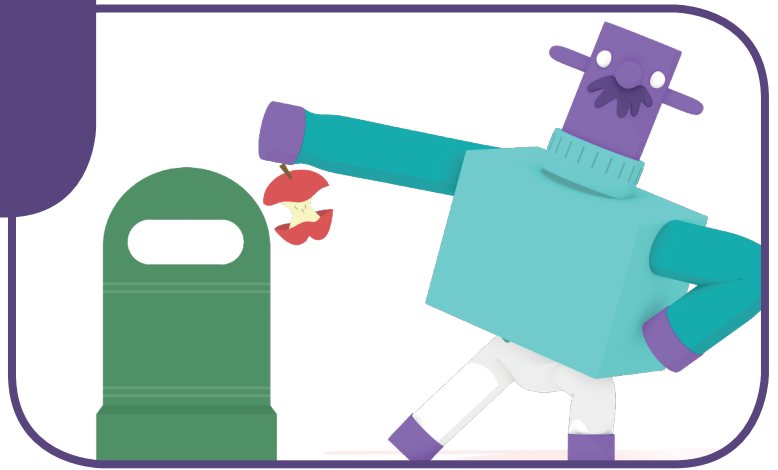
Lesson

Remind pupils that dropping litter is against the law and ask if anyone knows what the penalty is for breaking this law. Explain that people who drop litter can be given a fixed penalty notice of £80. Ask how many of the class are aware of this.

The Law

Anyone who drops litter in a public place or on an adopted highway is committing a crime. This includes throwing litter from a vehicle.

The Council treats littering seriously. If you litter you can be prosecuted in the courts under the Environmental Protection Act 1990 and fined up to £2500. As an alternative to prosecution, the Council has powers to issue 'on the spot' Fixed Penalty Notices of £80 to people who litter.



Challenge pupils to think of ways they could spread the word that people can be fined if they drop litter and how to encourage local people to *Bin It!*

Then start pupils designing a poster to promote this.

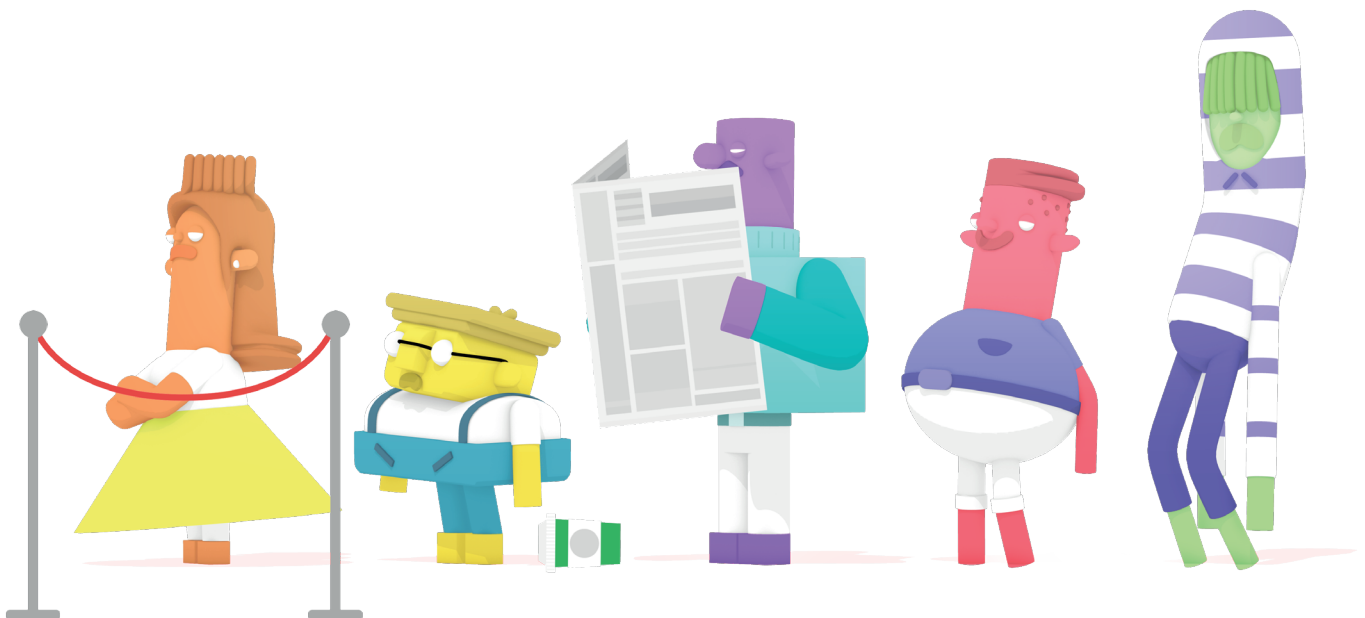
Play *Bin It! to the BEAT*. Remind pupils that the song lyrics help people remember the key theme - ***You can keep your environment clean by holding on to your rubbish until you locate a bin.***

Pupils can use the activity sheet to make notes and plan their poster. They can create their design on the back. Alternatively, they could design their poster using a computer and suitable software.

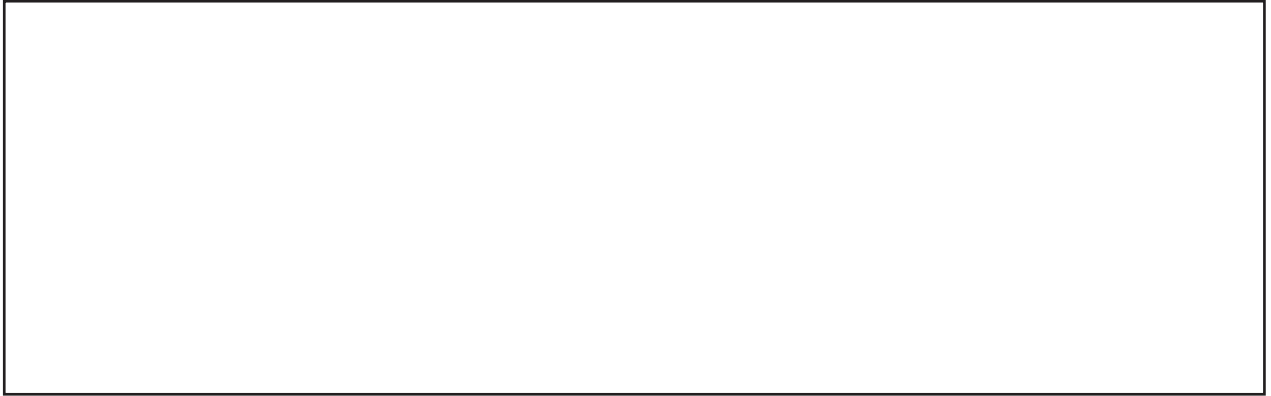
- What do they need to consider?
- What images could they use?
- Do they need lots of text or just key points?
- What sort of colours would be best?

Plenary

Create a display of the posters in the classroom or around the school.



Make some sketches or line drawings of possible images to use on your poster.



What are the key messages you want to get across? _____

How can you make the key points short, snappy and easier to remember?

What else will make your poster stand out? Think about colours, images and words.

Curriculum mapping

England

English

KS2 Speaking and Listening

- 1a. use vocabulary and syntax that enables them to communicate more complex meanings
- 1c. choose material that is relevant to the topic and to the listeners
- 9a. listen to recordings [for example radio, television, film]

EN3 Writing

- 1a. choose form and content to suit a particular purpose
- 2a. plan – note and develop initial ideas
- 2b. draft – develop ideas from the plan to structured written text
- 2c. revise – change and improve the draft
- 9a. to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader

KS2 Citizenship

Scotland

Social studies

People, place and environment

First

- I can consider ways of looking after my school or community and can encourage others to care for their environment

Second

- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way

Literacy

Listening and talking

First

- As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose

Second

- As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes

Writing

First

- I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text

Second

- I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience

Wales

Literacy

Listening

- listen carefully to presentations and show understanding of main points
- after listening, respond, giving views on what the speaker has said

Collaboration and discussion

- contribute to group discussion and help everyone take part

Writing

Meaning, purpose, readers

- write with a clear purpose, showing consideration for the reader, *e.g.* by choosing appropriate vocabulary and presentational devices
- use techniques in planning writing, *e.g.* mindmapping, sequencing, placemat activities

Personal and social education

Sustainable development and global citizenship

- Take an active interest in varied aspects of life in school and the wider environment
- How the environment can be affected by the decisions we make individually and collectively

Northern Ireland

TALKING AND LISTENING

- know, understand and use the conventions of group discussion
- prepare and give a short oral presentation to a familiar group, showing an awareness of audience and including the use of multimedia presentations
- identify and ask appropriate questions to seek information, views and feelings

WRITING

- write for a variety of purposes and audiences, selecting, planning and using appropriate style and form
- use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally;
- express thoughts, feelings and opinions in imaginative and factual writing

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

- human rights and social responsibility
- playing an active and meaningful part in the life of the community and being concerned about the wider environment