

Activity

Classroom session 1

- Introduce students to the difference between litter and waste.
- Brainstorm with students and ask them to list different types of waste that they see “littered” around. What could be the reason for littering?
- Divide the students into groups and discuss and identify an area within the school or in the immediate neighbourhood where they could do a litter pick.

Group Assignment 1

- Divide the students in groups of 3-4 to participate in the litter pick.
- 30 min should be provided to the students to “litter pick” the identified location
 - For the litter-pick ensure students follow adequate safety - they should wear gloves and shoes and also carry sacks to store the litter.
 - It might be difficult to sort the litter while it is being collected. It is better not to attempt doing the same.

Classroom session 2

- Provide the initial 45 min for classroom interaction where in student groups will be provided time to first sort litter and then develop an inventory.
 - Guide the students to sort the collected litter into different categories - bottles, caps, cans, plastics, chocolate wrappers, etc.
 - Ask the students to make an inventory and represent the same graphically. This will be a good exercise to help develop in students numeracy skills and understand different forms of data representation (bar graphs, tally marks or others could be used for this purpose).
 - The charts developed by students should be displayed on the Eco-Schools bulletin board as part of inform and involve others in the school about “litter pick”.
- In the remaining 15 min, after students have developed an inventory, teachers should discuss different aspects surrounding litter with them.
- litter can be graded among most commonly found and not so commonly found.
 - Most harmful and least harmful.
- Discuss the impacts of "littering". Some lead question like Why do people litter? What are the impacts of litter? What are the common items found littered as part of the litter pick and possible ways of reducing litter can help in having a discussion.

Evaluation:

Assess the understanding of the students from inventories and representation of data graphically and their interpretation of results.

School Litter Survey



INTRODUCTION:

The lesson plan encourages students to participate in a litter pick. It engages students in group work to sort and categorise the litter collected and display the same on the Eco-Schools bulletin board. It encourages students to strategise and communicate the litter related problem and work towards behavioural change.

Objectives:

Students will be able to

- undertake a litter-pick and be able to identify litter hot-spots in the school.
- conduct a survey in school to find the reason for littering.
- prepare a strategy to prevent litter.
- develop a communication to change behaviour related to littering.

Eco-Schools Steps: Audit, Action plan, Monitor and Evaluate, Inform and Involve

Curriculum Linkage: Science/ Environmental Studies/Social Science



Time required/ Duration:

- **Classroom session 1:** 45 minutes to set the context, brainstorm with students and identify locations for litter pick.
- **Assignment:** 45 minutes for “litter-pick” and litter survey (multiple groups work simultaneously).
- **Classroom session 2:** 90 minutes for classroom interaction, analysis and display subsequent to the litter pick and litter survey.

Resources Required:

- Gloves and other safety equipment for litter pick
- Sacks for collecting litter
- Resource-1 (Litter survey sheet)
- Dedicated display board



Activity

Classroom session **1**

- Through background introduction introduce students to the difference between litter and waste
- Discuss with students to identify different locations in school for the litter pick. Teacher should then divide students into different groups to simultaneously undertake litter survey in the identified locations.

Group Assignment **1**

- Two specific tasks need to be completed as part of this Group Activity
 - (i) **Litter Pick**
- 45 minutes provided for “litter pick” by students in the identified locations (simultaneously)
 - For the litter-pick ensure students follow adequate safety - they should wear gloves and shoes and also carry sacks to store the litter
- (ii) **Litter Survey**
45 minutes should be provided to students to undertake the litter survey in groups. Each group could interview a minimum of 4-5 members.

Classroom session **2**

- Back in the classrooms, help student groups to categorise and inventorise the different types of litter found by individual groups
Identify the most “littered” areas in school and also the most “littered” items
- Get students to graphically represent this inventory; the same should then be displayed on the Eco-Schools board.
- Encourage and guide the students to put together a strategy to reduce littering on the school campus
- Encouraged students to develop communication material to create awareness about the impacts of littering. Communication material should also have messages to change behaviour of students towards littering.

Evaluation:

A re-survey with students over a period of time will help assess the frequency at which communications have to be made and what has been the impact of these communications on students.

Resource 1

School Litter Survey

1. I am out and need to dispose trash, I... (tick all that you think are appropriate)

- Drop it wherever I am
- Put it in a recycling bin
- Put it in a trash can
- Put it in my pocket until I find a place for proper disposal
- Leave it behind
- Other (please specify)

2. Is litter a concern to you?

- Yes
- No

3. If yes, why is litter of concern to you? (tick all that you think are appropriate)

- It looks dirty
- It is not good for human health
- It is dangerous to animals
- It is bad for the environment
- Other (please specify)

4. Why do you think littering occurs? (tick all that you think are appropriate)

- Inconvenience
- Habit
- No trash can nearby
- Someone else will clean it up
- Lack of awareness
- Other (please specify)

5. Where does litter end up? (tick all that you think are appropriate)

- Land
- River
- Sea/ Ocean
- Landfill
- Inside bodies of animals
- Not aware

6. What according to you is the most common type of litter found in our school? (choose one.)

- Plastic bags
- Chocolate/ candy wrapper
- Chewing gum
- Food wrappers
- Cans

7. Which locations according to you are the litter "hot-spots" of the school and Why?

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8. If there were enough dustbins, would you still litter?

- Yes
- No

9. Do you think you can do something to reduce litter in our school. Mention briefly.

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10. What do you think is the most effective way to reduce/control litter?

- Education/Awareness campaigns
- Volunteer litter-pick
- Punishment
- Other (please specify)

11. Which are your favourite locations beyond the school that you would not like to become a litter "hot spot" and Why?

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