

Looking into Litter

Teachers Guide



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KESAB Waste and Recycling Education

KESAB is a non-profit community organisation which works with people to restore, preserve and improve the total environment. KESAB offers interactive programs to schools and the wider community, presenting programs relating to KESAB's objectives, national curriculum and community interest.

The classroom activities included in the resources section that have been sourced from the *RRR You Ready: The NYC Teachers RRRResource Guide*, 2001. Activities are included for different age groups, please read through all the activities and adapt them to your classes particular needs. It would be most beneficial if the students use their visit from KESAB as part of a larger unit of work.

Overview

Students will learn how to identify different types of litter and look into the reasons why people litter. They will engage in activities to explore the use, reuse, proper disposal, recovery and recycling of certain common littered items.

Key Understandings

- The introduction of common materials and how they are being used for a wide range of purposes, including packaging.
- materials all have different properties.
- People chose to litter
- People can make choices to reduce waste by reducing, reusing and recycling.

Key Vocabulary

Please ensure your students are familiar with the following vocabulary before your class visit to KESAB Education Services.

bins	recycle	danger	environment	supermarket
litter	bottle	reuse	reduce	packaging
Council	kerbside	collection	melt	paper
rubbish	waste	landfill	metal	glass

Links with the SACSA Framework

The Looking into Litter program, together with this Teacher's Guide, comprise a unit of work that could enable students to work towards achieving the following learning outcomes depending on the choice of activities selected.

LEARNING AREA	STRAND	KEY IDEAS	Essential Learnings	Key Competencies
English	<i>Strategies</i>	1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts.	T C	KC2 KC6
		1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations.	T C	KC2 KC3 KC6
		1.11 Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies.	Id T C	KC1
Health and Physical Education	<i>Health of Individuals and Communities</i>	1.6 Describes what it means to be healthy and the role of others in the community in supporting the health of its members.	In F	KC1
Society and Environment	<i>Time, Continuity and Change</i>	1.1 Identifies differences between their life and the lives of other generations in their society and explains some reasons for this.	Id In C	KC1
		1.3 Identifies and values aspects of environments, and of family and community ways of life, that have endured or changed, and makes predictions about the future in relation to these.	F In T	KC1 KC6
		1.4 Explains and communicates how people interact and identify with environments.	Id In	KC2
	<i>Place, Space and environment</i>	1.5 Represents and categorises features of places and resources, using maps, contextual language and models.	C	KC2 KC5
		1.6 Participates actively in projects to show understanding of the importance of caring for local places and natural environments.	F In T	KC3 KC4
		1.9 Demonstrates a capability to see and value points of view other than their own.	Id T	
	<i>Societies and Cultures</i>			

	<i>Social Systems</i>	1.10 Describes the meaning of 'needs' and 'wants', and identifies how people cooperate in society to meet current and future needs.	F In	KC1
		1.11 Identifies the sources of some goods and services, and can explain the ways our daily living depends on them.	In T C	KC1
		1.12 Takes an active part in making decisions to achieve goals while listening to, negotiating, and cooperating with others, and showing awareness of rights, responsibilities and rules.	In T	KC3 KC4
Design and Technology	<i>Critiquing</i>	1.1 Makes judgments about the significance of different characteristics of products, processes and systems made by themselves and others.	T	KC1
	<i>Making</i>	1.5 Explores current and alternative uses of materials and equipment in creating products, processes and systems.	F C	KC1
		1.6 Understands the importance of simple organisation and safety issues in terms of their consciousness of people and fairness.	Id In	KC1
Mathematics	<i>Exploring, Analysing and Modelling data</i>	1.1 Generates and organises data and uses it to make personal and collective plans.	Id T C	KC3
		1.2 Uses everyday comparative language and number to describe the data they have generated in parts and as a whole and describe how the data assists them to answer their own questions.	C	KC2
	<i>Measurement</i>	1.4 Compares and orders the measurable attributes of distance, surface, space, mass, turn/angle and time to describe the size of a wide range of familiar figures, objects and events.	T C	KC1
	<i>Number</i>	1.6 Uses the base 10 number system and fractions to represent numbers when working with their peers, collections of objects, measurements and data.	In T C	KC4
	<i>Matter</i>	1.7 Identifies properties of materials that are observable through the senses and recognises the uses of these materials.	T C	KC1
		1.8 Identifies and predicts materials that change and do not change.	T	KC1