

# WHO IS RESPONSIBLE?

In this activity pupils will learn that anyone can be responsible for causing litter and that it is everyone's responsibility to dispose of litter – their unwanted items – correctly.

## Learning Outcomes

- To be aware that anyone can be responsible for leaving litter
- To understand that we all have to take responsibility for our own actions

## Preparation

Prepare *Bin It! to the BEAT* to play to the class.

It may be useful to check the guidelines issued by your local council for reporting and dealing with people who drop litter.

## Interactive Whiteboard ideas

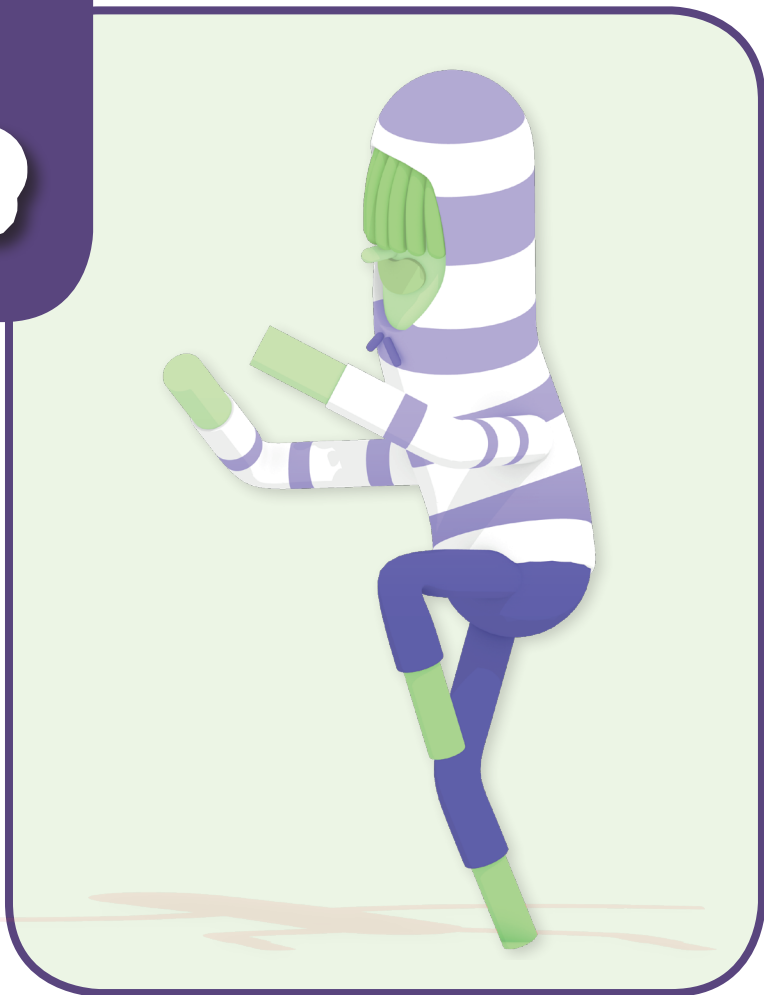
A collection of images that show different types of people leaving litter, both deliberately and unintentionally, would be useful for discussion purposes.

## Lesson

Show pupils the whiteboard images of people littering and discuss each one. Who is dropping or leaving litter and what is it? Ask the class if they believe the people in the photographs are doing it deliberately or unintentionally. Discuss what makes some people worse offenders than others.

Explain to the class that there is no specific type of person that litters *ie* it could be a child dropping a sweet wrapper on the ground, a teenager leaving a fast-food container on the train or a business person placing a coffee cup next to an overflowing bin.

Ask who they believe should be responsible for cleaning up the mess. What could they do to encourage these people to pick up their litter?



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.***

Ask pupils to think of jingles or short rhymes to promote the key message. They should keep in mind that different people might be encouraged in different ways. Pupils then work in groups using the activity sheet to make notes about what might be important to the different types of people and the different ways they could get the anti-litter messages across.

Ask each group to focus on a different type of person; teenager, parent, business person, child. Think of different ways to present the *Bin It!* message to each group.

### Plenary

Ask pupils to share their ideas for promoting the key messages with the rest of the class. Discuss each one, asking pupils to comment on what they like best and what could be done to improve them. Who did they find the hardest people to target?

Finish by reminding them that dealing with litter is the responsibility of everyone and outline what can be done if they know of people who drop litter.

### Report Littering

You can help reduce the amount of litter by disposing of your litter responsibly and encouraging others to do the same too.

If you see someone dropping litter that you don't know, it is important not to confront them if you think that your personal safety might be at risk.

Try to remember or note down as much detail about the incident as possible and let a grown up know.



# WHO IS RESPONSIBLE?

**BIN IT!**   
TO THE BEAT



Spiral notebook page with five horizontal lines for writing.



Spiral notebook page with five horizontal lines for writing.



Spiral notebook page with five horizontal lines for writing.



Spiral notebook page with five horizontal lines for writing.

## Curriculum mapping

### England

#### English

##### KS2 Speaking and Listening

- 2a. identify the gist of an account or key points in a discussion and evaluate what they hear
- 2e. respond to others appropriately, taking into account what they say
- 3a. make contributions relevant to the topic and take turns in discussion
- 9a. listen to recordings [for example radio, television, film]
- 10b. planning, predicting, exploring
- 10c. explaining, reporting, evaluating

##### KS2 Writing

- 10. Pupils should also be taught to use writing to help their thinking, investigating, organising and learning

##### KS2 Citizenship

### Scotland

#### 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

#### 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

### 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

#### 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