KS3 Fieldwork

Litter Survey

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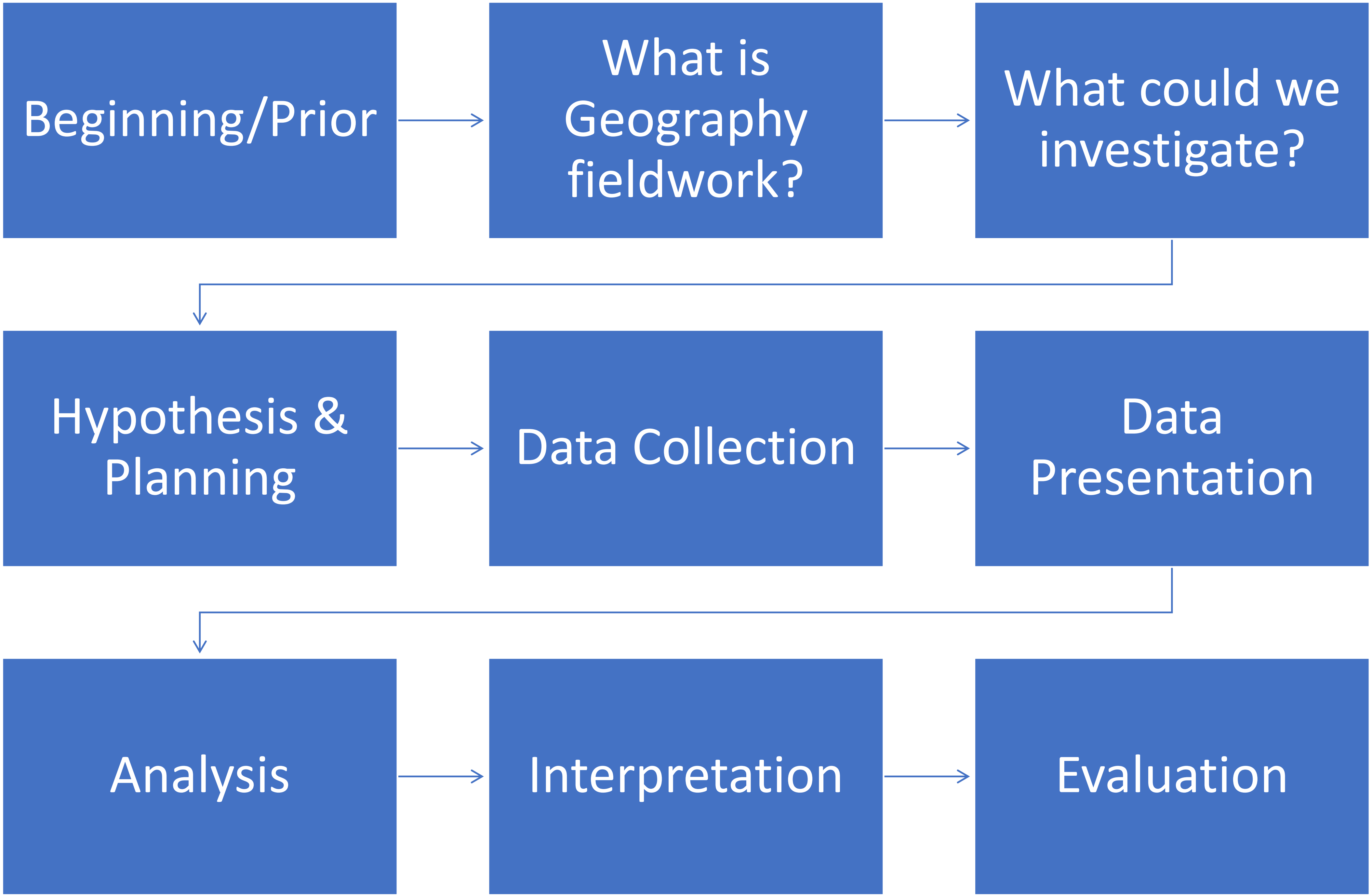
Why a Litter Survey?

- Easy to plan
- Easy for pupils to understand
- Can be conducted on school property
- Data can be collected in a short period of time
- If done with Year 8 – can help pupils settle in and take pride in their school.

Who: Year 8

When: Term 1

Approximately 10 x 30min lessons - Can be made longer or shorter


Beginning/Prior
What is Geography fieldwork?
What could we investigate?
Hypothesis & Planning
Data Collection
Data Presentation
Analysis
Interpretation
Evaluation

Beginning/Prior knowledge

What is Geography?

Types of Geography?

What is Geography fieldwork?

- Gather pupils' opinions
- Why is it important?
- Skills
- What do we need to consider when planning and conducting fieldwork?
  - Location
  - Accessibility
  - Timing
  - Risk assessments

What could we investigate?

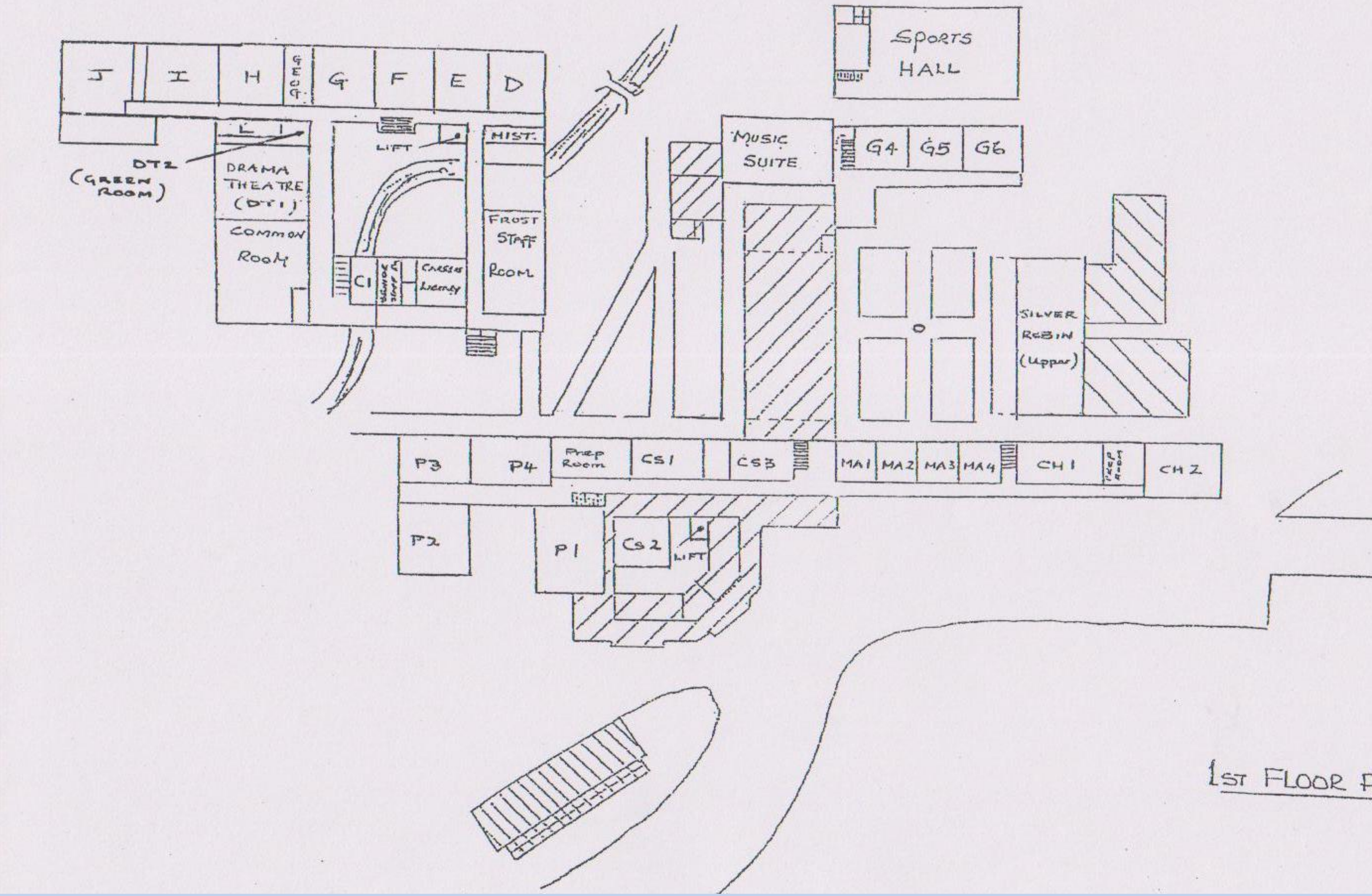
- Pupil led discussion
    - Gather pupil ideas

- Teacher led suggestions – allowing for pupil discussion
    - Soil investigation
    - Climate study
    - Rivers
    - Vegetation

Litter Survey –Planning & Hypothesis

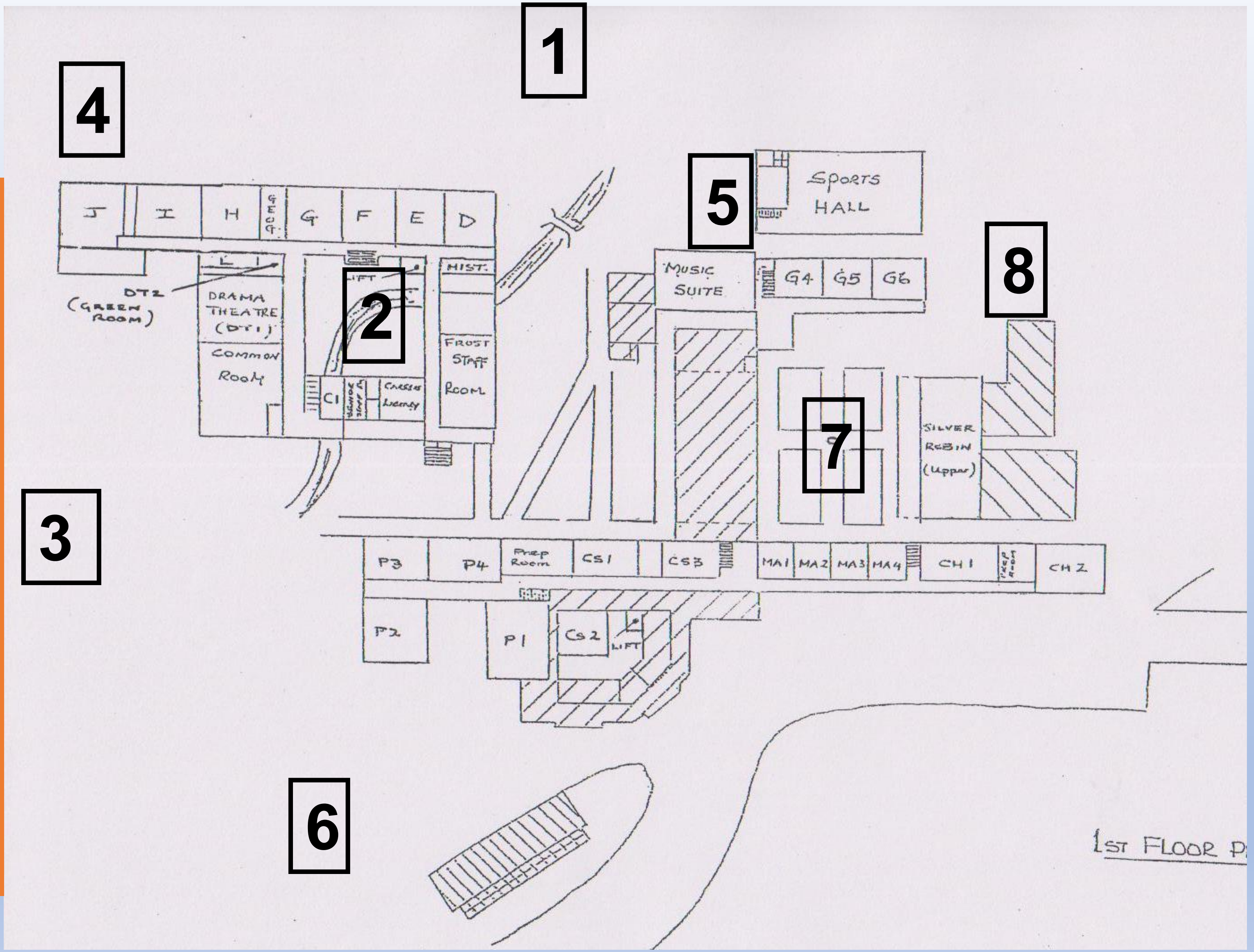
- Choosing sites
- Decide on what data to collect
- Hypothesis
- Group allocation
- Risk assessment (rules and expectations)

1. Choosing Sites



1. Choosing Sites

1. Back Hockey Pitches
2. Around the river outside Study Area
3. Around the outside of the Tennis Courts
4. Technology building and Biology Labs
5. Around the River outside Sports Hall
6. Behind the Pavilion
7. Rose Garden
8. Sports Hall and Study Hall



2. Decide on what data to collect

Pupil discussion guided by teacher:

i.e. what types of litter are most common around the school grounds?

Litter Types
~~Chewing gum (too hard!)~~
Sweet wrappers
Food wrappings
Food remains
Cartons, bottles and cans
Plastic Bags
Other

3. Hypotheses

This can be completed as an individual task or via a class vote

1. I predict that the ________ will have the most litter.
2. I predict that the _________will have the least litter.
3. I predict that ___________will be the most common type of litter.
4. I predict that __________ will be the least common type of litter.

4. Group allocation for pupils

- 4 per group (2 counting, 2 recording)

5. Risk assessment (rules and expectations)

Once in groups pupils can discuss what they think is suitable behaviour and what they could do to keep themselves safe.

Open up to class discussion and make a list.

Data Collection

Each group is allocated a sited to investigate.

Data collection = approximately 25 mins

Pupils record the data using a table and tally count

Litter Types	Tally	Total
Sweet wrappers		
Food wrappings		
Food remains		
Cartons, bottles and cans		
plastic Bags		
Other		

Pupils will use this table to record the class results when they return from fieldwork.

Litter Types	Areas								Totals
	1	2	3	4	5	6	7	8	
Sweet wrappers									
Food wrappings									
Food Remains									
Cans, Bottles, Cartons									
Plastic Bags									
Other									
Totals									

Data Presentation

This can be done using ICT

- Pupils suggest ways they can present the data.
    - Diagrams
    - Graphs and Charts
    - Written work

- Pupils are guided through the construction of bar charts for both the amount of litter at each site and the amount of each type of litter found.

- Extension: Pupils could also construct a pie chart.

Describing Results

Pupils describe their results guided by questions such as:

1. Which area had the most litter, how much? Was this predicted?
2. Which area had the least litter, how much? Was this predicted?
3. What litter type was the most common, how much? Was this predicted?
4. What litter type was the least common, how much? Was this predicted?

Explaining Results

Pupils describe their results guided by questions such as:

1. Why did area ---- have the most amount of litter?
2. Why did area ---- have the least amount of litter?
3. Why was ------ the most common type of litter?
4. Why was ------ the least common type of litter?

Evaluation

- Pupils independently answer the following questions:

  1. What worked well?
  2. Are there any improvements that could be made?
  3. Do you think the results could be made more accurate?
  4. Would the results be different at another time of day?

- Then a class discussion takes place.

Follow on tasks/ benefits

- Anti-litter campaign posters
- Letter to principal
- Eco Schools Green Flag
    - Litter as a topic
    - Litter picks

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