HOW CAN WE REDUCE FLY-TIPPING IN GOWER NATIONAL LANDSCAPE?

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider what they already know about fly-tipping and develop questions to explore their understanding of a report about someone trying to reduce it. They carry out research to find answers to their questions and estimate the number of rubbish bags collected each week in the report. Learners interrogate a range of information about the issues surrounding waste collection and fly-tipping and write a Tweet/X to help others think about fly-tipping. Learners consider why fly-tipping is a problem, examine different perspectives on it, before they design and carry out a survey about fly-tipping and analyse the results. They find and record evidence of fly-tipping in Gower National Landscape and write an article for a local online newspaper. Learners explore different media relating to fly-tipping as a background to developing a brief media campaign. They create a car sticker and poster aimed at encouraging people to dispose of their rubbish responsibly and reflect on the development of their campaign.

CURRICULUM FOR WALES

Areas explored:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Means of taking photographs of evidence of fly-tipping, e.g. camera, smart phone, tablet.
Means of making a car sticker, e.g. paper with adhesive back.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- To access the scale in Google maps, click on ‘View larger map’.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT IS FLY-TIPPING?

Explain to learners that this task should help them to understand more about what fly-tipping is and what can be done to reduce it.

Screen 3

Ask learners to consider the questions posed to interrogate the image.

Focus questions

- What can you observe?
- What can you infer?
- What else do you want to know?
- How will you find out?

Screen 4

Ask learners to look at the image and discuss the questions posed.

Focus questions

- How does looking at this photograph make you feel? Why?
- Have you seen anything like this before in your local area? Where? When?
- What is fly-tipping? Why do you think that?
- Where does fly-tipping happen? How do you know?
- Why do you think fly-tipping happens?
- Who do you think is responsible for fly-tipping? Why do you think that?

Screen 5

Ask pairs of learners to access and read the BBC news report Sully: The man tackling fly-tipping one bin bag at a time. Invite each pair to think of questions they could ask about the fly-tipping hero by completing the Question Matrix.

For example, in the top left box, learners need a question beginning 'What is....', e.g. What is the fly-tipping hero's name? In the bottom right box, they need a question beginning 'How might....'

Ask learners to download the matrix so they can type in it. Conversely, it can be printed.

Screen 6

Ask pairs of learners to look at the questions they have created in their matrix and to discuss the questions posed.

Focus questions

- Which are the best five questions?
- Why did you choose these five questions?
- What makes them the 'best' questions?

Ask each pair to share their 'best' questions with another pair and to discuss the question posed in their group.

Focus question

- How could you find answers to your selected questions?

Invite learners to carry out research to find answers to their questions and to report back to their group.

Screen 7

Remind learners that according to the news report, Will Dunn has collected over 3,000 bags of rubbish over the last four years in just one fairly small area. Ask them to consider the questions posed.

Focus questions

- How can you estimate the average number of bags he has collected each week over the last four years?
- Why will this method work?

Invite learners to estimate the number of bags collected each week and to compare their answers with other pairs. If there are differences in their estimations, ask learners to compare their workings out to try to find out which pair has the most accurate estimate.

Screen 8

Explain to learners that in recent years, councils across Wales have made a big effort to encourage recycling of household waste and to reduce fly-tipping.

Invite groups of learners to explore and interrogate data and information from the sources provided and other they can find to build up a picture of the issues surrounding waste collection and fly-tipping, especially in Gower National Landscape and its local authority.

Screen 9

Ask learners to discuss the questions posed.

Focus questions

- What data and information have you gathered? Where from? How do you know if it is reliable?
- What does the data tell you? Why do you think that?

- How many incidents of fly-tipping have happened in your local area and Gower National Landscape recently/this year?
- Where does fly-tipping happen the most in your local area and Gower National Landscape? Why do you think these are 'hot-spots' for fly-tipping?
- What have the local council done about recycling in the last few years? Why? What effect has this had?
- What patterns and trends over time can you identify?
- What conclusions could you draw from the data on recycling and fly-tipping? Is there a link between the two? Why do you think that?

Screen 10

Explain to learners that FlyMapper is a system for the capture, management and analysis of fly-tipping incidents.

Ask them to access the website and to discuss the questions posed.

Focus questions

- How do you think this information is collected?
- How do you think this information is used? By whom?
- Do you think this seems like an effective system? Do you think it is having the desired effect? Why?

Screen 11

Ask learners to watch the video entitled Top 10 rubbish excuses given by fly-tippers (just over one minute) and to discuss the questions posed.

Focus questions

- Do you think any of these excuses might have some truth in them? Which ones?
- Why do you think people might make excuses for fly-tipping?
- What do you think are the real reasons for fly-tipping?

Screen 12

Explain to learners that in reality, there are many reasons why people fly-tip. Invite them to consider the 'guilty' thoughts as they appear on screen and to decide which three of these they think might be most common in their local area and Gower National Landscape and to explain why.

Screen 13

Ask learners to write a Tweet/X to help others think about fly-tipping in Gower National Landscape. Remind them that they only have 280 characters.

TASK 2

HOW CAN WE FIND OUT MORE ABOUT FLY-TIPPING IN GOWER NATIONAL LANDSCAPE?

Explain to learners that this task will support their understanding of why fly-tipping is a problem and why people want to make others aware so that the problem is reduced.

Screen 3

Ask learners to consider why fly-tipping is a problem by clicking on each character and discussing their views as they appear on the screen.

Focus questions

- Which of these learners do you think makes the most powerful point? Why do you think that?
- What other point could you add to these regarding the effects of fly-tipping?

Screen 4

Explain to learners that to have a better understanding of a problem, it is important to gather and examine different perspectives on it.

Inform learners that they are going to design and carry out a survey into people's views and experiences with fly-tipping in the local area and Gower National Landscape. Before they start ask them to discuss the questions posed.

Focus questions

- What specific information are you trying to gather?
- Who is the target audience for this survey?
- What format will the survey take (e.g. online, paper)? Why?
- How will the survey be distributed?
- What tools or platforms will be used to create and distribute the survey? Why?
- What type of questions will be most effective (e.g. multiple choice, open-ended, Likert scale)? Why?

After these discussions, ask learners to draft their questions.

Screen 5

Invite learners to consider their survey questions and the details of their survey, by discussing the questions posed.

Focus questions

- Are the questions unbiased and neutral?
- Is each question relevant to the survey's objectives?
- When is the best time to distribute the survey? Why?
- Is there a deadline for survey responses?
- How will you ensure the confidentiality and anonymity of respondents?
- How will you ensure you have the necessary permissions and consent from respondents?

Screen 6

Invite learners to develop their survey and carry it out.

Screen 7

Ask learners to analyse the results from their survey and discuss the questions posed.

Focus questions

- How could you show your data and findings? Which is the best way? Why?
- What patterns or trends can you see in the data?
- How could you explain your data and findings? What are your conclusions? Why?
- What questions do you have about your data and findings? How could you find the answers? Why would this work?

Learners could create bar charts, pie charts, histograms, and scatter plots or use software that will do that for them.

Screen 8

Explain to learners that they are going to write an article for a local online newspaper about fly-tipping in Gower National Landscape. However, before they begin the article they need to find and record evidence of fly-tipping. Ask groups to discuss the questions posed and to use the map provided to support their thinking.

Focus questions

- Where will you look for fly-tipping? Why?
- Where on the map are the most likely fly-tipping spots? Why?
- How will you ensure your safety when collecting evidence of fly-tipping?
- How will you collect evidence of fly-tipping in the area? Why?
- How will you record the location of the fly-tipping you have found?
- Who will you inform of the fly-tipping you find? Why might this help?

Screen 9

Take learners outside to safely collect evidence of fly-tipping and to record the locations in which it was found.

Screen 10

Remind learners that they have collected evidence of fly-tipping in Gower National Landscape as well as people's views from their survey. Invite them to use this information to write an article for a local online newspaper about fly-tipping in Gower National Landscape.

Encourage learners to use any photographs they have taken to illustrate the article.

TASK 3

HOW CAN WE ENCOURAGE PEOPLE TO DISPOSE OF WASTE RESPONSIBLY?

Explain to learners that this task will explore different media relating to fly-tipping. This will act as a stimulus for them to develop a brief media campaign aimed at encouraging people to dispose of their rubbish responsibly.

Screen 3

Explain to learners that Fly-tipping Action Wales is a partnership initiative, sponsored by the Welsh Government and coordinated by Natural Resources Wales to tackle fly-tipping.

Invite them to access its website, browse the articles and discuss the questions posed.

Focus questions

- Why do you think Fly-tipping Action Wales was set up?
- Why do you think it is a partnership between the Welsh Government and Natural Resources Wales?
- How could people use the site?

Screen 4

Invite learners to watch the video Fly-tipping Action Wales Animation - How to Deal with Your Household Waste Responsibly (just over 2 minutes).

Screen 5

Explain to learners that they are going to develop a brief media campaign to encourage people to dispose of their rubbish responsibly and that the campaign will consist of a car sticker with the campaign's slogan and a small poster to put in shop windows.

Screen 6

The screen provides examples of car stickers. Invite learners to discuss the questions posed in their groups.

Focus questions

- What message does each sticker convey?
- Which stickers have slogans? How effective are the slogans? Why?
- Why is each sticker a particular shape?
- What symbols/images does each sticker use?
- How effective is each sticker? Why?

Screen 7

Invite learners to think of their own sticker and discuss the questions posed.

Focus questions

- What key words could you use in your sticker? Which are the best words? Why?
- What symbols or images could you use in your sticker? Which are the best symbols or images? Why?
- How will the images and symbols convey your message?

Ask learners to jot down some ideas for their slogan sticker and to draw some draft ideas.

Screen 8

Inform learners that their sticker can be up to 15cm long and 10cm wide.

Ask them to look at their ideas about slogans, symbols and images and to discuss the questions posed.

Focus questions

- Which words, symbols and images will best convey your message? Why?
- What should your slogan be? Why?
- What shape should your sticker be? Why?

Invite learners to draft their design in the shape they have decided on, making sure it fits within the correct dimensions and to make their sticker.

Screen 9

This screen provides learners with a poster that encourages people to dispose of their rubbish responsibly. Ask them to look at the poster and discuss the questions posed with their group.

Focus questions

- What adjectives can you use to describe the poster?
- How does the poster use images to engage you?
- How does the image use colour to good effect?
- What information is the poster giving?
- How well does the poster encourage responsible rubbish disposal? Why?

Screen 10

Ask learners to consider what makes a good poster to encourage people to dispose of waste responsibly and to discuss the questions posed in their group.

Focus questions

- What are the important features of a good poster? Why do you think that?
- How can you ensure your poster encourages people to dispose of their rubbish responsibly?
- How can you make your poster engaging?
- How can you use images? Which images should you use? Why?
- How can you use colour effectively?
- What information do you want your poster to give? How can we make sure the information is clear?

Invite learners to make their poster.

Screen 11

The final screen in this task provides learners with sentence starters. Invite them to use two or more of the sentence starters and to complete the sentences to reflect on the development of their brief media campaign.