

BIN IT!



**A TEACHING RESOURCE
ON LITTER AND THE ENVIRONMENT**

FOR 12-13 YEAR OLDS

WELCOME TO THE *BIN IT!* TEACHING RESOURCE

In 2021 *Bin It!* is unable to tour its award-winning roadshow around schools in the Republic of Ireland. Nothing can replace the engagement of a live theatre-in-education tour but we want to provide schools with something that is just as useful for teaching about litter and the environment.

And that's just as much fun to be part of!

Designed by teachers, for teachers, this ready-made resource is flexible to suit any type of delivery. We hope you can use all or some of this resource during the school year to replace the *Bin It!* roadshow visit and teach these important messages about our environment to your 12-13 year old students.

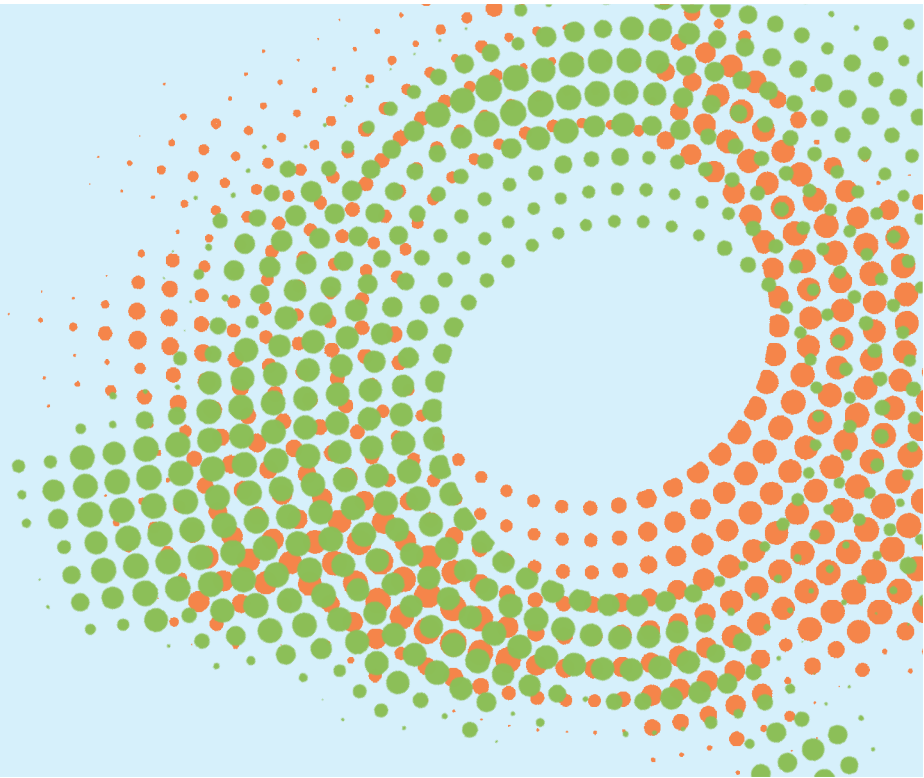
HOW IT WORKS

This resource includes:

- Teacher notes
- Activity sheets
- Supporting video content, which you can find on our website www.biniteducation.com/resources and click on IRL POST-PRIMARY

It can also be used in a number of ways:

- Use *Bin It!* – Hit Record, and video, as a single lesson on litter and the environment
- Use the four project lessons and videos as a topic throughout a term
- Each lesson can be used individually without having to use the others



Everything you need is here to deliver inspiring lessons on this topic. It is ready-made so minimal preparation is needed. We hope you and your students enjoy using this resource.

WHY WE DO THIS

Bin It! has been engaging with schools around the Republic of Ireland since 2006 to raise awareness about litter and its impact on the environment. Changing behaviours and attitudes towards litter starts with education. And teachers are key to helping the next generation be informed about their actions and the consequences.

We want to support teachers every way we can.

We know how busy you are, so we aim to make all our resources as flexible as possible allowing teachers to do what they do best. Teach.

biniteducation.com

CONTENT

***BIN IT!* – HIT RECORD**

A single lesson, lasting around one hour, that explores the key points about litter and its impact on our environment. A direct replacement for our roadshow, supported by a video from our characters Doc and Taylor.

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DETAILED LESSONS

Each lesson takes a detailed look at different areas of litter and the environment, supported by video content from our characters Doc and Taylor. These can be used all together to form a project, used in any order or as single lessons.

1) WHY LITTER MATTERS

A lesson about the impact litter has on the environment, our health and mental wellbeing.

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2) WHY WE LITTER

A look into the behaviour that causes littering, who is really to blame for it and how that behaviour impacts our wider environment.

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3) WHO LITTERS?

Exploring who litters, the type of person, their reasons and what others think when they see littering happen.

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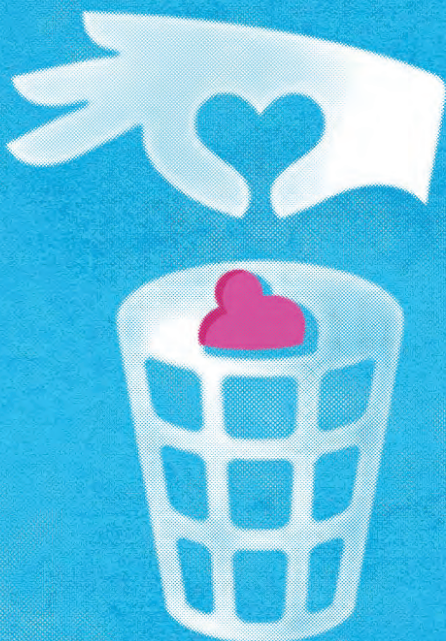
4) THE COST OF LITTER

Exploring the cost of litter to our society, the fines for littering and how recycling reduces the financial and environmental cost.

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Each lesson has accompanying videos which can be found here:

[*BIN IT!* – THE INTRO](#)
[WHY LITTER MATTERS](#)
[WHY WE LITTER](#)
[WHO LITTERS](#)
[THE COST OF LITTER](#)
[CONCLUSION](#)



BIN IT! - HIT RECORD

A whistle stop tour of what impact litter has on our environment, who litters and why we litter.

Preparation

Prepare the videos:

BIN IT! – HIT RECORD – you can find it [here](#)

Prepare the following activity sheets, or display on the board, for each student:

BEST PLACE TO BE, this can be found on the back cover of this pack

WHO ME?, this can be found on page 8 of this pack

MY TOWN, this can be found on page 9 of this pack

Introduction

Explain to your students that the *Bin It!* roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run, *Bin It!* has created this multi-media lesson that will help teach about the litter and the environment.

WHY LITTER MATTERS

Open the class by introducing *Bin It!* and the intention of the lesson. Play the video *BIN IT!* – THE INTRO.

Ask the class what types of litter they see everyday and make a list on the board. Question how long they think each item on the list takes to decompose. Write the predicted time given by students next to each item. Explain that they are going to do an experiment looking at how long different types of litter take to decompose.

Play the video *BIN IT!* – WHY LITTER MATTERS

Once the video is complete, hand out the items to make the mini landfill. Ask groups to record the items that they are putting into it and the current state of them. You could also use photographs to record it. Add soil, a little water and stir the items in the mini-landfill together. Students should then come back to add some more soil and water every 3-4 days over a few weeks, or for as long you want the experiment to continue. Based on the list they made earlier in class ask them to predict how long it will take for each item to start breaking down in their landfill. If you are not able to leave the students mini-landfills over a period of time you could pre-prepare one a few weeks before the lesson. See PREPARATION on page 3 for more details. Allow students to compare theirs to the prepared one and record the difference.

Looking at the list the class made at the beginning of the lesson, have they changed their mind about the length of time for items to decompose? Explain that man-made items such as plastic bottles or chewing gum can take hundreds of years to decompose and even natural items such as banana skins or an apple can take up to two years to fully decompose.

Discuss as a class, now they know this, why binning their litter is so important. Particularly looking at using the right bin for recycling so that items don't end up in landfill and can be recycled correctly instead of becoming litter.

WHO LITTERS?

Write WHO LITTERS? on the board. Collect a list of different types of people that students think litter. It could be a toddler who doesn't know better or a business woman who forgets to pick up her empty coffee cup. Ask them to think back to a time they have seen people litter. Who was it? Encourage a creative selection of responses.

Play the video *BIN IT!* – WHO LITTERS?

Explain you are going to mimic the experiment by Doc and Taylor. This can be done in the school playground or, if possible, go to a busy area of your local community. Try and choose an area that is known for litter.

Ask students to observe the area and record the following information:

Who litters – the type of person

What they litter – the type of rubbish that they leave behind

How they did it – was it on purpose or did something cause the littering to take place *ie* a distraction.

Come back together as a class and share the findings. Everyone litters at some point, even if it is by accident. Litter causes environmental problems as well as making an area unpleasant to be in. Ask the students, given the data they have collected on the behaviour of people in that one area, what they think could be done to reduce the littering issue.

If you do not have time or cannot take the group outside of the classroom, you can use the activity sheet WHO ME? to achieve a similar discussion. Hand out the activity sheet and explain that you want them to look at each character and work out which piece of litter they are responsible for. They can write notes as to why they think it is that person.

Once complete, explain there was no right or wrong answer. It is not just one age group or type of person that is responsible. We have all done it. To make the environment better we all have to take responsibility and stop littering.

COST OF LITTER

Explain to the class that you are going to look at the cost of litter. Ask if they know what the different costs of litter are. There is an environmental cost to litter – the damage to the environment - an emotional cost to litter – how it makes others feeling being around it – and the damage it does to someone’s favourite place. Finally, there is a financial cost.

It is the financial cost that they are going to explore first.

Play the video *BIN IT! – THE COST OF LITTER*

Discuss the key learning points from the video. Were students aware of the fine for littering? Particularly focus on whether they believe that €150 is a high enough fine to stop people littering. Talk through their different opinions.

Hand out the activity sheet MY TOWN or display this on the board. You can do this as a class or by asking students to work in groups. Challenge students to come up with their expenditure for one year in their town. Explain the rules are:

They must do all of the items in the REQUIRED column

They can choose how many they do from the BENEFICIAL column

They can use their left-over budget for the OPTIONAL column.

Come back together to see what students have chosen to do. Explain that only two items from the BENEFICIAL column could be done and none from the OPTIONAL column, if they have followed the budget rules, because they are expensive and not essential to the survival of the town.

Discuss that if they could invest in changing people’s behaviour to keep their area cleaner that there would be more money to spend on the community because the items in the BENEFICIAL column wouldn’t be as expensive.

Now ask the students to repeat the task but for a three-year budget. Explain that this time when they invest in an item from the OPTIONAL column, the following year that item reduces by 50% because their choice has made the citizens of that town look after their surroundings more. After three years, do they have enough budget to invest in an idea from the OPTIONAL column? What would they choose? The same is true in real life. If everyone in the community put more effort into binning our litter, and in the right bins, there would be more money available for better services and activities in our community because our local authorities and government would not have to pay so much to clean up our litter.

The money spent on cleaning our streets is paid for by taxes. Taxes are used to fund services in our communities. Remind students that the total cost of cleaning litter is €700 million per year. If that money wasn’t wasted on cleaning litter and we all stopped littering these ideas could become a reality.

WHY WE LITTER

Recap briefly the information students have learnt throughout the lesson so far, after all of this do they think anyone is justified in littering?

Write the word HABIT on the board and ask students to give you a definition. Below is a definition to use as an aid:

“Something that you do often and regularly, sometimes without knowing that you are doing it”

Ask students if they believe that you are born with habits or if they are learnt. A habit is something that develops over time and mostly we do it without thinking. Sometimes it’s really helpful, for example brushing your teeth before bed. Most of the time we do it without much conscious thought because we have done it regularly.

Create a list, as a class, of bad habits on the board.

Play the video *BIN IT! – WHY WE LITTER EXPERIMENT*.

Review the list of habits the class made prior to the video. Think back to the video and discuss how our environment and the behaviour of others affect our own behaviour. Can they think of examples of this in their own community? Such as, overflowing bins with litter on the floor or graffiti being added to public spaces.

Plenary

Play *BIN IT! – THE CONCLUSION*.

Explain that fixing the litter problem in general would go a long way to helping with the environment. If you have a school’s eco-policy, use this to show students how this lesson links to activities the school is participating in, and how that could be rolled out to the wider community.

BIN IT! – WHY LITTER MATTERS

A lesson about the impact litter has on our environment, health and mental wellbeing.

Preparation

Prepare the videos:

BIN IT! – THE INTRO, you can find the video [here](#)

BIN IT! – WHY LITTER MATTERS, you can find the video [here](#)

Prepare the following activity sheet:

BEST PLACE TO BE, this can be found on the back cover of this pack

Mini-landfill experiment

Prepare several different litter types, for example paper, cardboard, leaves/grass, plastic wrappers, plastic bottles, aluminium cans *etc.* You will also need some soil, water and enough empty milk cartons, with the tops cut off, for your students. Students can build their own landfill during the class and follow the instructions in the video on how to maintain it. Then leave the landfills for as long as you need for students to record their findings. If you do not have time for students to leave their mini-landfills you can prepare an example one a few weeks ahead of the lesson to give the students an opportunity to record results.

Introduction

Explain to your students that the *Bin It!* roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run, *Bin It!* has created multi-media activities that look at why litter matters to us and the environment.

STARTER ACTIVITY

If you have not used any other lessons in this pack please play the video *BIN IT! – THE INTRO* to the class. This introduces our characters and the topic.

Ask the class what types of litter they see everyday and make a list on the board. Question how long they think each item takes to decompose. Write the predicted time given by students next to each item. Explain that they are going to do an experiment looking at how long different types of litter take to decompose.

Play the video *BIN IT! – WHY LITTER MATTERS EXPERIMENT*

Once the video is complete, hand out the items to make the mini landfill. Ask groups to record the items that they are putting into it and the current state of them. You could also use photographs to record it. Add soil, a little water and stir the items together well.

Students should then come back to add some more soil and water every 3-4 days over a few weeks, or for as long you want the experiment to continue. Based on the list they made earlier in class ask them to predict how long it will take for each item to start breaking down in their landfill.

If you are not able to leave the students mini-landfills over a period of time allow them to compare theirs to the prepared one and record the difference.

Looking at the list the class made at the beginning of the lesson, have they changed their mind about the length of time for items to decompose? Explain that man-made items such as plastic bottles or chewing gum can take hundreds of years to decompose and even natural items such as banana skins or an apple can take up to two years to fully decompose.

Discuss as a class, now they know this, why binning their litter is so important. Particularly looking at using the right bin for recycling so that items don't end up in landfill and can be recycled correctly instead of becoming litter.

EXTENSION ACTIVITY

Display the activity sheet. Ask students to look at the pictures and write down a list of words or phrases that explain how it would feel to be in each place. Come together to share some of the words and phrases. Ask students to explain why they selected them.

Discuss how a clean environment makes people feel positive and a dirty or littered environment doesn't. Litter doesn't make anyone feel good when they see it. Ask students what damage they think litter, even just one bit, does to the environment. Looking at the littered picture what do they think of it? What does it smell like? And, most importantly, who does it impact?

Explain that is not just us, humans, that suffer because of litter. It damages the environment and makes a place unpleasant to be in, but is there another impact they can think of?

Animals suffer because of litter. Different types of litter cause different problems for animals, whether they are pets, wild animals on land or in the ocean.

Animals do not litter. Only humans cause the problem but animals suffer because of it. Discuss if the class thinks this is fair. Working either in groups or pairs, task students to undertake some brief research to discover what damage litter does to animals.

Ask them to choose either a pet, wild land animal or one from the ocean and collect some facts on the impact litter has on them.

BIN IT! – WHY WE LITTER

A look into the behaviour that causes littering, who is really to blame for it and how that behaviour impacts our wider environment.

Preparation

Prepare the videos:

BIN IT! – THE INTRO, you can find the video [here](#)

BIN IT! – WHY WE LITTER, you can find the video [here](#)

Introduction

Explain to your students that the *Bin It!* roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run, *Bin It!* has created multi-media activities that will help teach why we litter and understand the behaviours behind it.

STARTER ACTIVITY

If you have not used any of the other lessons, play the video *BIN IT! – THE INTRO* to the class. This introduces our characters and the topic.

Write the word HABIT on the board and ask students to give you a definition. Below is a definition to use as an aid:

“Something that you do often and regularly, sometimes without knowing that you are doing it”

Ask students if they believe that you are born with habits or if they are something that you learn. A habit is something that develops over time. Sometimes it's really helpful, for example brushing your teeth before bed. Most of the time we do it without much conscious thought because we have done it regularly for a long time. Some habits aren't so useful or good for us. Create a list, as a class, of bad habits on the board.

Play the video *BIN IT! – WHY WE LITTER*.

Review the list of habits the class made, did they include littering? Think back to the video and discuss how our environment and the behaviour of others affect our own behaviour. Can they think of examples of this in their own community? Such as, overflowing bins with litter on the floor or graffiti being added to public spaces.

EXTENSION ACTIVITY

Explain that you are going to put 'litter' on trial. As a class decide what type of litter you want to put on trial. We have used chewing gum as an example for you. The idea is to discover if litter itself is the problem or if something else is the real issue.

Explain that chewing gum has been found in the playground, a few people claim they saw it being dropped and some students have got it stuck on their shoes/bags etc. Chewing gum is charged with dirtying the playground and damaging the environment.

Split the class in half. One half will defend chewing gum and the other half will be the prosecutors, they think chewing gum is guilty of the charges. If you have time, and a large number of students, you can create a jury as well to debate and vote on the outcome. As teacher, you will be the judge.

Give each team 10 minutes to create their plan for defending/prosecuting chewing gum. Each team should create the following sections:

- 1) **An opening argument** – 'I intend to prove that chewing gum is guilty/not guilty by...
- 2) **Present evidence** – they can draw maps or examine witnesses
- 3) **A closing statement** – summary of what they have presented and why they believe chewing gum is guilty/not guilty

Let each team present each section one after the other.

Teams need to think about what damage chewing gum could do, how unsightly it is and why it was there in the first place. As judge you can overrule an argument or witness. Key to the outcome is leading the students to understand that the product itself, whether chewing gum, plastic bottles or facemasks is damaging to the environment but it is us, humans, that don't put them in a bin that turns them into litter and an environmental problem.

Let the trial commence.

Plenary

Once you have a verdict, discuss the key points and arguments and which, if any, have made students think about their own littering behaviour. By being aware of why we litter we can become conscious of the habit and break it. Keeping the environment clean and safe for everyone is vital.

Homework

Ask students to research countries or cities around the world that have no or very little litter on their streets. See if they can find out why and how they achieved it, and if there are any lessons we can learn from these places.

BIN IT! – WHO LITTERS?

Exploring who litters, the type of person, their reasons and what others think when they see littering happen.

Preparation

Prepare the videos:

BIN IT! – THE INTRO, you can find the video [here](#)

BIN IT! – WHO LITTERS, you can find the video [here](#)

Prepare copies of the following activity sheet for each student:

WHO ME? You will find this activity sheet on page 8 of this pack

Introduction

Explain to your students that the *Bin It!* roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run, *Bin It!* has created multi-media activities that will explore who it is that litters and why it is everyone's responsibility to keep the environment clean.

STARTER ACTIVITY

If you have not used any other lessons in this pack please play the video *BIN IT! – THE INTRO* to the class. This introduces our characters and the topic.

Write WHO LITTERS? on the board. Collect a list of different types of people that students think litter. It could be a toddler who doesn't know better or a business person who forgets to pick up an empty coffee cup. Ask them to think back to a time they have seen people litter, who was it? Encourage a creative selection of answers.

Play the video *BIN IT! – WHO LITTERS?*

Explain you are going to mimic the experiment by Doc and Taylor. This can be done in the school playground or, if possible, go to a busy area of your local community. Try and choose an area that is known for litter.

Ask students to observe the area and record the following information:

Who litters? – the type of person

What they littered – the type of rubbish that they left behind

How they did it – was it on purpose or did something cause the littering to take place ie a distraction.

Come back together as a class and share the findings. Everyone litters at some point, even if it is by accident. Litter causes environmental problems as well as making an area unpleasant to be in. Ask the students, given the data they have collected on the behaviour of people in that one area, what they think could be done to stop the littering issue there.

If you do not have time or cannot take the group outside of the classroom, you can use the activity sheet WHO ME? to achieve a similar discussion. Hand out the activity sheet and explain that you want them to look at each character and work out which piece of litter they are responsible for. They can write notes as to why they think it is that person.

Once complete, explain there was no right or wrong answer. It is not just one age group or type of person that is responsible. We have all done it. To make the environment better we all have to take responsibility and stop littering.

EXTENSION ACTIVITY

Explain that students are going to work in pairs to create a first and second account of a littering incident. Remind students that a first-hand account is written by the person who did something, in this case littered. A second-hand account is written from another person's point of view, for example a person who witnessed them do it.

Now provide the scenario to the class:

'It is a sunny day in the middle of the week, at the local park. A parent is pushing a toddler in a push chair, getting a cup of coffee from the café and settling down on a bench. The parent takes a sip of the coffee, it's too hot to drink, they place it on the ground and help the toddler remove packaging from a snack bar. The toddler begins to get restless. The parent decides to go home, rushing to get everything together they accidentally knock over the coffee cup which is still half full. As they leave the toddler drops the snack bar wrapper out of the buggy.'

One student should write the account from the parent's point of view. The other student should write as a person in the park who saw it. The parent's account should be based on their actions and what happened. The observer should describe what they saw and how that made them feel.

Once they have completed the task ask for some examples to share with the class. Note throughout the discussion how the observer is 'judging' the parent's actions, in relation to the littering. That is how people feel when they see others littering, though typically they don't speak up.

BIN IT! – THE COST OF LITTER

Exploring the cost of litter to our society, the fines for littering and how recycling reduces the financial and environmental cost.

Preparation

Prepare the videos:

BIN IT! – THE INTRO, you can find the video [here](#)

BIN IT! – THE COST OF LITTER, you can find the video [here](#)

Prepare the activity sheet MY TOWN, you will find this activity sheet on page 9 of this pack.

Introduction

Explain to your students that the *Bin It!* roadshow runs every year talking to students about the impact of litter on the environment. As the tour cannot run *Bin It!* has created multi-media activities that will help them learn about the cost of litter and its impact.

STARTER ACTIVITY

If you have not used any other lessons in this pack please play the video *BIN IT! – THE INTRO* to the class. This introduces our characters and the topic.

Explain to the class that you are going to look at the cost of litter. Ask if they know what the different costs of litter are. There is an environmental cost to litter – the damage to the environment - an emotional cost to litter – how it makes others feeling being around it and the damage it does to someone's favourite place. Finally, there is a financial cost.

It is the financial cost that they are going to explore first.

Play the video *BIN IT! – THE COST OF LITTER*

Discuss the key learning points from the video. Were students aware of the fine for littering? Particularly focus on whether they believe that €150 is a high enough fine to stop people littering.

Hand out the activity sheet MY TOWN or display this on the board. You can do this activity as a class or ask students to work in groups.

Challenge students to come up with their expenditure for one year in their town. Explain the rules are:

- 1) They must do all of the items in the REQUIRED column
- 2) They must do a minimum of two from the BENEFICIAL column
- 3) They can use their left-over budget for the OPTIONAL column.

Come back together to see what students have chosen to do. Explain that only two items from the BENEFICIAL column could be done and none from the OPTIONAL column, if they have followed the budget rules. The OPTIONAL items are expensive because they are not essential to the survival of the town.

Discuss that if they could invest in changing people's behaviour to keep their area cleaner that there would be more money to spend on the community because the items in the BENEFICIAL column wouldn't be as expensive to do.

Now ask the students to repeat the task but for a three-year budget. Explain that this time when they invest in an item from the BENEFICIAL column, the following year that item reduces by 50% because their choice has made the citizens of that town look after their surroundings more. After three years, do they have enough budget to invest in an idea from the OPTIONAL column? What would they choose?

The same is true in real life. If everyone in the community put more effort into binning our litter, and in the right bins, there would be more money available for better services and activities in our community because our local authorities and government would not have to be paying to clean up our litter.

The money spent on cleaning our streets is paid for by taxes. Taxes are used to fund services in our communities. Remind students that the total cost of cleaning litter is €700 million per year. If that money wasn't wasted on cleaning litter, what would they like to see in their community that benefits everyone. Encourage all creative answers.

Conclude that if we all stopped littering these ideas could become a reality.

EXTENSION ACTIVITY

Explain that one of the ways we are reducing the cost of litter and using it in a positive way is through recycling. As a class discuss what they know about recycling.

Using the bin is an important part of keeping our environment clean, but just as important is using the right bin. Discuss the different types of bins there are for different types of litter. These different bins allow the right pieces of litter to be recycled.

Recycling is key to helping the environment.

Crisp Packet 80 years to decompose Non-recyclable Due to the plastic and sealant that keeps the product fresh for longer it can't be recycled at the moment.
Drinks Can 200 years to decompose Recyclable One recycled aluminium can produce enough energy to run a TV for four hours.
Disposable Facemask 450 years to decompose Non-recyclable They contain plastic, similar to plastic bottles, that takes time to break down and has the potential of carrying germs.
Plastic Bottle 450 years to decompose Recyclable Can be used to make more permanent items such as outdoor play equipment, new packaging or even building materials.

Write on the board the litter items from the table above. Explain that all these items are disposable to us. We tend to use them once and then throw them away. Ask students to work in pairs to guess how long it takes each of these items to decompose in landfill. Now reveal the answers.

When litter is put into the general bin it ends up in landfill. As the rubbish starts to break down it releases gasses into the air and leaks toxins into the ground. Whereas with recycling the item can be turned into something else, such as energy or even another product. Ask students which of the items they think can be recycled, you can use the supplementary notes to expand the discussion.

There is switch to reusable items to reduce the need for packaging, but there is one item on the list that does not have a reusable version. Which item on the list do they think it is? It is the crisp packet and they currently can't be recycled.

Look at the list and explain 50% of the list can be recycled and 75% have a reusable version, so why do students think we still throw away so much rubbish?

Working in pairs, or groups, students are going to create a class quiz. Ask each group to create one or two quiz questions on recycling. They can be multiple choice questions, picture questions or even sound questions. Give students five minutes to research their questions and come back together for a class quiz! Remind students not to take the first fact they find, try to look for the most interesting or unusual ones.

Plenary

Review some of the surprising facts they have discovered about recycling. Recap that it is up to each and every one of us to work together to keep litter going in the right bin.

Homework

Ask students to list everything they, and their family, throw away in a day. Make a list of the items and which bin they are put in. Work out how much they are recycling and if there are any changes they could make to their binning habits to help recycle more.



BIN YOUR GUM
WHEN YOU'RE DONE
AVOID A €150 GUM LITTER FINE

WHO ME?

Which characters do you think dropped which piece of litter?

Draw a line from each character to a piece of litter and write a short explanation why you think it is them.



Adult/parent



Sweet wrappers



Teen



Drinks bottle



Toddler



Plastic carrier bag



OAP



Chewing gum



Garda



Crisp packet

MY TOWN

Your town budget is €2,000 per year. Good luck!

REQUIRED

You must include each of these in your budget every year to keep your town working

Waste Collection	€200
Emergency services	€200
Hospitals/medical care	€200
Schools	€200
Essential services ie energy	€200

BENEFICIAL

You can include as many of these in your budget as you can afford!

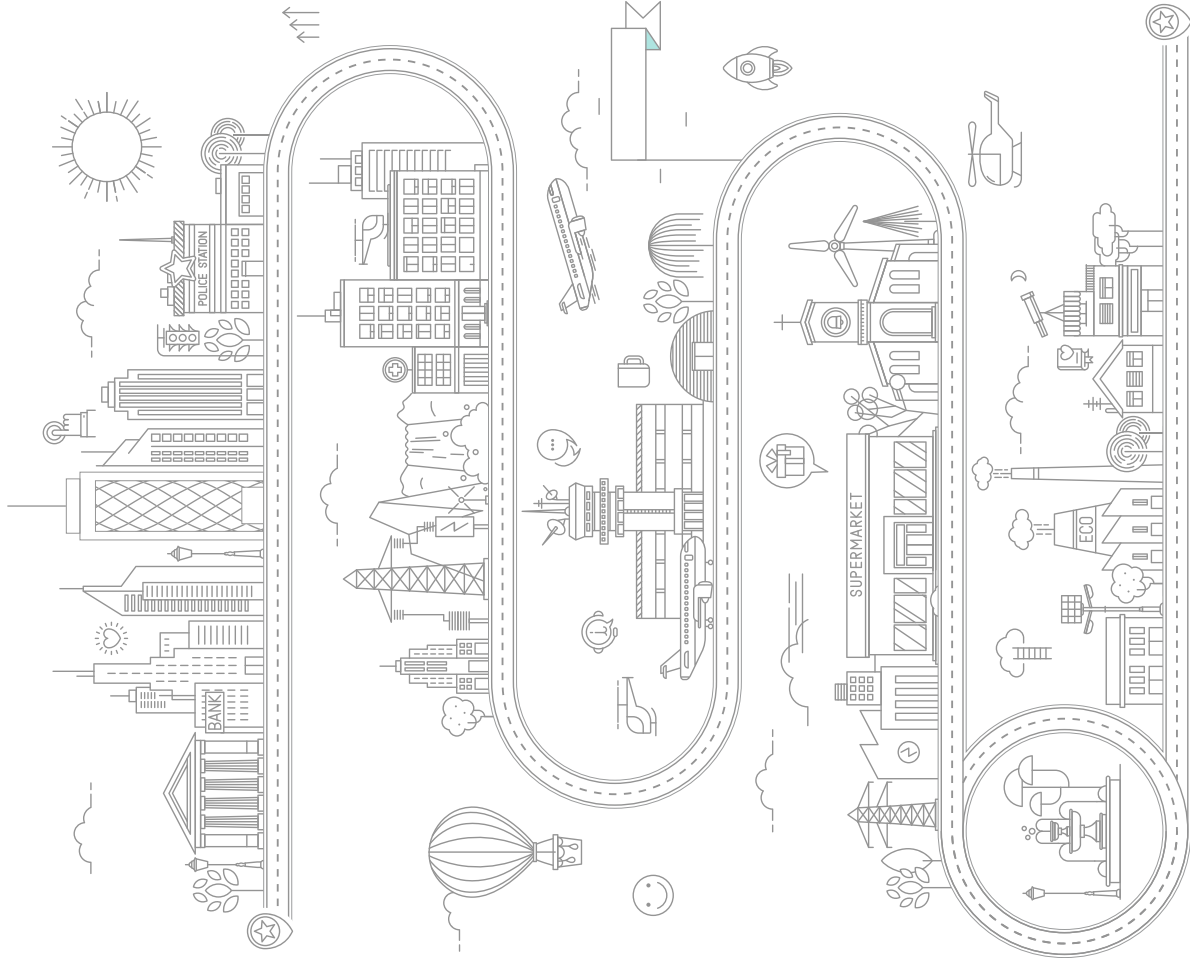
- Anti-littering campaign
To help people stop dropping litter €500
- Install public recycling bins
To increase recycling in your town €500
- Parks & green space maintenance
Keep play parks and green spaces clean and safe for your town €500
- Resurfacing pavements & roads
Keep roads and pavements in good working condition for your town €500
- Revamp public areas
Upkeep on street lighting, bus/tram stops, public squares etc €500

OPTIONAL

You can include as many of these in your budget as you can afford!

- Open a new public ice rink and bowling centre €1,000
- Open a public sports centre with indoor swimming pool, gyms and outdoor sports fields €1,000
- Install a brand new skate and bike park with outdoor adventure centre €1,000
- Build a new entertainment mall with shops, cinema and arcades €1,000
- Build a new theatre with outdoor rooftop cinema and club rooms €1,000

MY TOWN



BEST PLACE TO BE

