

Lesson 2: Oceans of plastic (years 1 and 2)

Lesson preparation: Bingo game cards can be cut out and backed onto cardboard for future use. Pupils can be asked to collect bottle tops or old buttons to use as markers. If you choose to undertake the group artwork activity, don't forget to send an email or letter home to parents in advance to ask them to collect used materials such as old wallpaper samples and wrapping paper to use for the activity

Starter activity

- Bingo game: divide the class into teams of 3-4 and give each team a bingo card cut out from the download. Teams should also be given markers to check off their icons as they're called out
- Cut out each of the icons and place them into a box to select randomly during the game. Now, one at a time, pick an icon from the box for children to mark off if the image is on their card. As each icon is picked out read the relevant information to the children
- The team that marks off the whole of their card first is the winner

Support materials

Bingo cards 1-8
Bingo download facts
Counters, buttons or bottle tops for markers

Main activity (option 1)

- Use slides 2-5 to explain how oceans and rivers become polluted with plastics and how these plastics are harmful to marine life
- Use slides 6-8 to explore some of the measures that have been implemented over recent years to help address this problem
- Children should investigate these (and other) initiatives and consider how they think these measures have or will make a difference to the plastic pollution problem. Children can be encouraged to look overseas at measures taken by other countries in a bid to tackle plastic pollution
- Next, using the writing frame on Worksheet 1 (and with their knowledge of marine plastic pollution) children should suggest a change of their own that they feel would make a difference to plastic pollution
- They can be encouraged to create a word shower to describe their feelings towards the image

Main activity (option 2)

- Using the recycled materials, background information and statistics, children should create a large artwork piece based on the marine pollution information they have been given
- Slides 10-11 show some examples of other artworks created around this theme
- Artwork creations should be completed in groups
- The finished work can be displayed in the school and a gallery-style open evening can be hosted for parents and guardians to view the finished creations. Tickets can be sold for this – with proceeds donated to an environmental charity of the school's choice. Children can further support the event by making their own promotional posters or leaflets to encourage attendance

Curriculum links

English
- Writing (Yr 2)
- Writing for different purposes
Science
- Everyday materials (Yr 1)
- Distinguish between objects and the material they are made from
Art
- To use a range of materials to design and make products
PSHE (PSHE Association)
- L3. About things they can do to help look after the environment

Support materials

Slides 2-11
Pupil Worksheet 1

Plenary

- Using Pupil Worksheet 2, ask children to write three things they remember from today's lesson
- They can then glue this into their workbooks

Support materials

Pupil Worksheet 2

Key learning outcomes – by the end of the lesson pupils will be able to:

- Understand how oceans and rivers become polluted with plastics
- Recognise some of the measures that have been put in place to help tackle this problem
- Apply their understanding of these problems towards a proposed solution
- Work collaboratively on a group artwork task



**Mr. Pritt's
Waste Warriors**

Key vocabulary:

Pollution, materials, marine, measures

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Lesson 3: Supermarket packaging (years 5 and 6)

Lesson preparation: This lesson should be split over two sessions as it requires children to visit their local supermarket. Children should be tasked with accompanying their parent/guardian on a weekly shopping trip. The aim of the trip is to choose a section of the supermarket and assess the packaging used within this section

Starter activity

- Run through the True or False quiz about plastic packaging on slides 2-7

Support materials

Slides 2-7

Main activity

- Use slide 8 to ask pupils why they think we need packaging. Slide 9 looks at some of the main purposes:
 - It protects and contains the products we buy until they reach our homes
 - It provides us with important product information about the ingredients and storage instructions
 - It protects products on their journey from farm or factory to people's homes so they arrive in good condition. This journey can involve travel by ship, air or road
 - Some packaging also allows products to be resealed if all the contents are not needed in one go and keeps the content fresh
- Ask children to visit their local supermarket with their parent/guardian and audit a section of produce for over-packaging using Pupil Worksheet 1 to detail their findings. They can be encouraged to draw or photograph the section they are reviewing so they can refer to this later
- Once they have reviewed their supermarket, run through slides 10-13 which look at some initiatives that have been trialled or implemented by the major supermarket chains to reduce the use of plastic packaging
- Back in the classroom, pupils should research the name of the CEO of their chosen supermarket and write a letter outlining their recommendations for change. Pupils should draw on some of the key information they have been taught and research any gaps in their knowledge before they start writing. Slide 12 can be used to outline what pupils need to include in each paragraph of their letter

Alternative task:

- Instead of a supermarket audit, pupils could evaluate a product they have purchased from the supermarket and make suggestions for a more environmentally conscious way of packaging it. Children can then write to the company that make their chosen product with their recommendations on how they would minimise packaging

Extension activity:

- Children could investigate how food was packaged 100 years ago

Curriculum links

English

- Writing and composition (Yrs 5 & 6)
 - Identifying the audience for the purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - Noting and developing initial ideas, drawing on reading and research where necessary
- PSHE (PSHE Association)
- L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling)

Support materials

Slides 8-14

Pupil Worksheet 1

Plenary

- Pupils should write their own personal pledge to help reduce the packaging they use

Support materials

Pupil Worksheet 2

Key learning outcomes – by the end of the lesson pupils will be able to:

- Recognise examples of over-packaging
- Understand some of the measures supermarket chains have put in place to reduce the use of plastic packaging
- Create a list of recommendations based on their research findings
- Write a formal letter outlining their recommendations



**Mr. Pritt's
Waste Warriors**

Key vocabulary:

Packaging, environment, formal, summarise, CEO (Chief Executive Officer), recommendation

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