

KS1
Helping the
Environment





### **Teacher Information**

This pack provides activities to introduce KS1 pupils to the topic of 'Helping the Environment' in the community and the different environmental issues that impact negatively on our world.

The activities can be used and adapted to best suit your pupils' learning and curriculum needs.

### Where can you use activities in this resource?



As part of an assembly or collective worship session



As part of a unit of work to develop pupils' understanding of social, moral and cultural issues in society



Within PSHE sessions as part of Core Theme 3: Living in the Wider World



In preparing pupils to take part in a social action project that engages and reconnects with the community



As part of Citizenship provision learning to be an active citizen



To supplement the KS1 Young Leaders Award materials



Within RE sessions that explore religious teaching on environmental issues



### **Helping the Environment**

#### **ACTIVITY LIST**

- 1. In the Picture (ppt slides 4-9, pages 6-7)
- 2. Who can help? (ppt slide 10, page 10)
- **3. Gracie's Inspirational People** (ppt slide 11, page 12)
- 4. Gracie's Young Leaders in Action (ppt slide 12)
- **5. Gracie's Challenges** (ppt slide 13, page 15)
- Collective Worship Activity (ppt slides 14-16, pages 18-20)

#### **ACTIVITY SYMBOLS KEY**

- 3 Share instruction or key information
- Practical task or activity
- Discussion
- Paper based activity
- Printable activity



### In the Picture

#### Activity 1 (ppt slides 4-9, pages 6-7)

(i) Share Gracie's message:

#### **Helping the Environment**

What problems are harming the environment?

What can we do to try and help?

#### Gracie says...

There are lots of different things that can harm the environment or our world. Some examples are air pollution and litter.





Share the 5 pictures (Pack 1) showing an issue that might harm the environment with your pupils and ask the questions below.

- What is happening in the picture?
- Have you seen this before?
- How might this harm the environment?

You could discuss this as a whole class or give smaller groups or pairs of pupils a picture to discuss.



Print out **Picture Pack 1** or show them on the ppt.

Are there any different environmental problems that your pupils can think of?



You could create a class mind-map or list of the different problems discussed.



#### **(i)**

#### Picture 1: Turtle in water with plastic bags and litter

Water pollution: Too much litter, particularly plastic, ends up in our rivers and oceans causing harm to the animals and fish that live there as well as washing up on beaches.

#### Picture 2: Cut down trees

Deforestation: this is when trees are cut down in huge numbers for wood or to create land for crops or buildings. Animals, birds and insects can lose their habitats and can even be at risk of extinction.

#### Picture 3: Cars with exhaust fumes

Air pollution: fumes from traffic pollute the air making it unclean and unsafe for people, animals and plants. Air pollution also harms the earth's atmosphere.

#### Picture 4: Litter

Litter: Sometimes people are careless and drop litter in our communities which looks untidy but can also harm animals or people. We throw away a lot of waste in our bins too which ends up in landfill, taking up a lot of space on the earth.

#### Picture 5: Bin with food

Food waste: lots of perfectly good food is thrown away every day by supermarkets, restaurants and people. Food waste adds a huge amount to landfill and produces harmful gases that pollute our air.

### Picture Pack 1













### Who Can Help?

#### Activity 2 (ppt slide 10, page 11)

Share the 5 pictures (Picture Pack 2) representing different groups or organisations who might be able to help some of the problems harming the environment.



Ask the pupils who or what they think each image represents.

Look at each problem from the pictures in activity 1 in turn and ask the pupils who they think might be able to help. Ask pupils to explain their ideas. There will be many possible answers, and no one correct match.

Ask how they think each group could help the problems.



You could print out Picture Pack 2 and physically match them with the pictures in Pack 1 to show the pupils ideas visually.

#### **①**

#### Picture 1: Government

The Government can make changes to laws and rules to reduce plastic pollution, for example the law that shops must charge for plastic bags or laws to reduce traffic in city centres. Lots of local councils provide food waste bins to stop this going into landfill and use it for compost instead.

#### Picture 2: Shops or businesses

Shops or businesses such as restaurants can reduce their food waste by donating it to charities and choose biodegradable packaging and food containers instead of plastic. They can also recycle as much as they can.

#### **Picture 3: Schools**

Schools can teach their pupils about the environment and how they can help some of the problems that harm it. They can also recycle and reduce their waste of plastic, paper and other resources.

#### Picture 4: Charities

Charities can campaign to raise awareness or tell lots of people about how they can help the environment. They can run projects that use food waste from supermarkets to run cafes or organise big litter picks, beach clean ups or create new habitats for wildlife.

#### Picture 5: Everyone

There are small things that everyone can do to help the environment. For example, using public transport instead of driving a car, using reusable water bottles and coffee cups or swapping plastic soap dispensers for bars of soap.





Shops



Schools



Charities



Everyone



Images: shopping by Alfa Design from the Noun Project, Coffee by Colourcreatype from the Noun Project, School by Adrien Coquet from the Noun Project

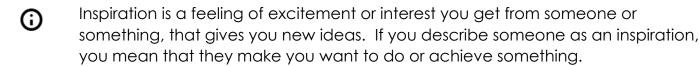


### Gracie's Inspirational People

#### Activity 3 (ppt slide 11, page12)



Ask your pupils if they can explain what an 'inspiration' is.



Some of Gracie's inspirations are young campaigners Amy and Ella Meek.



Ask the pupils if they know anything about them.





Pupils could read the fact file themselves or you could read it to the class. Print out below.



Ask the questions below:

- What problems do Amy and Ella care about?
- How do Amy and Ella help the environment?
- How would you describe Amy and Ella?

Encourage your pupils to suggest positive characteristics to describe Amy and Ella such as brave, caring etc.



Ask if your pupils can think of anyone else who inspires them to help the environment. This could be anyone they know, not just famous people.

Perhaps share some examples of people who inspire you.



## Gracie's Inspirational People AMY & ELLA MEEK

#### Concerns:

- That although plastic is incredibly useful, it is also a huge problem for the environment.
- That people had a lack of knowledge about plastic and its impact.



"Plastic is having a catastrophic effect on the planet, and it's only going to get worse in the coming years."

They found out about the disastrous impact that plastic pollution was having on the environment and decided to do something about it.

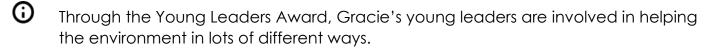
They set up a campaign called Kids Against Plastic with the goal of getting UK supermarkets to stock non-plastic packaged water on their shelves instead of single use plastic bottles.

They have picked up over 90,000 pieces of single-use plastic litter (and developed an app to log it) and gathered a team of incredible kids around the UK who are tackling plastic pollution.



# Gracie's Young Leaders in Action

#### Activity 4 (ppt slide 12)





Ask the questions below:

- What do you think is happening in each photo?
- Do these children give you any ideas to help the environment?

#### The photos show:

- A group of children cleaning up the beach by picking up litter.
- A girl planting herbs that people could help themselves to in the community, reducing buying herbs with plastic packaging.
- Children in a wildflower area they planted to provide a habitat for bees and other insects.

Encourage your pupils that even though they are young they can take actions that will make a difference to the environment, just like these young leaders.



### Gracie's Challenges

#### Activity 5 (ppt slide 13, page 15)

3 Share Gracie's motto: 'Small steps big changes'

Sometimes the problems that affect the world can seem very big. It can be tricky to see how we could help.

Encourage your pupils that every small action we do can add together to make big changes to help the environment.

Share Gracie's challenge grid with 6 practical actions that pupils could take to help the environment.



Challenge the pupils to have a go at some or all of the challenges.



Print out copies of the Challenge Grid.



Revisit the challenges over the coming weeks to celebrate you pupils' actions to help the environment.

# Gracie's Challenges Small Steps Make Big Changes



Build a bug hotel to provide a habitat for insects

Look out for singleuse plastic items in your school and ask your teacher if they could be changed

Choose to walk, cycle or scoot to school instead of coming in the car

Plant wildflower seeds or even a tree at school or at home

Challenge yourself not to waste any food for a week

Pick up litter in at your local park or beach

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### **Collective Worship Activity**

#### Activity 6 (ppt slides 14-16, pages 18-20)

Read the story of God creating the world from a children's story Bible or from Genesis 1 provided below.



Ask the questions below:

- What is your favourite thing that God made?
- What do you think is the most important thing God made?
- What does this Bible story teach us about helping the environment?

#### Activities:

- Read the story again slowly and ask the pupils to draw the story, using art materials, as they hear it.
- Retell the story using toys or items in your classroom.
- Use playdough to recreate something from the story.
- Read the Bible verses:

"Lord, you have made so many things! How wisely you made them all! The earth is filled with your creatures. There is the ocean, large and wide, where countless creatures live, large and small alike." Psalm 104: 24-25

Christians believe that it is important to look after our amazing and beautiful world, created by God.

- Ask the pupils to reflect:
  - Which parts of the world amaze you, fill you with awe or make you say "wow"? This could be looking out at the sea from a beach or looking at a tiny insect!
  - Close your eyes and imagine something in the world that amazes you.
     How do you feel?
- Ask the pupils to share some examples.
- Draw or write on a paper earth something you will do this week to appreciate and help the environment.
- Print the earth template.



#### (i) Prayer:

Dear God,

Thank you for our amazing and beautiful world full of so many amazing things. We are sorry that people have done things to harm the world. Help us to look out for ways we can take care of the earth.

Amen

### The Story of Creation Genesis 1 - The Good News Bible



In the beginning, when God created the universe, the earth was formless and desolate. The raging ocean that covered everything was engulfed in total darkness, and the Spirit of God was moving over the water. Then God commanded, "Let there be light" - and light appeared. God was pleased with what he saw. Then he separated the light from the darkness, and he named the light "Day" and the darkness "Night." Evening passed and morning came - that was the first day.

Then God commanded, "Let there be a dome to divide the water and to keep it in two separate places" - and it was done. So God made a dome, and it separated the water under it from the water above it. He named the dome "Sky." Evening passed and morning came - that was the second day.

Then God commanded, "Let the water below the sky come together in one place, so that the land will appear"- and it was done. He named the land "Earth," and the water which had come together he named "Sea." And God was pleased with what he saw. Then he commanded, "Let the earth produce all kinds of plants, those that bear grain and those that bear fruit" - and it was done. So the earth produced all kinds of plants, and God was pleased with what he saw. Evening passed and morning came - that was the third day.

Then God commanded, "Let lights appear in the sky to separate day from night and to show the time when days, years, and religious festivals begin; they will shine in the sky to give light to the earth"- and it was done. So God made the two larger lights, the sun to rule over the day and the moon to rule over the night; he also made the stars. He placed the lights in the sky to shine on the earth, to rule over the day and the night, and to separate light from darkness. And God was pleased with what he saw. Evening passed and morning came - that was the fourth day.



Then God commanded, "Let the water be filled with many kinds of living beings, and let the air be filled with birds." So God created the great sea monsters, all kinds of creatures that live in the water, and all kinds of birds. And God was pleased with what he saw. He blessed them all and told the creatures that live in the water to reproduce and to fill the sea, and he told the birds to increase in number. Evening passed and morning came - that was the fifth day.

Then God commanded, "Let the earth produce all kinds of animal life: domestic and wild, large and small" - and it was done. So God made them all, and he was pleased with what he saw.

Then God said, "And now we will make human beings; they will be like us and resemble us. They will have power over the fish, the birds, and all animals, domestic and wild, large and small." So God created human beings, making them to be like himself. He created them male and female, blessed them, and said, "Have many children, so that your descendants will live all over the earth and bring it under their control. I am putting you in charge of the fish, the birds, and all the wild animals. I have provided all kinds of grain and all kinds of fruit for you to eat; but for all the wild animals and for all the birds I have provided grass and leafy plants for food" - and it was done. God looked at everything he had made, and he was very pleased. Evening passed and morning came - that was the sixth day.





Image: Earth by Rank Sol from the Noun Project