

Session title	Plastic Planet	 WWT
Key Q	Which everyday objects are made from plastic and why is this a problem?	
Session description	Explore different everyday objects made from plastic. What problems does plastic pollution cause and what can we do to help?	
Key Stage Suitability	KS1	
Duration	1 hour	

Curriculum links	Year 1: Science (Everyday materials) - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Year 2: Science (Living things and their habitats) - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Year 2: Science (Use of everyday materials) - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. KS1: Geography (Human and physical geography) - Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.										
Learning outcomes	Most learners will...	More able learners will...									
	- Be able to recognise that there are many everyday items made from plastic some of which may not be immediately obvious. - Be able to understand some of the problems that plastic pollution causes wetland wildlife and habitats. - Be able to recognise that plastics take a long time to break down. - Be able to share some simple things that they can do to help improve the current situation.	- Be able to understand that plastic pollution in wetlands comes from a range of sources. - Be able to explain that microplastics can be passed through the food chain.									
Key vocabulary	<table border="0"> <tr> <td>Pollution</td><td>Reduce</td><td>Refuse</td></tr> <tr> <td>Microplastics</td><td>Reuse</td><td>Wetlands</td></tr> <tr> <td>Decomposition</td><td>Recycle</td><td></td></tr> </table>		Pollution	Reduce	Refuse	Microplastics	Reuse	Wetlands	Decomposition	Recycle	
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Session Outline	Time
Introduction	5 mins
Learners are introduced to the key question (Which everyday objects are made from plastic and why is this a problem?) and the wetlands.	
Activity 1: Contains plastic or not?	10 mins
Learners investigate everyday items and sort them into two piles, one for items they think contain plastic and another for those they think don't.	

Activity 2: How does plastic impact wetlands?	5 mins
After hearing plastic related facts and figures, learners think about how this material affects wetlands.	
Activity 3: How long does plastic last in the environment?	10 mins
Learners investigate how long different materials take to decompose and how plastics can remain in the environment for a long time.	
Activity 4: How does plastic impact animals?	10 mins
Learners investigate how plastics can accumulate in environments and the food chain. They then explore the impact this has on wildlife and people.	
Activity 5: Alternatives to plastic	10 mins
By taking part in everyday scenarios, learners use the knowledge gained throughout the session to explore plastic alternatives.	
Plenary	10 mins
Learners and teachers make a plastic-related pledge and have a chance to ask any questions they may have.	