

# ***Caring for our Community***

***An experiential, active  
PSHCE unit on Crime,  
litter and waste***

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## ***Caring for our Community***

***Lesson One: ( and possibly two!) All actions have consequences***

### ***Summary of activities***

- 1. Warm up game***
- 2. Watching the breath to calm down***
- 3. Introduction***
- 4. Reading activity***
- 5. Discussion activity***

***(Could divide the lesson into two here)***

- 1. Reflection my most precious object***
- 2. Reflection –the little red mini followed by filling in anonymous feedback sheet***
- 3. Sharing the feedback sheets in a circle***
- 4. Story - the cash machine***
- 5. Plenary***

***Aim:*** The point of this lesson, which starts with some real incidents from the news in our town, is to enable pupils to **become aware of some of the hidden consequences of crime**. It was inspired by an evening I spent with a probation officer, who told my husband and I about some of the very successful work that is being done with young offenders by helping them see the human consequences of their actions.

**The story of the little red mini** is one he uses. He has a conversation with the young person. I have turned it into a private reflective exercise because it enables pupils to be completely honest with themselves. Virtuous children will feel pleased that they did not steal. Others, feeling chuffed that they got away with it may then feel differently by the end of the story.

The earlier situations are designed to get them thinking about their moral views and why they hold them.

**The outcome** of the lesson will be to help pupils think more carefully

about their actions and impulses. The theme of actions have consequences is one we will return to again and again.

This lesson will hopefully lay the groundwork for some positive work on vandalism and litter around the school later on , inspired by an excellent article in the TES. **The problem with lessons about litter, it says , is that such lessons are very dull.** It was looking at the consequences for animals and the environment that did the trick and made young people sit up and take notice. This is the line I have taken here. You can find out what effect, if any, this lesson had by inviting pupils to write confidentially what they thought they learned in this lesson. They could also write anonymously about what they did when they walked past the red mini and leave the results folded up in a pile at the end of the lesson.

**Resources:**

- ***Plain paper for red mini exercise or printed sheet see page following the exercise***
- ***Traffic light cards or cards with situations written out***
- ***Copies of the citizenship magazine articles***

**1.Introduction:** We have been looking at communication and relationships with one another, now, let's look at it in a wider context .

**Why do people damage and harm people and things in the community?**

**2.Look at some of the pages from our first citizenship magazine**

What was the classes reaction to the items in the citizenship magazine about young people in our community?

**3.Discussion Activity :** It might be fun to put the following points on card or just cut up the sheet either put them in a circle face down so that pupils can pull them out in turn and discuss them or put them in a pile that they can take turns pulling out. This activity can be done in pairs groups or as a whole class. If it is done in groups you might like to create a feedback sheet so that reactions can be fed back to the class as a whole. It could also be turned into a traffic light activity by

turning the questions into statements that pupils vote on .

1. Some young people broke into a playgroup in a nearby village and did £500 worth of damage to the toys.
2. What do the group feel about that ?
3. Why do they think people do things like that ?
4. What do people feel about the young men who attacked an elderly man who was on his way home from the pub at Christmas? He asked them not to throw the litter bins about . He was seventy nine and his friends were in their early eighties. He ended up with a detached retina.
5. Would it make a difference if the man who was attacked was the same age as the attackers?
6. Would it make a difference if the victim was a woman?
7. Or a child ?

8:Last week a man was walking home with take out. He was on his phone .Two youths attacked him and took his phone.

9:Why do the group think they did it ?

10: Another man was walking through the town gardens. He had headphones on. He remembers walking past two men sitting on a bench. The next thing he knew he was knocked unconscious and they had stolen £750 from him.

11:Does it make a difference if he had won the money on the horses?

12:Does it make a difference if that was sponsor money he had collected from walking 25 miles last Sunday for charity?.

13:Does it make a difference if it was money raised by the people at his pub to send his nine year old daughter who has cancer daughter

to Disneyland?.

14: Suppose it was money he had stolen from a house after asking to use the phone because his car had broken down and his phone was locked in the boot.

15: What is the worst thing about having something stolen? Its often not losing the money or the thing but the sentimental value. Does anyone know of a person who lost something irreplaceable?

The following reflective exercise is designed to take pupils into the feelings of the victim by using the imagination. They imagine losing something of sentimental value to themselves and this will help them empathise with victims especially in the little red mini story.

#### **4.Reflection – losing my most precious thing.**

- Close your eyes and imagine your room at home. Think of all the precious things you have .
- Think of the most precious thing you have .
- It might be somewhere in your room
- It might be somewhere in your house.
- It might be an object, or it might be an animal or a person
- What would you feel most sad at losing ?
- Is it something that cost lots of money ?

*Open your eyes and come back into the classroom.*

Who lost something that cost lots of money ?

Who lost something that could not be replaced ?

How did it feel to imagine someone taking your precious things?

What was the worst thing about that?

#### **5.Reflection – the little Red mini**

*What you think about in the following scenario will be completely*

*private. You will not be asked to tell anyone what you imagined or felt. You will be invited to write anonymously on the plain paper under your chair what you did and how you felt in this imaginary situation*

*Close your eyes or find a place to look at on the floor where you won't be distracted by others.*

Imagine walking down the street past a small red mini. As you approach it you see that the passenger door is not quite shut . There is a personal stereo still in its box on the seat. There is no one in the street and its obvious that the car is not locked. What would you do ?

Pause...

After you had walked away from the car how would you be feeling?

Pause...

Imagine walking quite a long way up the street. You hear a person talking to their friend. They are telling them that they have just bought an ipod for their granddaughter who is in hospital and its in the car down the street. They have been saving up out of their pension for the three months that they have known she will be going into hospital.

How are you feeling now ?

Pause

*Open your eyes and come back into the classroom.*

*Fill in the feedback sheet under your chair*

What you thought will be completely private .Talk to your neighbour about what options there could be for a person walking past the mini.

What sorts of feelings might they have depending on the options.

What sorts of feelings might they have when they overhear the old person talking, depending of course what they did

- What do you think the point of the exercise was ?
- Why do you think we didn't talk about what we did in our imagination.

Class can all pick a folded sheet and read them out in a circle or the teacher can feed back next lesson from what people said.

## **The little red mini anonymous feedback sheet**

**What did you do when you walked past the mini and saw the open door with the ipod on the seat?**

**How did you feel when you walked past the old man and heard him talking to his friend ?**

**Now, fold the sheet in four and place it in the middle**

## **6.Story - The cash machine**

**The following situation is true and was told to me by the person it happened too.**

My friend was walking past a cash machine one afternoon when she noticed a large wad of notes sticking out where someone had clearly been in such a hurry that they had rushed off without their money.

My friend went up to the machine and removed the notes .She held them straight out in front of her and walked into the bank. She went up to the cashier still holding the money at arms length and said to the astonished lady "I found this in the machine. Take it quick before I change my mind".

The lady took it and counted it

"How much is there?" said my friend

"Two hundred pounds" said the cashier. "Someone is going to be very grateful to you !"

My friend left her name and address in case it wasn't claimed and would then be given to her

Two days later a huge bunch of flowers arrived from the man whose money it had been.

How do you think she felt ?

Do this as a discussion or turn the questions into statements to make a traffic light exercise.

- Would it make a difference to her good act if the man had been a criminal who had stolen the money?
- Or much richer than her ?
- Or going to do something bad with the money ?
- How would you feel if you had to depend on this woman for something ?
- How would you feel about depending on the man?
- What difference did sending the flowers make to the way you felt

about him?

## **Plenary**

What have we learned about hurting others ?

What have we learned about consequences ?

What have we learned about trust ?

What have we learned about crime today ? discussion should focus on the consequences – it is often not the expensive things that insurance will pay for that matter but the sentimental value of stolen items that cause the pain.

## **Lesson Three( and possibly four)**

## **Caring for our community - Litter**

### **Summary of activities**

1. Warm up game
2. Relaxation exercise
3. The envelope game
4. The box
5. Brainstorm activity in groups and feedback  
(Second lesson could begin here)
1. True/ false exercise
2. Reflection - The football stadium
3. Feedback
4. Anonymous class survey about litter
5. feedback
6. Plenary

**Aim:** It's a secret ! pupils can tell us at the end what they thought it was !

- My aim is to make an impact with the children, especially in the younger years regarding their attitude to litter.
- My immediate aim is to make them aware of the cost to our school and to society of clearing up litter.
- To become aware of the impact on the environment and on animal life
- To become aware of the impact on our emotional state, morale and sense of well being of litter.
- To begin to change their attitude towards it
- The problem with lessons about litter, is, according to research that they are boring! I have taken the information that I want the children to have and turned them into games and activities to engage them through surprise and intrigue

### **Outcome:**

- Knowledge about how much it costs to clean up in school and the country
- What that means in real terms and what we could be doing with that money instead
- That the worst culprits are teenagers
- Understand the consequences to the environment
- Have thought about their own attitude to litter.

### **SEN.G&T**

All pupils should be able to access the lesson which is delivered multi sensorily. Discussion and thought about the connection of vandalism, violence and anti social behaviour with litter will stretch the more able as they make and explore links.

### **Resources :**

- Five **envelopes** containing paper with the following amounts written on them

£40. £200. £1,200. £2,200. £3,500

If you want to play act a bit you could have fancy cards with a message saying why you have been given them. It could be fun to come in with a large glittery gift bag with the envelopes in, plus a gift box or smaller gift bag with the largest amount in also hidden in the larger bag. pupils will be intrigued – they also won't know when the contents of the bag is exhausted or what you are going to pull out of it. Pupils could volunteer to open the envelopes.

- A **container** or **box** or little **chest** to intrigue when you produce it for the final amount
- Copy of **true/false litter facts** for each pupil
- Copy of **brainstorm sheets** our town, the country, the world. (If you have a projector give the groups this do on an OHT with a pen per group.
- Copy of **anonymous survey sheets** one for each pupil.
- Ask pupils to get out their **calculators**, if they have them, and put

them on the desk or under their chairs. You could have stickers ready for the first people to get the answers to the sums that will appear in this activity!

## 1.The envelope game

Now, imagine if you woke up this morning and a letter came out of the blue

Here it is .

Let's see what's in it ?

£40 ! - what would you do with it ? Take answers

Let us see what is in the next one

£200 ! what would you do with that ?

Next one

£1,200 – what's that going to be for ?

£2,200 – what would you do with that ? holiday for the family may be  
- what do you think your parents would do with it ?

£3,500 – what about this one ? new car ? conservatory

what about if you had to give it away what would you do with it ?  
where would it do the most good?

Take suggestions

A strange collection of figures - What was the point of all that ?

- £40 is the figure we spend on one persons wages per day to pick up litter after break and lunch in our school.
- £200 is how much we spend each week cleaning up graffiti and the mess caused by vandalism

- £1,200 is the amount we spend each year on mending broken windows at school.
- £2,200 is the amount we spend on putting right the consequences of damage by pupils to our school every year.
- £3,500 is the amount we collected for the Tsunami

What has the amount we spend on mending windows and vandalism got to do with the amount we have collected for the Tsunami?

They are almost the same !

How much are we spending on collecting litter if its £40 a day ? who can be the first to say ?

( assuming 196 school days it is £7,840)

## **2.The Box**

Now we have also been given something else. This also contains some money . let's see how much.

This is 40 million pounds !

This is a very big number so lets get a sense of the size of it ...

It takes eleven and a half days to count to a million..... so who can tell me how long it will take to count to 40 million. (460 days!)

How long is that in years and months ?  
(1 year three months and a few days)

so that is how long it would take you to count your 40 million pounds

Imagine that this isn't yours but you can decide how to spend it  
In groups or pairs brainstorm what would you do with it if you could

spend it where it will do the most good on

- your town

- The country

- The world

Take feedback;

This was a very big number we were playing with - guess what that number is

The amount of money spent cleaning up litter in our country each year

How much is that since you have been born?

How much is that since your oldest parent has been born?

**De brief** ; what have we learned about litter so far?

What a waste !

### **Fact Sheets**

Waste of money is not the only issue look at this fact sheet pick out the ones you think are a consequence of littering and decide which are the worst ones

**Litter facts - True or False ?**

1. 50% of vets treated animals injured as a result of litter last year T/F

What do you think the injuries were

.....  
.....

2. Rats are the one animal that loves litter in towns. They feed off it and spread disease T/F

3. Litter is linked with anti social behaviour, vandalism and violence. Lots of litter in places makes people feel unsafe T/F

Why do you think that might be ?

.....  
.....

4. lots of litter affects people sense of well being. If there is litter piled in the streets people feel unhappy, miserable and discontent T/F

5. Research shows that if a school looks a mess it is bad for morale, it makes people discontent and visitors think it is a bad school T/F

Why do you think it might be ?

.....  
.....  
.....

6. Research shows that there is a link between how people treat their public places and the way they treat each other T/F

Why do you think that might be

.....  
.....

7. The people who drop most of the litter are teenagers T/F

Why do you think this might be?

.....  
.....

8. The worst offenders are girls T/F

9. There is a fixed penalty fine of thirty pounds for dropping litter T/F

10. Manchester city council apply it to anyone 14 or over T/F

## Answers

1. Wrong - its 95% of vets

injuries were cuts from glass and tin cans  
stomach problems

2.True.Litter encourages a healthy and plentiful rat population!

3.True

4.True

5.True

6.True

7.True

8. Only partly true. There are four groups who habitually drop litter  
girls are “I can’t be bothered”. They drop it while they chat, hardly  
noticing what they are doing.

Boys drop it because of peer group pressure. They think its nerdy to  
put it in the bin. They might not do it on their own

Boys drop it because its cool

The final group are the “blame it on the bins”

9.False the fixed penalty fine is actually £50

10.the fine is applied in Manchester to any one over ten!

### **How hard is it to clean up ?**

Manchester city council managed it !

They had a highly publicised 100 day clean up.

They got hundreds of volunteers

They organised teams of people to hit 215 “grot spots “

They served 1,000 fixed penalty fines for dog fouling and littering -  
(How much money was that at £50 a throw?)

They organised 200 community clean ups involving thousands of  
volunteers.

How much rubbish did they clear ? Lets see if we can imagine it ?

Close your eyes and imagine yourself entering a football stadium. Sit  
in one of the stands and look around. There is no one there. Now  
imagine that the ground suddenly doubles. Look at how big it is.

Now imagine that this double sized football doubles again. At the top  
on the left hand corner put one more pitch. That’s how much they  
collected - five football pitches of rubbish !

Open your eyes and come back into the classroom.

### **What does our class think and do about litter ?**

This is going to be anonymous so you can be completely honest. Please answer the questions on the sheet (next page) fold it in four and place them in the middle. Feed back next week.

If you are concerned about non readers. This survey could be read out by the teacher with a pause for everyone to fill in their answers. Doing this with pause for thought. Would ensure time and thought was given to the answers.

### **Plenary**

In a sense this reflective activity forms a kind of plenary.

If there is time reinforce the knowledge and check the learning with a

### **Quick fire quiz.**

How much do we pay a day for picking up litter ?

How much do we pay a week ?

How much a year ?

How much did we raise for the tsunami ?

What has that got to do with the lesson?

How much do we pay a year to clear up litter ?

How much is a fine for litter in Manchester ?

At what age does Manchester impose this fine ?

How much rubbish did Manchester city council collect ?

**Anonymous survey .Please fill this in and fold in four and put it in the middle. Your teacher will collect it in to collect results for next lesson**

Have you been taught by your parents not to drop litter ?

What do you think would happen if your parents saw you drop litter in the street ?

Do you drop it ?

Do you drop it in some places rather than others ?

Why do you drop it?

Do you ever put your litter in a pocket or bag to take home if there isn't a bin?

Do you notice if places are littered ?

Do you mind if places are littered ?

What has made an impression on you about what you have learned this lesson( ie concerned or surprised you)

## **Lesson Five and six More about litter!**

### **Summary of activities**

- 1. Warm up game**
- 2. Meditation/ relaxation**
- 3. Statistics quiz**
- 4. Feedback from anonymous litter survey**
- 5. Letter to the newspaper about the boy who put his feet on the train seat**
- 6. Write a reply using the dead successful cert**
- 7. Reading the letters from the class**
- 8. Write a reply to the young man who said “everyone is entitled to their opinion!”**  
(second lesson can begin here)
- 9. How do we feel about cleaners and cleaning? Board work and discussion**
- 10. True story – the football match**
- 11. Planning a litter campaign in Pevensey road site**
- 12. Plenary – Traffic lights exercise**

The purpose of this lesson is to develop the topic towards practical action about our own school environment

### **Aim:**

- To explore pupils own views about litter
- To consider their attitude towards cleaners and cleaning
- To consider the impact of litter on our own school
- To plan a campaign to do something about it

### **Outcome :**

- Raised awareness about the collective impact of littering
- Planning a campaign
- Understanding about responsibility and the democratic process

**SEN G&T:** Most work is aural. Pupils may require assistance with the written part of the reply to the letter to the newspaper. The teacher could provide sentence stems or a cloze passage if necessary. The lesson offers the opportunity for thinking in the campaign planning to stretch the most able

## Resources

- Red ,green and amber cards for traffic lights
- Copy of starter quiz for everyone
- Paper for reply to the newspaper article
- Paper possibly A3 for the litter campaign planning

1. **Starter** : statistics quiz (last page )

### 2. **Feed back about the quiz.**

Give every pupil a sheet from last week so that no one knows who has whose . Collect the results of each question on the board through hands up.

1. How many people have been taught not to drop litter
2. Who would be told off by their parents if they did
3. Who does drop litter
4. Is it dropped some places and not others ?
5. Why is it dropped ?
6. What made an impression about the lesson ?.

### **3.The letter to the newspaper**

A few weeks ago a woman wrote to the local paper about the following

“Last week I was travelling from Bognor to Chichester on our smart new trains. Two young people got on. They talked for a while, with every other word being a swear word. I felt really uncomfortable. One of them got up and left, the other one put his feet up on the seat next to me putting his trainers on the new clean seat where others have to sit. I pointed out to him that this was not a good idea as this was where people had to sit. He replied “Everyone has their own opinion “ and continued to leave his feet on the seats”.

Take feedback from the class about how they feel about this and whether was right or wrong to interfere? Was she being a good citizen ?

**4.Write a reply to the woman giving reasons for your argument about whether she was right or wrong.**

### **5.Read them out**

The young man said “everyone is entitled to their opinion”

6.Write what you might say to the young man explaining why he should not have done that. In your answer use some of the statistics you have learned about the cost of cleaning things

### **6.How do we feel about cleaning and cleaners?**

Put up the saying

**“In or school no one is more important than anyone else”**

Do pupils agree?

Put up the saying

**“In our school no one is less important than anyone else”**

List all the jobs in the school that pupils can think of on the board

Headteacher  
Deputy headteacher  
Assistant headteacher  
Heads of year  
learning support assistants  
teachers  
lab technicians  
cleaners  
site officers  
secretaries  
canteen assistants

If we had to do without someone for a month. What would make the school inoperable within days ?

No cleaners !

how do we treat them.?

Do we know who they are? do we say hello to them and thank them for what they do ? who says

“I will drop this because the cleaners can pick it up its their job”

How would you feel if someone said that to your mum or dad ?

The cleaners are people’s mums, dads and grans and grandads

How would you feel if someone said that to you ?

Imagine someone dropping a sandwich on the floor and stepping on it and saying to you “you can pick that up, its your job” how would you feel ? it might be you one day - some of our cleaners are members of the sixth form. Picking up litter is about looking after our community,

our environment and the animals.

### **7.True story**

A few years ago there was a football match going on in the evening at school. One of our lads slipped over and cut the whole side of his leg open. An ambulance was called because the cut was so bad. Fortunately there was a nurse watching the game who was able to control the bleeding while they waited for the ambulance . It wasn't very nice for her though – she was the boy's mum! He was bleeding seriously and needed thirty stitches when he got to hospital.

What cut him so badly as he slid across the grass? A drinks can sliced up in the grass cutters – they put all of us at risk all the time.

Not only are they litter but we could re cycle them!

### **8.Planning a litter campaign**

Either as a whole class or in groups work on how we could improve the litter situation at school.

Where are the hot spots ?

Do we have bins in the right places?

How can we persuade people not to drop litter ?

Do we need a campaign slogan?

A few years ago we had a whole school rule that anyone could be asked to pick up litter and that anyone would.

How can we tie this in with re cycling

How can we improve our environment generally?

Do we need proper litter picking rotas where it is not a punishment but a social duty to make everything better?

### **Plenary**

Traffic lights exercise

Pupils to have red, green and amber cards

Traffic lights tests opinion rather than true or false

Red I don't agree with the statement Green I do

Amber I am not sure

- The boy on the train had a right to put his feet where he wanted
- The woman should have minded her own business, not his

- As a country we are spending too much money on cleaning up and repairing vandalism
- The amount of waste is bad for the environment because it has to be disposed of in great landfill sites.
- As a school we could spend the money on other things
- People who drop litter know it is wrong
- People who drop litter are acting selfishly
- It is not the cleaners job to pick up deliberate unnecessary mess
- A mess affects the way we all feel
- A new litter campaign would be a good idea
- A new litter campaign will work

## Litter Starter - can you get ten out of ten?

The percentage of vets who treated animals injured by litter last year  
50% 90% 95% 70% 35%

The amount of money spent each year in Britain cleaning up litter  
30 million, 40 million, 50 million.

It takes eleven and a half days to count to a million so how long does it take to count to each of the figures above?

Most litter is dropped by this age group  
Teenagers, small children, the elderly

The amount of money spent on mending windows in school in a year is  
£2,200, £1,200, £3,500

What do the figures you didn't choose represent ?

The amount of money spent on repairing and cleaning up after vandalism and graffiti in our school is

The age at which Manchester city council fines people for dog fouling or dropping litter is

The amount they fine people for this is £20, £50, £100

They fined 1,000 people in their big city clean up so how much money did they make ?

## **Food Waste !( lessons seven and eight)**

Thanks to John Morrison, who was our head teacher at the time for the picture and article that inspired this lesson.

The challenge was making it interesting rather than just a collection of shocking facts so I contrasted it with a forties childhood. You could make the lesson more interesting by creating a display if you wish and have the energy - some of the food items eg condensed milk, evaporated milk. Some of the cleaning products like Ajax, tinned solid polish, Brasso, Bisto and Bird's custard powder, Tate and Lyle golden syrup are all still around. Contrast with aerosols and Mr Muscle - lots of different chemicals which we have to breathe and damage the environment .

If you have any stories of the wonderful confections that women used to make when rationing was on eg sweet puddings made with parsnips, it would be good!

It might also be fun to use some forties music to create atmosphere when they come in.

### **Summary of activities:**

- **Warm up game**
- **meditation/relaxation exercise**
- 1.Starter – picture of waste**
- 2.Feedback and introducing the aim of the lesson**
- 3.Story – Time warp, part one (background)**
- 4.Brainstorm all you ate in the past 24 hours, how much was imported?**
- 4. plenary – the difference between the forties and now  
( second lesson can begin here)**
- 5.Time warp part two – visualisation story**
- 6.De briefing the story**
- 7.Contrast sheet – how do cleaning methods and products affect the environment then and now ?**
- 8.De brief**
- 9.Set survey for homework**
- 9.Plenary discussion questions**

**1.Starter:** put up the picture ( not included for copyright reasons) which is of a huge pile of waste food and ask pupils to

Brainstorm

- What the picture is
- How much waste they can see in the picture
- What problems for our environment this poses

(apart from the food there is the plastic and polystyrene from the plates and cutlery. The energy used in their manufacture. The problem of their disposal – plastic is not biodegradable. It comes from fossil fuels which are being used up. Paper cups and plates and fast food wrappings use up trees. Problems about increased rat population attracted by the fast food remains on our streets.)

## **2.Take feedback and discuss and explain aim of lesson**

**Aim:** which is to extend our work on litter to look at waste in our society, especially food waste and to understand how changes in our society and the way we shop and store food have caused this

### **3,Time warp – a story**

#### **Part one - background**

*You could read this to pupils, asking questions as you go along. The last section could be done as a visualisation. After the story pupils can explore the differences between their lives now and then and contrast the lack of waste in all aspects of life.*

*The story is based on my own childhood memories and the childhood my mother described. I tried to remember the rationing amounts .If any one has more accurate information I would be grateful for it .*

It is 1941. In Britain we are in the middle of the second world war. Rationing is in force.

Why did we need rationing ? – we could not transport food easily because petrol was needed for the war and importing food from abroad was very difficult.

What food do we get from abroad?

**4. Class to brainstorm what they have eaten in the past 24 hours and see how much of it had to be imported.**

Sugar was a major problem!

All sweets were rationed until 1954 !

Sugar, bananas, oranges – and therefore orange and other fruit juice, spices and flavourings such as ginger, cinnamon, nutmeg and the ingredients of curry powder, dried fruit, pasta, pasta sauces

A lot of the foods we commonly eat today were virtually unknown in this country in the forties eg pizza. spag bol. curry, lasagne, burgers

Chicken and eggs were a treat because they were not mass produced. People used powdered egg a lot.

Sausages and beef were cheap

People ate a lot of offal - liver, kidney, tongue and tripe

When rationing was introduced mothers, who did most of the cooking, had to be very imaginative and not a thing was wasted.! Fathers turned over their lawns to grow vegetables and if they could, to keep chickens for eggs and meat. Country dwellers would catch rabbits to eat.

**5. Part Two – The Story**

***Visualisation /story***

Lets go back to 1941 .Imagine that you are at home with your mother. She has been up early sweeping the floor with a broom and your living room rug with a carpet sweeper. She does not have a vacuum cleaner.

She has scrubbed the china sink and the metal bath with Vim, white scouring powder and a knitted cotton dishcloth.

She has cut up yesterday's newspaper into neat squares and hung

them on a hook near the toilet. She has neatly folded the long wide, washable strips of cotton, cut from old sheets which are what the women use as sanitary towels. She has polished the dining table with solid wax and you have had the job of rubbing the wax off when it was dry and polishing the brass candlesticks with Brasso.

She has cleaned out the grate for the fire in the sitting room and re-laid it with scrunched up newspaper, kindling, which is small pieces of wood which will burn easily and she has put a small amount of coal on it. You have been sent out to the coal shed to fill the scuttle. It is very heavy. You place it carefully beside the fire. You must not waste any because coal is rationed too. It is needed for the trains and to drive some machinery in factories working for the war effort. The fire will not be lit until the evening. You will have no heating during the day. It is March and still quite chilly. Everyone wraps up to keep warm. There are curtains over the doors and draught excluders over the bottom of all the doors. Every door in the house is kept closed to help keep the house warm.

Breakfast is tea with sugar - everyone has sweet tea and bread and milk sprinkled with sugar. Sometimes it is sweetened with condensed milk. The bread was cut into squares, hot milk poured over it and a small amount of sugar sprinkled over. Sugar ran out this morning so you have to eat it without -yuk!

It is nine o'clock. It is time to go shopping. You each take a basket. Mum takes the ration books for each member of the family. And you ride your bicycles to the local shop.

You got there early to join the queue. Mr Green had fresh supplies of sugar yesterday so all the mums got up early to get in line. It makes no difference if it is rationed - if it runs out, it runs out. The sugar comes by ship in great convoys that have to be escorted by the navy. Sometimes fighting elsewhere means the ships are delayed while the navy has to deal with that. Sometimes the convoys are bombed and the food is lost.

You look at mum's list. She keeps a book for her lists, paper is rare too and her writing is small.

She is allowed two ounces of sugar per person per week. That is about four small teacups full. That has to do for cakes and biscuits, making jam, putting in tea and on porridge, too.

Two eggs per person per week. Four rashers of bacon each.

Butter and margarine, two ounces each. (That is one tub). This has to do for cooking too. Mum makes it last by saving the fat that drips from the roast beef on Sunday. It is called dripping and the family spread it on bread for tea. Bread and milk for breakfast, bread and dripping for tea. The main meal is at lunch time when dad will come home on his bike from the nursery up the road where he works as an engineer keeping the machinery working.

Lunch will be liver and bacon bought this morning with bisto gravy and some onions. Potatoes and cabbage and carrots from the garden, grown by dad. Pudding will be rhubarb from the garden stewed with a little sugar and some custard.

Mum loads everything into her basket and you cycle home. The milk butter and meat are put on the marble shelf in the larder to keep it cool. There is no refrigerator. She goes out into the garden to collect the rhubarb and the vegetables for lunch. You get out the special saucepan which will have water in the bottom and two steamers above so that you can cook all the vegetables on one gas ring to save fuel.

You are feeling a bit hungry now but there will be no snacks during the day. Mum makes more tea so the sugar will stave off the hunger pangs while you spend the next two hours making dinner for the family and laying the table.

If you are lucky you might get time to read your book. After lunch you will read until it gets dark while mum does the mending, darning the familie's socks and putting a new zip in your brothers trousers. She will also let down the hem on your three summer dresses so that they will last this year. They belonged to your older sister before you so you are not looking forward to wearing dresses where the material is faded and the let down hem will show. Your brother's trousers will be the same. His trousers will still be too short but fabric is rationed too

so they will have to do while mum saves up her clothing coupons. Nan has given hers to mum to help her clothe her growing family.

Oh dear , no reading for you – mum needs you to unpick your sister’s hand knitted cardigan. It is too small for anyone now but the wool will need to be unravelled and re wound into a ball to use again.

### **6.De briefing the story**

If you are able to create a visual display with packets or even pictures it will help. Pupils can look at the contrast in waste and damage to the environment between products then and now

What do pupils think the main changes are in our lives which has led to the difference in the way we shop, eat and clean?

**Apart from advances in technology the issue is time. Many homes have both parents working and so minimal time can be spent cleaning, shopping, sewing, knitting or cooking.**

7. Ask pupils as a whole class, in groups, or pairs, to consider the advantages and disadvantages of the following contrasts marking each of the contrast with a mark out of ten – two for each item.

8. Debrief the activity as a class and use the plenary to draw the learning together. Next week look at the details of our fast food lifestyle.

**Consider the advantages for the environment of the old products and customs against the hygiene and use of time  
Mark each product or custom with a mark out of ten.**

**Environment, hygiene time :**

**Environment, hygiene, time**

- Polish in a tin with a duster                      Disposable impregnated cloths
- Polish in a tin with a duster.                      Spray can and a J cloth
- A tin of Ajax with cotton dishcloth.              Jif, limescale remover, toilet duck, mildew remover, chrome cleaner for sparkling taps
- Newspaper for toilet paper .                      Toilet paper(coloured paper causes pollution in rivers from the dye, white paper from the bleach.)
- Carpet sweeper .                                      Electric vacuum cleaner
- Buying food each day.                              Using refrigeration and vaccuum packing and preservatives.
- Reading a book                                      Using electrical equipment for entertainment
- Repairing clothes .                                  Buying new ones
- Cotton nappies                                      Disposable nappies
- Glass bottles for drinks taken back to the shop for some money versus cans
- Fast food in disposable containers versus containers that need washing

**Set survey for homework** – sheet on next page ( Check that everyone has someone over fifty they can ask)

**Plenary**

How did people live in the 1940s?

Why do we not live like that today ?

Which life do you prefer?

Do we have a problem about waste and health because of the changes to our lifestyle

Has any body been surprised by what we have learned today ?

**Homework survey:** Ask parents and grandparents, neighbours to contrast their life today with their lives as children regarding

Food

Entertainment

Work

Which do they prefer as a whole ?

What if anything would they have liked to have kept?

What changes are they most pleased about ?

**Feedback will form the beginning of next lesson**

## **Waste – Lesson Two ( lesson nine and ten)**

**Aim: as for previous lesson**

### **Summary of activities**

- **Warm up game**
- **Meditation/ relaxation**
- 1.starter :keywords matching words to definitions**
- 2.take turns to use the words in a sentence**
- 3.introduce aim of lesson and take feedback from homework survey**
- 4.Newspaper facts discussion circle  
(second lesson could begin here)**
- 5.discussion groups to make regulations about waste**
- 6.share results**
- 7.Plenary**
- 8.Anonymous feedback on paper**
- 9.Share feedback in circle**

### **1.Starter**

#### **Key words**

**Waste production retailing distribution consumption sell by date voluntary vulnerable malnourished manufacturing landfill justification**

#### **Definitions**

To explain why something is morally right

Huge pit dug in the land to be filled with rubbish

Things that are not wanted or to use things extravagantly

To produce something in a factory

Selling

To spread around

Date by which something must be sold

To do something of ones own accord

Easily hurt or damaged, needing protection

Not enough food

Creating goods in factories through mass production

To use something up

- 1.Match the words to the definition**
- 2.In a circle take turns to use the key words in a sentence**

3. Introduce aim of the lesson .

Recap from last week and take **feedback from the homework**

**4.The following facts taken from the Guardian newspaper should be cut into strips and laid in a circle face down.**

Each pupil takes one in turn and reads it out

Ensure that the point is understood

Discuss why this may be so and is there anything that can be done about it

What would the 1940s family have done?

- 1.The British wastes more food than any other nation
- 2.We throw out 30 – 40 % of all the food we grow and buy each year
- 3.The wasted food is estimated at between 8bn and 16 bn per year
- 4.A third of all the waste produced in a year is caused by the food industry – 17 million tonnes
- 5.15% arises from food production
- 16.21% from distribution and retailing and consumption
- 17.Food waste is increasing by 15% per decade
- 18.US food wastage is running at 25% behind Britain
- 19.4 million people in the UK cannot afford to eat healthily
- 20.One in seven people over 65 are malnourished
- 21.17 tonnes of food worth up to 20 billion pounds is being put into landfill sites
- 22.The cost of transporting it and throwing into the sites is £175 million a year
- 23.The charity fair share collects and distributes 2,000 tonnes of surplus but edible food from canteens retailers and supermarkets and distributes it to voluntary groups who feed more than 12,000 old or vulnerable people a day.
- 24.Farmers are forced to plough large amounts of good fruit or vegetables back into the ground because contracts specify the exact amount shape or size needed.
- 25.Even a slight increase in temperature could mean 10% higher yield in crops and this will have to be thrown away because supermarkets will only take a set amount.

26. We are conditioned to buy produce only of the right shape and size. We leave the unusually shaped fruit or veg on the side.

27. 61% of people admit to throwing away a bag of salad every week

28. A similar percentage also threw away unused loaves milk and fruit and ready meals past their sell by date

29. Biffa says that nowadays households throw out more than supermarkets

30. This is because people buy more than they can eat

31. Each family throws out 6 lb/ 2.7 kilos of food per week

32. The East London recycling community partnership collects it and turns it into compost before giving it back for gardens and window boxes.

33. Tesco says it sent 131,000 tonnes of waste to land fill in 2004

34. Sainsburys who distribute surplus food to over 400 charities sent 91,000 tonnes to landfills

35. The only justification is throwing out food because it is unsafe

36. Most people don't remember rationing and what it was like to have not enough food.

**5. Put pupils into groups with five minutes to come up with some local council regulations about waste – what would they do to**

**prevent people wasting so much food.**

**Step One** :Decide as a group what is causing it

**Step Two** :How can you prevent it?

**Step Three:** How can you motivate people to be less wasteful ?

**6.Share results as a class.**

**7.Plenary :**

- What has surprised you most about waste in our society ?
- What aspect worries you the most ?
- What can we do at school to be less wasteful?
- What can we do at home to be less wasteful?

**Anonymous feedback:**

On paper ask each pupil to write one thing they will change about their behaviour as a result of the lessons on waste

Place in the centre and mix up.

Each pupil to take one and read it out