

**GUIDELINES**

**FOR CREATING**

**A LESSON PLAN**

*#litterlessplus*

**This document provides teachers with guidelines on developing a lesson plan on the subject of pollution. To improve your chances of winning the Litter Less Plus Competition, please fill-in as many details as possible and bear in mind that your lesson plan needs to address one or more of the following topics:**

* + Reduction of litter and waste
	+ Promotion of responsible production and consumption
	+ Increasing knowledge and taking actions to reduce invisible pollutants
	+ Promotion of the circular economy model

**We thank you in advance for your participation and will do our best to share it with our network.**

**- Foundation for Environmental Education**

1. **AUTHOR DETAILS**

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| 1. Would you like to receive monthly updates through our Newsletter? Yes/No
 | Yes |
| 1. Submission date (dd/mm/yyyy)
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1. **THE LESSON PLAN**
2. Theme –Litter Reduction in Our School Garden
3. Introduction – The lesson is aiming to raise students’ awareness of the problems they have in their nearest surrounding and through the series of activities lead them to react differently in future. Since our school is a pioneer in this project of Eco schools, we have to start from the basic issues related to awakening the awareness of the bad habits we have to change. We consider that these habits can be easily changed and they can adopt those beneficial ones for the surrounding if they see the effects of their own small efforts.
4. Age Group –10-12 years old
5. Objectives or Learning Outcomes –Students will understand the importance of reducing liter in the school garden
6. Students will learn about the impact of litter on the environment and wildlife
7. Students will develop strategies and habits to actively reduce litter in the school garden
8. Time required to deliver the lesson plan –70 min
9. Remote preparation – Ask students to take photos of the litter they leave in the garden during the lunch break and send them to the teacher
10. Planning considerations – the students must be warned to use proper clean-up supplies in order to prevent themselves from injuring when collecting the items from the garden, they must be warned not to take photos of other students’ faces if they are to provide photos from the garden during the lunch break or after it to protect the privacy.
11. Resources Required to deliver the lesson plan – material needed: Chart paper, markers, litter cleanup supplies like gloves, trash cans)
12. Activity

**1 Introduction (5 minutes)**

Teacher begins by discussing the importance of maintaining a clean and litter- free environment. Teacher shows the pictures they sent during the lunch break. They discuss how it made them feel. Teacher asks children to guess what will be the focus of today’s lesson collecting the ideas and later on explaining that it will focus on taking action to reduce and prevent litter in the school garden.

**2 Development**

**2 Brainstorming (10minutes)**

The teacher divides students into small groups and provide each group with a sheet of chart and markers.

Teacher instructs them to brainstorm various types of litter commonly found in the school garden. After five minutes, teacher asks each group to share their ideas with the class.

The teacher lists the common types of litter on the board or chart paper.

**3 Impact on the environment (10 minutes)**

The teacher discusses with the students the environmental impact of litter on the school garden and its surroundings, giving an example of the waste the people, not just students leave in the channel that runs by the school’s fence.

Thus, teacher explains how litter can harm plants, animals, even human health.

The teacher shows examples or images of the wildlife affected by the litter (e.g., animals trapped in plastic bottles or bags, injured by broken bottle’s glass).

**4 Strategies for litter reduction (10 minutes)**

Teacher discusses with the students various strategies and habits to reduce litter in the school garden. Teacher emphasises the ‘3R’s’ principle of reducing, reusing or recycling waste in the garden.

Teacher writes down the students’ suggestions on the board or chart paper. (The common answers were to activate the team of young ecologists to follow the children’s behaviour and detect the students who throw the litter during the break, to involve teacher eco team, too, but also, they noted that the school is passing through area for citizens, so the gates should be closed during the night and day. The students discussed the motivation for each of those involved in the process of monitoring the behaviour of the students, and they chose that the best reward for the eco teams would be an organised trip sponsored by school. Thus the number of students involved will increase and those who drop litter will decrease consequently).

**5 Action plan (30 minutes) in the school garden if possible**

Teacher facilitates a class discussion to develop an action plan for reducing litter in the school garden.

Teacher assigns specific tasks to small groups to ensure everyone contributes.

Group 1. Cleans the garden for that day after the lessons and they are to pass the badge to the peer student for the next day)

Group 2. Collects the number of litter items from the garden and put them into groups (reduce, reuse, recycle) so to show the difference (e.g., they put paper into recycle group, boxes into reuse or recycle, plastic bags into reduce and reuse and recycle etc.)

Group 3. Creates signs to remind others to dispose of litter properly

Group 4. Collect and share information about composting

Group 5. Collect photos of animals in the garden that can be impacted by poor litter maintenance

Group 6. Create the posters for promoting litter-free garden

Group 7. Create the badge for the eco-team using eco-friendly materials

**6 Conclusion (5minutes)**

Teacher summarises the key points discussed during the lesson

Teacher reminds students of their role in actively reducing litter in the school garden

Teacher expresses the importance of practicing responsible environmental stewardship

1. Evaluation and Assessment – to evaluate students’ understanding of the lesson outcomes the teacher can employ Class discussion, ask open-ended questions related to the topic and observe their responses and level of participation

Teacher can ask students to write down something they remembered from the lesson on their way out, or in if they are already in the garden

Teacher can monitor students’ progress on the action plan they developed during the lesson, observing whether they participate actively in the assignment and if they take steps to reduce litter in the garden.

Evaluate poster projects based on the accuracy of information presented, creativity and effectiveness in communicating their ideas with the rest of the class.

Teacher can participate and observe students during the clean-ups, taking notes of their collaboration and how responsibly they handle the different litter.

1. Dissemination – Through social media -sharing photos or videos of the students actively participating in the lesson activities on school social media such as Facebook and Instagram can show the results. The students can make a short video and call the locals to join some of the clean-up events.
2. Follow-up activity – Organizing regular monthly clean-up day, involving as many students as possible
3. Adaptations for students with learning difficulties – The students with learning difficulties can be given the task to sort the litter by materials, so they can be helpful in a group of those who promote 3Rs. Further, they can be involved in eco-team of students for that day under teacher’s guidance, they can participate the clean-up with other students or create simple signs for litter-free environment. They can draw the signs and colour them so to be more visible to others.
4. Extension for gifted students –Gifted students should deal with monitoring and observation of the impact of the lesson on the behaviour of others in the garden and provide photos for the state of the garden on a regular base, so that the progress could be tracked by every student in the class. The success motivates.
5. Background information for teachers

<https://raleighnc.gov/transit-streets-and-sidewalks/tips-help-prevent-litter#paragraph--318831>

<https://www.texasdisposal.com/blog/the-real-cost-of-littering/>

<https://www.ncsl.org/environment-and-natural-resources/states-with-littering-penalties>

<https://www.texasdisposal.com/blog/how-to-be-an-environmental-steward-in-your-neighborhood/>

1. References

Internet sources mentioned previously in Background information for teachers