



Cambridge Assessment
International Education



Cambridge Global Perspectives™ Primary lesson pack (5–11 years)

Contents

Lesson plan

Guidance notes

Resource 1: Litter in different environments

Resource 2: Different types of litter

Resource 3: Litter worksheet



Cambridge Global Perspectives™ primary lesson plan

Looking after Planet Earth – why is litter a problem?

| | |
|---|--|
| For learners aged 5 to 6 | |
| CLASS: | DATE: |
| Lesson focus and learning objectives | <p>The focus of the lesson is to develop simple skills of analysis and evaluation related to the effects of litter* on the environment:</p> <ul style="list-style-type: none"> Analyse a source of information and evidence relevant to a topic (the effects of litter on the environment). State an opinion about a given topic. |
| Success criteria | <ul style="list-style-type: none"> Learners use observation skills to identify different types of litter from photographs of different environments. Learners can explain, in their own words, what a scene from a photograph looks like with and without litter. Learners can express, in their own words, their feelings and sensory responses to clean and littered environments. Learners can explain, in simple vocabulary, the effect of a polluted environment on people, plants and animals. |
| Prior knowledge / Previous learning | <p>Learners understand that:</p> <ul style="list-style-type: none"> we live on a planet called Earth along with many different living things, including plants and animals. |

**The reference to 'litter' throughout this pack means 'rubbish', 'trash' or 'garbage' which people have dropped or left behind in public places.*

Plan

| Lesson | Planned activities |
|---|---|
| <p>Introduction</p> <p>15 minutes</p> | <p>Explain that you are going to show learners pictures of Earth from space and from the ground such as unspoiled beaches, forests and parks. Ask learners to think about what they see and how they feel as they look at the images and listen to the music.</p> <p>Invite learners to say something about the pictures and how they feel about our planet. You can use the following questions:</p> <ul style="list-style-type: none"> What did you see? Do you like the place(s) you saw? What is nice about it? How do these images of Earth make you feel? <p>Asking questions enables you to find out what the learners know already about Planet Earth and encourages them to express their feelings in response to the images.</p> <p>Next, ask learners to close their eyes and play them a recording of sounds heard in a park e.g. birds singing, children playing, and to imagine the scene that they can hear. Ask learners to open their eyes and describe the scene that they have imagined. You can do this as a whole-class discussion or ask learners to discuss what they imagined in pairs and then ask one or two pairs to share this with the whole class.</p> <p>Ask the learners to close their eyes again and listen to the same recording. Then ask learners to open their eyes and show them a picture of a park spoilt by litter. Discuss the following questions as a whole class:</p> <ul style="list-style-type: none"> How is the scene different? What has happened? Would you like to go there? Why not? <p>If learners do not know what litter is, explain that litter is rubbish that has been left in an open or public space.</p> |

| Lesson | Planned activities |
|--|---|
| <p>Main activities</p> <p>35 minutes</p> | <p>Show learners a bag of litter and ask for volunteers to look inside the bag and describe what they see and smell. Write learners' responses to the bag of litter on the board e.g. smelly, dirty.</p> <p>Divide the class into pairs. Each pair will use photographs to identify different types of litter and analyse the impact of litter on a given environment. There are four different environments: park, street, forest and beach.</p> <p>Give each pair the following resources:</p> <ul style="list-style-type: none"> • Resource 1 – Photographs of an environment (park, street, forest and beach) affected by litter. • Resource 2 – Pictures of different types of litter e.g. plastic, paper, glass, metal. • Resource 3 – worksheet (A4 or A3) for recording pair analysis of the effects of litter in their allocated environment. <p>Ask pairs to look at the photographs in Resource 1 and identify different types of litter e.g. a broken bottle. Learners find the matching picture of a broken bottle from Resource 2, cut out the picture and stick it on to Resource 3 under the heading 'Type of litter'. Learners then write down or draw the problem that they think may be caused by the broken bottle (e.g. it could hurt a person or animal) under the heading, 'Problems of litter'. Give learners the example of the broken bottle so they understand what to do. Encourage learners to think how litter affects people, animals and plants.</p> <p>Put the pairs that have studied the same environment (e.g. park) together into groups. Ask the pairs to compare their answers. Learners share their responses to the task and look for similarities and differences. It may be helpful for the group to list these on some paper.</p> <p>While learners are working on the task in their groups, walk around the groups, listen to their discussions and support them to complete the task.</p> <p>Ask each group to share the main types and problems of litter found in their environment with the whole class. Summarise and record the main types of litter and problems for each environment on a flipchart.</p> <p>To summarise the findings of the activity, ask the whole class:</p> <ol style="list-style-type: none"> 1. What are the main types of litter found in all four environments? 2. What are the main problems caused by litter? <p>Display the worksheets in the classroom.</p> <p>This activity can be extended by:</p> <ul style="list-style-type: none"> • reading a short story about caring for the environment and the problems of litter • using arts and crafts to display the differences between clean and spoilt environments e.g. creating a montage using images taken from magazines • exploring the different materials of litter e.g. paper, glass, metal, food, plastic to create a cross-curricular link with science. |

| Lesson | Planned activities |
|---|--|
| <p>Reflection, application and preparation for the next lesson</p> <p>10 minutes</p> | <p>Lead a whole-class discussion around the following questions:</p> <ul style="list-style-type: none"> • What type of environment do we live in or near? • Is it like any of the places in the photographs? (In Resource 1) • Have you seen litter in the environment around us? • What types of litter? • How does the litter spoil our environment? • How does this make you feel? <p>The final activity in the lesson is designed to reinforce learning about litter and the environment, and to encourage learners to apply their skills of analysis to their local environment. The responses to questions enable you to assess whether the success criteria for the lesson have been achieved.</p> <p>Explain that the class is going to go on a 'litter walk' around the school and the local area during the next lesson. This is an opportunity for learners to observe and conduct simple research. Learners make simple predictions about the types of litter that they might find in their school or locality during the litter walk. They can use cameras to record what they find. The photographs provide evidence for analysis and evaluation.</p> <p>The displayed worksheets from the main activity of this lesson can be used for comparison with the outcomes of the litter walk.</p> |
| <p>Reflection</p> <p>Use the space below to reflect on your lesson. Answer the most relevant questions for your lesson.</p> | |
| <p><i>Were the learning objectives and lesson focus realistic?</i></p> <p><i>What did the learners learn today?</i></p> <p><i>What was the learning atmosphere like?</i></p> <p><i>What changes did I make from my plan and why?</i></p> <p><i>If I taught this lesson again, what would I change?</i></p> <p><i>What two things went really well (consider both teaching and learning)?</i></p> <p><i>What two things would have improved the lesson (consider both teaching and learning)?</i></p> <p><i>What have I learned from this lesson about the class or individuals that will inform my next lesson?</i></p> | |

| Lesson | Planned activities |
|--|--------------------|
| Next steps <i>What will I teach next, based on learners' understanding of this lesson?</i> | |



Cambridge Global Perspectives™ primary lesson guidance notes

Looking after Planet Earth – why is litter a problem?

For learners aged 5 to 6

Why is litter a problem?

The lesson plan is aimed at learners aged 5 to 6 years old. This lesson encourages learners to think about the effect of litter on different environments around the world (global perspective) and the effect of litter on their local environment. The lesson plan can be adapted to a range of primary ages. For upper primary age groups, written summaries of the problems of litter and creative responses to the issues could replace worksheet activities. Older learners can analyse and evaluate different types of evidence about the effect of litter on the environment. For example, photographic evidence could be supplemented by or compared to documentary film evidence or interviews with ‘experts’ in litter and the environment e.g. the school site manager, a local environmental worker or a member of a local environmental group. Gathering evidence from a ‘litter walk’ can be recorded in different ways e.g. tally charts, a video. Older learners can discuss the quality of different types of evidence.

| Lesson | Guidance notes | Resources |
|--|--|--|
| Introduction 15 minutes | <p>This lesson is designed to develop enthusiasm for learning. The role of the teacher is to encourage this enthusiasm and to encourage learners to be curious and interactive.</p> <p>The first part of the introduction is designed to stimulate learners to express their thoughts about the images they see of Planet Earth and the different environments on Planet Earth. Show learners pictures of different environments such as beaches, forests and parks that are unspoiled by litter. You can use YouTube, print pictures from the internet or show learners pictures from newspapers or magazines.</p> <p>The second part of the introduction contrasts the sounds of children enjoying a park with the images of a park spoilt by litter. Questions explore learner responses and feelings to the spoilt environment.</p> <p>You can use any of the suggested resources or find your own resources to reflect your local culture and your learners’ experience.</p> <p>You can choose to focus on any environment that is relevant to your local context. For example, city streets, beaches, forests, mountains or countryside. You can find images from the internet, newspapers or magazines, or take photographs of your local area.</p> | <p>Equipment to play music or show a video</p> <p>Suggested images of Planet Earth</p> <p>NASA images of the Earth from space: https://www.nasa.gov/topics/earth/images/index.html</p> <p>Videos showing different environments on Earth: www.youtube.com/watch?v=CI_kXbhTi8k www.youtube.com/watch?v=6v2L2UGZJAM</p> <p>Suggested music clips to accompany images of Planet Earth</p> <p>Hans Zimmer Planet Earth II suite: www.youtube.com/watch?v=hL-BvWLPseE</p> <p>Wide-ranging contemporary mix: www.youtube.com/watch?v=on-0H9RvcWU www.youtube.com/watch?v=BHACKCNDMW8</p> |

| | | |
|--|---|--|
| | | <p>Suggested audio clips of people and life in a park</p> <p>https://www.youtube.com/watch?v=wAjKpdokhls</p> <p>https://www.youtube.com/watch?v=FoXxpGZZHo4</p> <p>https://www.youtube.com/watch?v=xlfFdytpnwY</p> <p>Beach:</p> <p>https://www.youtube.com/watch?v=DGIXT7ce3vQ</p> <p>Suggested images of a park spoilt by litter</p> <p>https://www.geograph.org.uk/photo/5907720</p> <p>http://newshepherdsbushblog.blogspot.com/2019/05/broken-glass-in-childrens-playground-in.html</p> |
| <p>Main activities</p> <p>35 minutes</p> | <p>Prepare a bag of litter collected from the local area to bring to the lesson. Be aware of potential health and safety issues of some types of litter.</p> <p>The first activity builds upon the reaction of learners to litter spoiling the environment. Learners looked at images of places spoilt by litter. Now learners will see evidence of litter first hand and use their sense of smell. Select examples of litter that are safe to look at, smell and possibly handle. Rubber gloves can be used.</p> <p>Resource 1 includes images of four different environments spoiled by litter. You can choose to adapt Resource 1 to include images that will reflect your local culture and your learners' experience.</p> <p>Resource 2 includes pictures of litter than can be found in the images in Resource 1. You can choose to adapt Resource 1 to include images that will reflect your local culture and your learners' experience.</p> <p>Resource 3 is a worksheet for learners to complete in pairs and then in groups. Explain what you want learners to do using the example given:</p> | <p>Bag of litter</p> <p>Resource 1 Images of litter in different environments (park, street, forest and beach)</p> <p>Resource 2 Different types of litter</p> <p>Resource 3 Litter worksheet</p> <p>Suggested books on litter and the environment</p> <p><i>One Plastic Bag</i> by Isatou Ceesay and the Recycling Women of the Gambia</p> <p><i>Tidy</i> by Emily Gravett</p> <p><i>Don't Throw That Away!</i> by Lara Bergen</p> <p><i>Mr. King's Things</i> by Geneviève Côté</p> <p><i>Look Out for Litter</i> by Lisa Bullard</p> <p><i>Sid the Homeless Hermit Crab</i> by Stacey M Johnston</p> |

| | | |
|---|--|--|
| | <ol style="list-style-type: none"> 1. Show learners a broken bottle in an image in Resource 1. 2. Point to the picture of a broken bottle in Resource 2. 3. Show learners the picture of the broken bottle in Resource 3 and the problem that has been identified. <p>Learners work together to complete the worksheet. Walk around the groups. Standing back and observing a group is a good start. Listen to their discussions. This allows you to identify how their skills are developing and if they need any support. You can then follow this up with questions.</p> <p>Encourage all learners to take part in the whole-class discussion.</p> <p>The main learning points of this section of the lesson are:</p> <ul style="list-style-type: none"> • Litter can be found in different places. • Litter affects humans, animals and plants. • The problems caused are similar in different places. <p>Learners develop skills of observation and analysis using photographs as evidence.</p> <p>This activity can be extended by:</p> <ul style="list-style-type: none"> • reading a short story about caring for the environment and the problems of litter (see suggested books) • using arts and crafts to display the differences between clean and spoilt environments e.g. creating a montage using images taken from magazines • exploring the different materials of litter e.g. paper, glass, metal, food, plastic to create a cross-curricular link with science. | <p><i>I Can Save the Earth!</i> by Alison Inches</p> <p><i>Michael Recycle</i> by Ellie Bethel</p> <p>Suggested websites with more information on the harm caused by different types of litter</p> <p>https://www.conserve-energy-future.com/littering-effects-humans-animals-environment.php</p> <p>https://sciencing.com/effects-littering-environment-animals-8634413.html</p> <p>https://worldschildrensprize.org/litterfacts</p> |
| <p>Reflection, application and preparation for the next lesson</p> | <p>This section encourages learners to reflect on their learning by applying their insights to their own environment and locality.</p> <p>Learners make simple predictions about the types of litter that they might find in their school or locality during the litter walk.</p> | |

| | | |
|-------------------|---|--|
| 10 minutes | <p>A litter walk provides the opportunity for learners to reinforce their learning about litter and the environment, and to further develop skills of observation, analysis and evaluation.</p> <p>Using cameras to record their observations reinforces and builds upon the use of photographs as evidence in this lesson.</p> <p>Future lessons could look at practical responses and positive solutions to the problems associated with litter spoiling the environment, exploring questions such as:</p> <ul style="list-style-type: none">• Who creates litter?• Who should be responsible for clearing up the litter?• How can we clean our environment?• How can we prevent litter? | |
|-------------------|---|--|



Cambridge Global Perspectives primary resources

Looking after Planet Earth – why is litter a problem?

Resource 1 – Litter in different environments

Park



Street



Forest



Beach

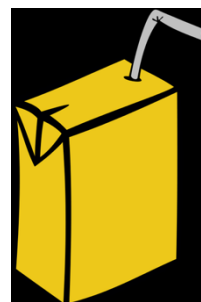
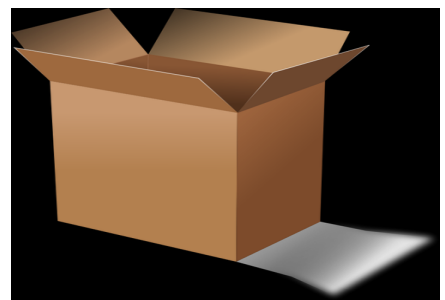




Cambridge Global Perspectives™ primary resources

Looking after planet Earth – why is litter a problem?


Resource 2 – Different types of litter





Cambridge Global Perspectives™ primary lesson
Looking after Planet Earth – why is litter a problem?

Resource 3 – Litter worksheet

| TYPE OF LITTER | PROBLEMS OF LITTER |
|---|-------------------------------|
|  | Could hurt a person or animal |
| | |
| | |
| | |
| | |

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |