

LESSON 5: Antilitter Promotional Campaign

LESSON'S CONCEPT

Education and publicity can help discourage people from littering.

PURPOSE

Students demonstrate what they have learned about the proper disposal of waste by taking personal action.

OVERVIEW

In this lesson students will:

- Promote an antilitter campaign at their school by selecting one of the following activities:
 - Design posters to place around the school to encourage others and to remind themselves not to litter.
 - Make signs for highly littered areas on the school grounds (or other areas).
 - Make a display to show how to package a zero-waste lunch.
 - Write an antilitter jingle based on a well-known song.
- Survey the school grounds (or other areas) to determine whether their antilitter campaign is working.
- Read or listen to *Where Is the Treasure?* by Kelli C. Foster and Gina Clegg Erickson.

CORRELATIONS TO CALIFORNIA'S CONTENT STANDARDS AND FRAMEWORKS AND TO BENCHMARKS FOR SCIENCE LITERACY

- Students communicate in groups about ways to advertise the antilitter campaign. They also communicate with other people what they know about litter.
 - "People can learn from each other by telling and listening, showing and watching, and imitating what others do." (*Benchmarks for Science Literacy*, page 140)
 - "Scientific progress is made by asking meaningful questions and conduct-

ing careful investigations. As a basis for understanding this concept . . . students will communicate observations orally and in drawings." (*Science Content Standards Grades K–12; Kindergarten; Investigation and Experimentation, Standard 4e*)

- Students design posters, make signs, or prepare displays about the importance of not littering.
 - "Students create original artworks based on personal experiences or responses." (*Visual and Performing Arts Framework; Visual Art: Creative Expression Component, Goal 4, page 101*)
 - "Students write words and brief sentences that are legible." (*English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, page 3*)
- Students read or listen to *Where Is the Treasure?* by Kelli C. Foster and Gina Clegg Erickson.
 - "Students identify the basic facts and ideas in what they have read, heard, or viewed." (*English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, page 2*)
 - Students "identify characters, settings, and important events." (*English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, page 2*)

SCIENTIFIC THINKING PROCESSES

observing, communicating

TIME

10 minutes to prepare for the lesson; 45–60 minutes to implement the lesson; plus time

for weekly walks around the school grounds or other designated area to note the amount of litter

VOCABULARY

slogan, advertisement, jingle

PREPARATION

Note: There is no “Background Information for the Teacher” in this lesson.

- ___ 1. Obtain several examples of advertisements, one of which should have a slogan (catchy phrase), to share with students.
- ___ 2. Ask students to bring to class advertisements from magazines or newspapers. Provide a magazine or newspaper for each student who does not have access to one of these at home. Students should select one or two advertisements to share with the class, one of which should have a slogan or “catchy phrase.”
- ___ 3. Contact the local waste management coordinator to see whether antilitter literature and other resources are available. (You may already have done so in Lesson 1.)

MATERIALS

- ___ The book, *Where Is the Treasure?* by Kelli C. Foster and Gina Clegg Erickson
- ___ Examples of advertisements from magazines and newspapers
- ___ Samples of child-centered slogans from newspaper and magazine advertisements
- ___ Art materials
- ___ Poster paper and other paper (especially one that has been used on one side or paper made from recycled fibers)
- ___ Pencils
- ___ Butcher paper

PRE-ACTIVITY QUESTIONS

- A. Read to students or have them read *Where Is the Treasure?* by Kelli C. Foster and Gina Clegg Erickson. Discuss what the animals did. *They cleaned up their environment.* What were the treasures? *Parts of their environment, including the bog, beach, forest, and their clubhouse.*
- B. Ask students:
 - Do we have a litter problem in our school? In our neighborhood?
 - Why should we care about how our school (or certain other area) looks?
 - What can we personally do to keep our

school grounds (or other area) from being littered?

- What can we do to encourage others not to litter?
- C. Ask students, “What is an *advertisement*?” *An advertisement promotes an idea, a product, or a service.* Discuss billboards, television advertisements, posters, store displays, and newspaper ads and why people make advertisements.
 - D. Show examples and ask students to share with the class some advertisements from magazines or newspapers. Discuss:
 - What product or company is being promoted?
 - What audience is being targeted in particular; e.g., young people, women, wealthy people?
 - What are *slogans*? *Catchy phrases.* What slogans are being used in the advertisements?
 - E. Ask students to think of some well-known slogans that they might have heard on television (e.g., “Give a hoot, don’t pollute”). What do you remember about them? *The words and what they represent.* What makes them so powerful? *They are phrases that are easy to remember; some are funny.*
 - F. Discuss some jingles (songs) that students have heard that promote an idea or product; for example, a theme song from a television show. Jingles are designed to grab one’s attention and can stimulate instant recall.

Homework Assignment: Assign students to watch television or listen to radio advertisements and to report back to the class a slogan or jingle used in one advertisement.

PROCEDURE

Note: School administrators should first be informed of the plan to develop an antilitter campaign and should approve it, if your class plans to make it a schoolwide project. If that is not possible, have students make posters for the class and also encourage students to take their posters home.

- A. Tell students that they will be making poster ads or signs, writing jingles, or designing dis-

plays to teach others about the importance of not littering.

- B.** Ask students for important ideas that they have learned about litter that they could teach to others in their ads. (This is also a good assessment opportunity.)
- As a class, develop a bank of key words and phrases that address litter problems and ways to solve them.
 - Students should focus on: What people should know about litter and why people should not litter. Emphasize no littering and reusing and recycling trash whenever possible.
- C.** Allow students to decide which of the following they would like to do:
1. **Poster.** Some students can work in teams or as individuals to develop posters with or without slogans that advertise one of the key concepts about litter.
 - a. Students can draw posters that graphically show a portion of the school grounds (or other area) with litter and the same area without litter.
 - One way to do this is to fold a piece of drawing paper in half.
 - Ask students to draw two identical scenes.
 - Then they can place litter in one of the illustrations by gluing bits of paper and pictures of bottles and cans.

Note: For younger students, you might need to help them write their slogans.

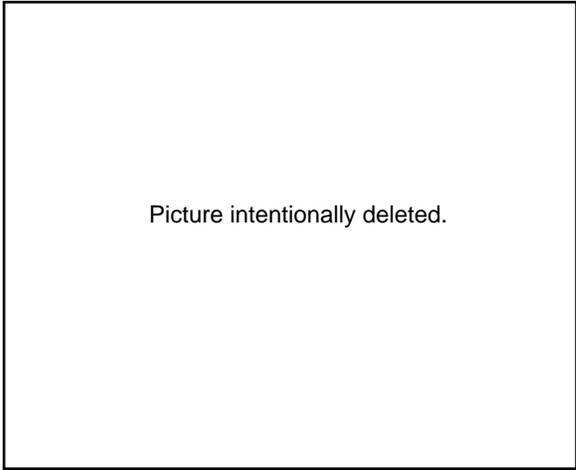


Submitted by Sharon Janulaw, kindergarten teacher, Marguerite Hahn Elementary School, Cotati-Rohnert Park Unified School District.

- b. Another way to do the poster is to give each group of two to four stu-

dents an 8½- by 11-inch sheet of plain paper—preferably used on one side.

- Fold paper into fourths.
 - Have each student sketch in one quadrant his or her idea for a poster. Group members can also choose to work together to make four different sketches, adding to some, deleting material in another.
 - Students should first outline their drawing in pencil so they can erase parts if they want to.
 - Teach students to do their poster corner to corner, edge to edge, so the whole paper is used.
 - Once they come up with the picture they like, have them show it to you.
 - Provide them with a large piece of butcher paper to do their final drawing (or tape four pieces of 8½- by 11-inch sheets of paper to form one piece that is 17 by 22 inches.
- c. Students' posters can be displayed around the school, or they can be taken home. Students can also make a poster for each class. Discuss other good places to hang the posters at school for others to see. Make sure that the posters themselves don't become litter.



Students in Anne Harris's second-grade class at Jefferson Elementary School draw posters to advertise a key concept about litter.

2. **Sign.** Some students can make signs for highly littered areas on the school grounds (or other areas).

- Students can design signs to encourage other students to pick up after themselves and keep the school clean. They can place these signs as reminders around campus.
 - The class can adopt a section of the school grounds (as is done in the Adopt-a-Highway program). Students can make a sign that says: "This area is being kept litter free by Mrs. Smith's second-grade class."
3. **Jingle.** Some students can work with other students to develop a jingle based on a well-known song. Have students share the jingles they have written with other classes. For example:

Our Litter Lies Over the School Grounds

(Sung to the tune of "My Bonnie Lies over the Ocean")

Our litter lies over our school grounds,
 Our litter lies over the land,
 Our litter is scattered all over,
 Please put your trash into a can.
 Please put, please put, oh please put your
 trash in a can, a can
 Please put, please put, oh please put your
 trash in a can.

4. **Display.** Some students can make a display to show how to package a zero-waste lunch. Perhaps students can display their work during lunch hour in the school cafeteria or lunch area and be available to answer questions.
- D. Once the projects are completed, encourage students to share posters, signs, jingles, or displays in class.

DISCUSSION/QUESTIONS

Discuss with students:

- How do slogans, jingles, signs, and displays help to advertise the antilitter program?
- What do you think other students will notice about the posters, signs, displays, or jingles that you have designed?

APPLICATION

Homework Assignment: Ask students to write a pledge in their journals to do one thing to prevent litter. "To prevent litter, I pledge . . ." or "One thing I will do to prevent litter is . . ."

- A. Encourage students to share their pledges.
- B. Return to your clean-up site with your class. Is there more litter? Discuss some ways to control this litter (e.g., clean it up every day, weekly, or monthly; put up signs; verbally remind others to use the recycling bin or trash can).
- C. Have students take weekly walks around the campus (or other area) and note the amount of litter in different places and what areas still have problems with litter. Consider having the class design a bar graph to show progress made with the antilitter campaign.

Project Ideas:

- Students can do a presentation for other classes to teach them why it is important not to litter. Each group could choose a particular area to emphasize (e.g., packaging, litter and wildlife, litter on the school ground). In their presentations they could encourage other students to join their campaign and share ideas to decrease litter.
- Students could collaborate with local businesses to do a community project by drawing "reminder" signs on poster paper or on reused grocery bags to encourage people not to litter.
- Students could promote a litter-free campus through bookmark and T-shirt design contests.

RESOURCE

Book

Foster, Kelli C., and Gina Clegg Erickson. *Where Is the Treasure?* Illustrated by Kerri Gifford. Get Ready . . . Get Set . . . Read! series. Hauppauge, N.Y.: Barron's Educational Series, Inc., 1995.

The simple-to-read text and colored illustrations in this book describe how a group of animals cleaned up their environment.