

# Waste and Waterways Lesson Plan

## Keeping our Waterways Clean



### AUSTRALIAN CURRICULUM LINKS:

#### Kindergarten

##### English

- Creating texts- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([ACELY1651](#))

##### Science and Technology

- Science as a Human Endeavour – Science involves observing, asking questions about, and describing changes in, objects and events ([ACSHE013](#))

#### Year One

##### English

- Creating texts- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ([ACELY1661](#))

##### Science and Technology

- Science as Human Endeavour – People use science in their daily lives, including when caring for their environment and living things ([ACSHE022](#))

#### Year Two

##### English

- Creating Texts- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose ([ACELY1671](#))

##### Science and Technology

- Science as Human Endeavour- People use science in their daily lives, including when caring for their environment and living things ([ACSHE035](#))

#### Objectives:

##### Students will be able to:

- Understand what litter is and how it is harmful
- Recognise how litter enters our waterways
- Explain ways we can prevent water pollution

#### TIME REQUIRED:

45 minutes to 1 hour

#### Resources Required

- Coloured textas/markers and pencils
- Cardboard for posters
- Images of different posters persuading people to protect our oceans

## TEACHING AND LEARNING STRATEGIES:

### 1 Introduction (5 minutes)

- Begin by brainstorming what 'litter' is. Answers may include: rubbish, plastic bottles, food packaging and containers, paper, food scraps.
- Once a few answers have been given, tell the students that litter is waste or rubbish that is left in the wrong place.
- Ask students where the 'wrong place' for litter may be. Answers may include: the ground, playground, gutters, parks, on the street. After a few answers, tell the students that we are going to look at litter that has made it into the ocean.
- Accompany the discussion with images of these places covered with litter. Look at the different places and identify the different litter they can see.

### 2 Main Teaching (10 minutes)

- Write the heading 'Water Waste' on the white board. Write these three words as subheadings: **What**, **Who** and **How**. Tell the students that we are going to see WHAT litter is in the ocean, WHO this litter effects and HOW it gets there.
- Watch 'A Whale's Tale' by Hope Works <https://www.youtube.com/watch?v=xFPoIU5iiYQ> [1]
- Facilitate a class discussion based on the video. Write students' answers on the board under the headings.  
WHAT – what different types of litter did you see in the video?  
WHO – who was affected by the litter in the video?  
HOW – how does the litter enter the water.  
Answers may include: people throwing it on the beach, off boats, the wind.
- Explain to the students that every time it rains the litter you see on the ground washes into our drains and eventually ends up in the ocean. Wind carries litter into the ocean. All the water we use in our homes that goes down the sink also eventually washes into our oceans.

### 3 Student group activity (15 minutes)

- Ask the students: In the video, the whale collects the litter. Can sea creatures collect litter? Whose responsibility should it be?
- Have students get into groups of 3 or 4 and have them write or draw ways they can prevent waste for entering our waterways. Allow 10 minutes for students to come up with as many ideas as they can. Kindergarten students may like to use 'Think, Pair, Share', rather than writing.
- Bring the class back together and present their ideas to the class. Write up similar ideas on the board. Discuss the different ideas.

## 4 Independent Activity and Reflection (20–30 minutes)

- Students will design a poster encouraging people not to litter, showing the effects on the ocean. Show some examples of posters to give them some ideas. These can be found online. Suggest some slogans to use. For example: 'Water pollution is the worst solution'. 'You destroy life when you destroy water'. 'Don't make the water sick, stop pollution quick.' Encourage the students to use bold/bubble writing for the slogan to help it to stand out and be noticed by the viewer.
- Stick posters around the school to help spread awareness.

### Differentiation

- Extending students: Students can write persuasive sentences on their posters to encourage people to help prevent waste in waterways.
- Supporting students: Students can pick one animal in the ocean and one piece of litter that they are affected by. Students can design their poster based on the animal.

### Making Connections to the World

- Have students count how many drains are in their neighbourhood or in their school. The next day, share students share how many they have counted and have them estimate how many there would be in their entire town/city. What impacts would rubbish down these drains have on local waterways?

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## REFERENCES

1. CBC Kids. A Whale's Tale. Hope Works [video file]. 2018 Nov 20 [cited 2020 Aug 7]. Available from: <https://www.youtube.com/watch?v=xFPoIU5iiYQ>
2. Applegate, Molly. Pollution project [image on internet]. OER Commons. Institute for the Study of Knowledge Management in Education; 2016 Oct 13. [2020 Aug 13]. Available from: <https://www.oercommons.org/authoring/17280-pollution-project>