

Litter

Year Group 6

Experience **Public transport**

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Setting the scene...

Three offences are about to be committed in the train carriage.

Three teenagers get on to the train – one of them is eating take-away chips in a polystyrene box. A girl is drinking a can of diet coke as well as chewing gum. The third teenage girl is eating a chocolate bar.

👤 They all sit down and the fizzy drink gulper is the first offender – when she finishes her drink, it goes down on the floor and then she crushes it.

👤 Now the chip-eater also throws his wrapper away and then puts a polystyrene tray on the ground. It's messy AND stinky and for the rest of the day every passenger who gets on has to sit in a dirty and smelly carriage.

👤 And now the third and final offence is about to be committed. It's not the chocolate bar eater – she's hanging onto her wrapper. The one to watch is the fizzy drink gulper AGAIN! That gum she's chewing gives her minty fresh breath, but sticking the finished gum right to the arm of the chair is really unattractive. Chewing gum is almost impossible to get out of clothes, and it stains walls.

👤 So, there you go – three offences in under three minutes but wait... saved by her mate! She's noticed the gum, and has given her the wrapper to put it in. So, in this case, chocolate can be good for you – well, the wrapper can come in handy for putting old gum in, anyway.

Dropping litter is offensive and – more than that – it IS an offence. If you're caught, you will be fined.

What do you think...

Would you say something if you saw someone littering?



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Litter lesson plan

1 Litter is a real problem in this country.

- a.** In small groups discuss why you think there is a culture of litter in this country.
- b.** What are the main contents of litter e.g. crisp packets, cans?
- c.** How much do you think could be recycled?
- d.** Feed back to the whole class three key points from you discussion.

2 Create a litter manifesto.

- a.** Divide the class into six groups and ask each group to take on the role of a political party.
- b.** Ask each party to develop a manifesto for their litter reduction policy.
- c.** Ask each party to present their manifesto.
- d.** The whole class votes for the best manifesto and gives their reasons.

3 Review the lesson and key messages learnt.



approximately 1 hour