



How to Run a Whole School Litter Campaign

- ★ The Facts About Litter
- ★ Assemblies and Displays
- ★ Litter and the Curriculum
- ★ 'King Wastealot' Story for EYFS and KS1
- ★ Taking Practical, Sustainable Action



STOP the
DROP
LITTER & FLY-TIPPING



A sustainable future for wildlife and people

Litter

Introduction and foreword

Introduction

Welcome to the 'How to Run a Whole School Litter Campaign' education pack from the Wiltshire Wildlife Trust. This has been written to support the Campaign to Protect Rural England's 'Stop the Drop' campaign.

This pack has been designed for use by both teachers and pupils in primary schools, and contains a variety of useful information, resources, lesson ideas, curriculum links and practical suggestions about how you can raise awareness and tackle the issue of litter in your school and local area.

Along with all the ideas and information, there is a storybook, which can be used with EYFS and KS1 pupils, and a CD-ROM that contains PowerPoint presentations to support lessons and assemblies, posters that can be printed and displayed, and photos that can be used for awareness raising and in lessons.

I hope you find the contents of this pack useful, and wish you all the best in tackling litter in your school.

Nicola Smith

Environment and Waste Education Team Leader

Wiltshire Wildlife Trust

schools@wiltshirewildlife.org.uk



Foreword

By **Dr Jake Reynolds**,
Senior Advisor,
Sustainable Development,
Department for Children, Schools and Families

At times the news about climate change and other human-made environmental disasters can feel relentlessly depressing, and there is a risk that at some point people will simply switch off, put their feet up, and wait for the next generation to solve the world's problems.

Some hope! The present generation are responsible for getting us into our current situation, and the last thing children need is to have the buck passed onto them – that

would be quite unethical. However, we need to face up to some home truths. What if our politicians and industry leaders fail to get their act together? What if our economic systems continue to allow – some say encourage – environmental damage? What is our collective Plan B? If we don't think about this now, children will be gravely disadvantaged in the future. The comparative prosperity that we have enjoyed will be a thing of the past.

That's where schools come in, and where issues like litter have much more significance than purely keeping our neighbourhoods tidy, even though that is an important objective in its own right. Schools have the potential to develop positive, sustainable habits among children that can last a lifetime, and be valuable from the day that they are learned. Whether it's learning about food, and hopefully growing some too, finding out about insulation, or harvesting rainwater, schools can open children's minds to the possibilities of doing more with less, closing loops, and injecting a sense of planetary purpose into their daily routines. This is our best hope of a Plan B, though it remains at an early stage and the practices have yet to become established in many schools.

A litter-free school (and of course litter-free routes to school) is a good indicator of a school's commitment to caring for the environment, which is an important value of sustainable development. It's quite difficult to imagine a school that is conscious about its responsibilities to the environment allowing litter to go unchallenged. Nobody likes to be near litter – it diminishes our lives and shouts out to all who see it: "Nobody cares". That's why it makes such a great starting point for thinking about the contribution a school can make to its community and to the wider world. And of course it's not just about picking up rubbish from the ground. Combating litter starts much further up the chain. Where has the waste come from in the first place? Who bought it or brought it? Is it part of a wider throwaway culture?

This resource from Wiltshire Wildlife Trust makes a valuable contribution to helping schools to develop their practice on litter. It serves many interests: improving the way our neighbourhoods look, protecting wildlife, reducing waste, building the self-esteem of local people, opening minds to wider sustainability challenges and, importantly, helping to dismantle the negative perception of young people held by some adults and national newspapers! When young people are seen collecting litter it presents a hugely positive image, reflecting well on the young people themselves and also on their schools.

Good luck with the next stage of your sustainability journey.

October 2008

Litter

Credits and acknowledgements

This pack has been produced by the Wiltshire Wildlife Trust and endorsed by the Campaign to Protect Rural England (CPRE). The Trust is one of the UK's leading environmental charities, which recognises that the conservation of wildlife and preservation of the planet are inextricably linked, and works to promote a sustainable future for wildlife and people.

The pack's authors are Nicola Smith and Gail Grimes of the Trust's Environmental and Waste Education Team, which is part of its Department of Environmental Learning.

This team provides practical, in-school support for pupils and teachers on all aspects of environmental education work. It encourages pupils and school staff to take ownership of the impact their school makes on the environment and to take action to improve this.

The team also carries out assemblies, workshops and practical environmental action sessions to raise awareness of, and encourage action in, a wide range of environmental issues.



The Trust has more than 20,000 members and supporters, and more than a thousand volunteers working on a range of projects from promoting energy efficiency in the home as a step towards slowing climate change, to waste prevention programmes that reduce the rubbish going to landfill sites, to working on one of the Trust's nature reserves to conserve the Wiltshire countryside and the rich variety of plants and animals that live there.

The Trust owns or manages 2,000 acres of nature reserves that provide havens for plants and animals. It advises landowners on how to manage their land with wildlife in mind, and comments on planning applications that affect sites of wildlife interest. The Trust also actively promotes community wildlife programmes.

Wiltshire Wildlife Trust
Elm Tree Court, Long Street, Devizes, Wiltshire SN10 1NJ
tel: (01380) 725670
email: info@wiltshirewildlife.org
www.wiltshirewildlife.org
Registered charity number: 266202



We are grateful to The Underwood Trust for generously supporting this project.

STOP the DROP
LITTER & FLY-TIPPING



The Campaign to Protect Rural England exists to promote the beauty, tranquillity and diversity of rural England by encouraging the sustainable use of land and other natural resources in town and country. We promote positive solutions for the long-term future of the countryside to ensure change values its natural and built

environment. Our Patron is Her Majesty The Queen. We have more than 60,000 supporters, a branch in every county, nine regional groups, over 200 local groups and a national office in central London. Membership is open to all. Formed in 1926, CPRE is a powerful combination of effective local action and strong national campaigning. Our President is Bill Bryson.

For more information about CPRE's work and our Stop the Drop campaign contact:

CPRE
128 Southwark Street, London SE1 0SW
tel: 020 7981 2800
email: info@cpre.org.uk
www.cpre.org.uk

*CPRE is a company limited by guarantee, registered in England, number 4302973.
Registered charity number: 1089685*

CPRE Wiltshire
Branch Secretary, Lansdowne House, Long Street, Devizes, Wiltshire SN10 1NJ
tel: (01380) 722157
email: wiltscpre@btconnect.com
www.wiltshire-cpre.org.uk

Thanks to the RSPCA, Kent Wildlife Trust and the Marine Conservation Society for allowing Wiltshire Wildlife Trust permission to use their photos.

The Wiltshire Wildlife Trust is happy for any part to be copied and used for education purposes provided acknowledgement is made of the source.

Litter

Credits and acknowledgements



This team of litter pickers made the beach safe for marine wildlife.



Larkhill youngsters clean up their local Wiltshire woodland as part of an Army Welfare Service and Wiltshire Wildlife Trust project.

Edited by Susan Litherland

Words by Nicola Smith and Gail Grimes

Design by Mike Roberts

Digitally printed by Severnprint on Greencoat Velvet, manufactured from 75% recycled fibre of which 55% is post-consumer and 20% post-industrial.

How to Run a Whole School Litter Campaign

1. Find out the Facts

What is litter?

Why is it a problem?

Who should be responsible for stopping this?

Raise Awareness

The first thing to do in any good campaign is to let everyone know what it is all about. It is important that everyone should understand why litter is not a good thing, and know what they can do to prevent it.

To help you achieve this within your school and community, the next three sections of this pack contain the following information and resources:

2. Litter Assemblies and Displays

How to present a litter assembly to the whole school and create informative displays about litter.

3. Litter and the Curriculum

Where litter work can be brought into the curriculum, and supporting lesson plans.

4. 'King Wastealot's Picnic'

A story for EYFS and KS1 pupils, plus supporting class work and activities.

5. Take Practical, Sustainable Action

Do we have a big problem in our school?

Where is the litter coming from?

How can we prevent this?

How do we continue to monitor this?





Litter - The Facts



STOP the DROP
LITTER & FLY-TIPPING



Litter – The Facts

Litter can be described as ‘rubbish that is in the wrong place’ and can be anything from a cigarette butt to a burnt out car. It can be food, chewing gum, syringes, crisp packets, plastic bags and banana skins – in fact, any item left by a person that should not be there.

The rise in the amount of packaged and fast foods we are buying is making this problem worse as people simply throw away their containers once they have eaten the contents.

Natural matter such as weeds, or leaves that have fallen from trees, are not classed as litter.

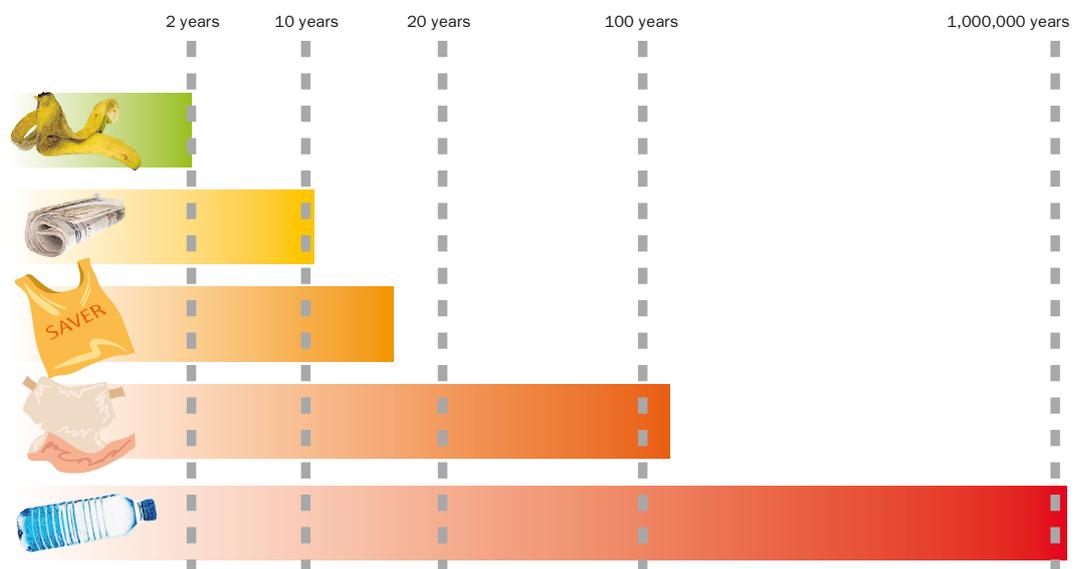
Litter can take a very long time to degrade (rot away), or may never degrade at all. It is unsightly and potentially dangerous to people and wildlife – it is a form of pollution.



How long does it stick around?

The amount of time that litter stays around once it has been dropped depends on what it is made from. If it is made from a substance that was once living it will eventually degrade. Otherwise, it will never really disappear.

- * Fruit waste such as apple cores or banana skins will take up to two years to rot away.
- * A rolled up newspaper can take up to 10 years to rot away.
- * Supermarket plastic bags can last between 10 and 20 years and will slowly break up into small pieces, but even these never really go away.
- * Nappies will probably last for 100 years or more, and some parts will never rot away.
- * Glass bottles and jars, plastic bottles, plastic trays, yoghurt pots, etc will NEVER rot away.





Litter harms wildlife

Every year animal and wildlife charities such as the RSPCA and RSPB rescue and treat animals that have been trapped and injured by carelessly disposed of rubbish.

There are all sorts of ways in which wildlife can be harmed by litter. They include:

* Cut by sharp cans or broken glass



Young fox with its head trapped inside a rusty drinks can. RSPCA

* Strangled by plastic multi-pack drinks can holders



Guillemot strangled by the plastic rings from a drinks multi-pack. RSPCA

- * Suffocated inside plastic bags
- * Strangled by fishing lines or ribbons
- * Killed by swallowing balloons
- * Trapped inside cans, bottles and plastic bags
- * Choked on plastics or other litter
- * Choked or poisoned by cigarette butts
- * Killed by oil that has been poured down the drain

Litter – The Facts

Hedgehogs have a particular problem in that while they can crawl into cans, their spines prevent them reversing out again.

Posters showing animals and birds harmed by litter are included in the third section of this folder, and images are available on the CD-ROM, which you can use to help raise awareness of this problem.

For more information about the effect of litter on wildlife, have a look at www.rspca.org.uk.



Litter harms marine life

Litter on our beaches and in our seas is a huge problem. Plastic bags, crisp packets and balloons can easily blow out to sea where a variety of animals and birds will eat them, thinking they are jellyfish. This can lead to blockage, internal infections, starvation and death, and they have been found in the stomachs of endangered species such as leatherback turtles, harbour porpoises and black footed albatross. Animals and birds have also been found tangled up in balloon ribbon and fishing lines, among other objects.



It is estimated that globally more than a million birds and 100,000 marine mammals and turtles die every year from entanglement, or ingestion of plastics (Marine Conservation Society, www.adoptabeach.org.uk).

R Hoskin (BBC) / Marine Conservation Society

More than half of the litter in the oceans is plastic and will never rot away. It does, however, ultimately break down into tiny pieces of plastic 'dust', which can be ingested by even the smallest of marine creatures. Once this happens plastic, and any toxins associated with it, can be passed back up the food chain via fish to human consumers.



Seal cub surrounded by plastic litter on the beach. Skomer MNR Staff / Marine Conservation Society



Marine Conservation Society

Beach and ocean litter is dropped on to beaches, dumped from boats, blown out to sea, and flushed down the toilet. For example, people put cotton bud sticks down the toilet, which pass through the filtering systems and end up in their thousands on beaches.

For more information about marine litter, have a look at the Marine Conservation Society website at www.adoptabeach.org.uk.



Nicola Smith / WWT



What other problems can litter cause?

Fires

Fires can be caused by the careless discarding of disposable barbecues, matches and cigarettes, or by the sun shining on and being magnified through glass. During hot dry spells, these can lead to devastating forest fires.

Vermin

Food litter attracts rats, pigeons, and other vermin, which in the wild can spread disease. There is now the same number of rats as people in the UK, and the rat population is growing.

For more information about litter issues throughout this section please visit the Keep Britain Tidy website at www.encams.org.



Other types of litter?

Balloon Releases

A balloon release can be quite spectacular as all the different colours float up into the sky – but where do they end up?

Whole and burst balloons simply float back down to the ground or into the oceans or seas, where land or marine wildlife often mistake them as food and swallow them. The ribbons and plastic nozzles often attached to balloons can also be harmful to wildlife.



Nicola Smith / WWT

Litter

- The Facts



Most balloons are made from biodegradable latex, which degrades (breaks down) on exposure to air. However, it takes about six months for a balloon to degrade on land and over a year in seawater, while foil balloons will never degrade.

Razorbill strangled by the ties around balloons.

*Christine McGuinness /
Marine Conservation Society*

So:

- * Don't let go of balloons outdoors
- * Fill balloons with air rather than helium
- * Use balloons made of natural rubber latex rather than mylar (foil) balloons
- * When tying balloons, use natural cotton string rather than plastic ribbon
- * Securely tie any balloons that are used outside
- * Always hand tie balloons instead of using plastic valves to seal them

(Guidelines from the Marine Conservation Society's 'Don't Let Go' campaign)

Dog Poo

Dog fouling is a serious health hazard for small children and pregnant women. Parasites in the faeces can cause children and unborn babies to suffer serious eye disorders, or even go blind. It smells horrible too, particularly on the bottom of your shoe!

Dog faeces is classed as 'refuse', not litter, and is subject to different laws, but the problems still remain.



Nicola Smith / WWT

It is easy to pick up your dog mess in a bag and put it in a designated bin or take it home. If possible, use a biodegradable bag – there are a variety of these available.



Smoking-related litter

Smoking-related litter includes cigarette butts, matchsticks and cigarette packets. Although these tend to be small, a lot of these items are usually found in the one place. It is believed that a cigarette butt can take between two and 500 years to break down, depending on where it is located.

Nicola Smith / WWT

Wildlife may try to eat cigarette butts and can either choke or be poisoned. Toxins can leak into watercourses, posing a different threat to wildlife. Carelessly discarded cigarettes and matches can also cause fires.

Smokers should be encouraged to use appropriate bins or pocket ashtrays, which are available free from most local authorities.

Drug-related litter

Drug-related litter can be found in parks, playgrounds and school grounds among other places. It is therefore very important that young people know what dangers it can pose and what to do if they find a needle or syringe. They could contain blood from someone affected by Hepatitis B or HIV and if a needle pricks someone, there is a very small chance of contracting that virus.



Marisa Smyth

If this happens they should:

- ✳ Try not to panic, as the chance of infection is very small
- ✳ Not suck the wound
- ✳ Encourage the area to bleed for a few minutes
- ✳ Clean the area with warm, soapy water
- ✳ Seek medical advice immediately

All pupils should be made aware that they must not touch a needle or syringe and they should tell an adult immediately. The school should then call the Environmental Services Department at its local authority and it will send a trained member of staff to come and remove it.

Chewing gum

Chewing gum can be found stuck to the ground almost everywhere in town centres. It is difficult and expensive to remove, and does not degrade.

Fly tipping

Fly tipping is where people dump rubbish in inappropriate places because they are too lazy to dispose of it properly, or want to avoid disposal charges. It often takes place at the edge of towns, in the countryside, or on beaches.

Items which are commonly fly tipped include bin bags full of general rubbish, tyres and other vehicle parts, rubble, baths, sinks, kitchen units, fridges, washing machines, mattresses, sofas, garden waste, hazardous waste – almost anything you can think of, particularly if it is bulky or difficult to dispose of. As you can imagine, these items can pose a huge threat to any wildlife that gets tangled up in it, and to ourselves too if they contain hazardous materials which can leach (percolate) into watercourses.



Gail Grimes / WWT



What is being done about litter?

Dropping litter is a crime

It is an offence to drop litter in a public place and a local authority litter warden can give you an on-the-spot fine of between £50 and £80. If you are charged by a police officer, and this goes to the Magistrate's Court, you could be fined up to £2,500.

A summary conviction for a fly tipping offence can be as much as £50,000 or a 12-month term in prison, while a conviction or indictment could result in an unlimited fine or a maximum of five years in prison.

Who is responsible for clearing it up?

The local authority is responsible for clearing litter dropped in public places, and owners are responsible for that which has been dumped on their own private land. If you want to report a littering or fly tipping problem, you should phone up the local authority and explain the problem. You will then be put through to the relevant department, which may be called Environmental Services, Cleansing or Environmental Health.

How much does it cost to clear up litter?

It is estimated that it costs local authorities £500 million per year to clear up litter in England, and they spend at least £73.7 million per year on clearing fly tipped rubbish. Just imagine what else that money could be spent on!

What about litter in school?

Schools and other educational establishments have a duty under the law to deal with litter on their grounds. Any private individual could take a school to court for having litter on its grounds, and the school can be fined up to £2,500, plus a daily fine, until the litter is cleared.



What can we do?

1 First of all, try to remember the three Rs – if there is less rubbish, then there will be less of a problem.

REDUCE the amount of rubbish you create in the first place.

- * Choose items with less packaging.
- * Don't buy so much of something that you can't use it all and have to throw some of it away.
- * Contact the Mailing Preference service to stop unwanted junk mail (www.mpsonline.org.uk).
- * Buy refill packs where available.
- * Think about what you are throwing away and ask yourself whether you really needed it in the first place.

REUSE whatever you can.

- * Use durable items instead of disposable items such as napkins, paper plates, cameras, razors etc.
- * Use 'bags for life' instead of using lots of single use carrier bags.

RECYCLE

- * Buy goods with packaging that can be easily recycled.

If you are not sure what can be recycled in your area, go to www.recycle-more.co.uk

2 Put your rubbish in the bin or take it home. Wow, that was an easy one!

3 Remember – the only items that should be flushed down a toilet are those that come from you, and toilet paper!

That one was easy too.

4 Animals can also be hurt on landfill sites (rubbish dumps), and rubbish can blow out of bins on a windy day, so here are a few things you can do to keep your rubbish animal friendly:

- * Tying a knot in plastic bags before you throw them can stop them blowing away – or better still – reuse them.
- * If you can't take your cans for recycling, remove the lid, drop it to the bottom of the can and pinch the top shut.
- * Take the lids completely off yoghurt pots and scrunch them up.
- * Cut up plastic multi-pack drinks-can holders before you throw them out, or buy drinks with a cardboard carrying box that can be recycled.
- * Never leave glass lying around – glass bottles can be easily recycled.
- * Plastic bottles can also be recycled but if there isn't a recycling point near you, cut them in half before you throw them away. This will prevent small animals from getting trapped inside.

Litter

- The Facts

- * Reuse rubber bands or snip them up before you put them in the bin.
- * Take fishing tackle home and dispose of it safely.
- * Solvents and sump oil can pollute streams and rivers if they are poured down the drain. Some garages have collection points for sump oil, which can be recycled. Some local councils also offer a service, so have a look at your local council website or give them a call.
- * Farm animals and wildlife have been found trapped and badly injured in supermarket trolleys, so please make sure that you return them.



Nicola Smith / WWT

- * Never take part in balloon releases.
- * Before throwing out used balloons, snip them up into tiny pieces.

5 Go plastic bag free

Facts about plastic bags

- * 13 billion plastic bags are issued each year in the UK
 - * That is an average of 300 used per adult per year
 - * 88% of shoppers put shopping into free carrier bags
 - * Most are used for just 20 minutes before being discarded
 - * 45% of shoppers have bought a bag for life – only 12% use them
 - * Millions of plastic bags pollute the countryside and oceans
- (Data from Defra 2007)

In 2002 the Irish Government introduced a tax on plastic bags, which means shoppers pay nine pence for every plastic bag they take. This has cut plastic bag use in the Republic of Ireland by 90%. Villages and towns all over England are now campaigning to become plastic bag free. To find out how, and why, the Devon town of Modbury became the first plastic bag-free town, have a look at www.plasticbagfree.com.



A variety of reusable bags can be bought at supermarkets and other shops so it is easy to go plastic bag free. These bags can be folded up small enough to go in your schoolbag, handbag, pocket or car. Some shops are becoming good at asking if you would like a bag instead of just giving you one, but you should not be afraid to say 'No Thank You', and to explain why.

A selection of bags for life. www

Beware – some plastic bags say that they are degradable, which may seem like a good option. However, this generally means that they are photodegradable and therefore will only break down in sunlight (if they get caught in trees, for example). They will not, however, break down if they are buried away from sunlight in a landfill site, compost heap, or in the ocean. If a bag says it is biodegradable or compostable, then it will break down without sunlight – these are much better.



Get involved

In your community

- * Attend or organise a litter clean up day.
For more information on how to do this see www.encams.org.
- * Join in the Stop the Drop campaign run by the Campaign to Protect Rural England (CPRE). *For more details see www.cpre.org.uk.*
- * Raise awareness of litter issues in your local community. More ideas about how to do this are contained within this pack.

In school

The rest of this pack will give you lots of ideas to help you learn about litter and tackle litter in your school.

- * Become an Eco School – this is a pupil centred, environmental award scheme where pupils take responsibility for the environmental impact of their school and put measures in place to help the environment. Litter awareness and control is a very important part of this process. For more information see www.eco-schools.org.uk.

Have some fun

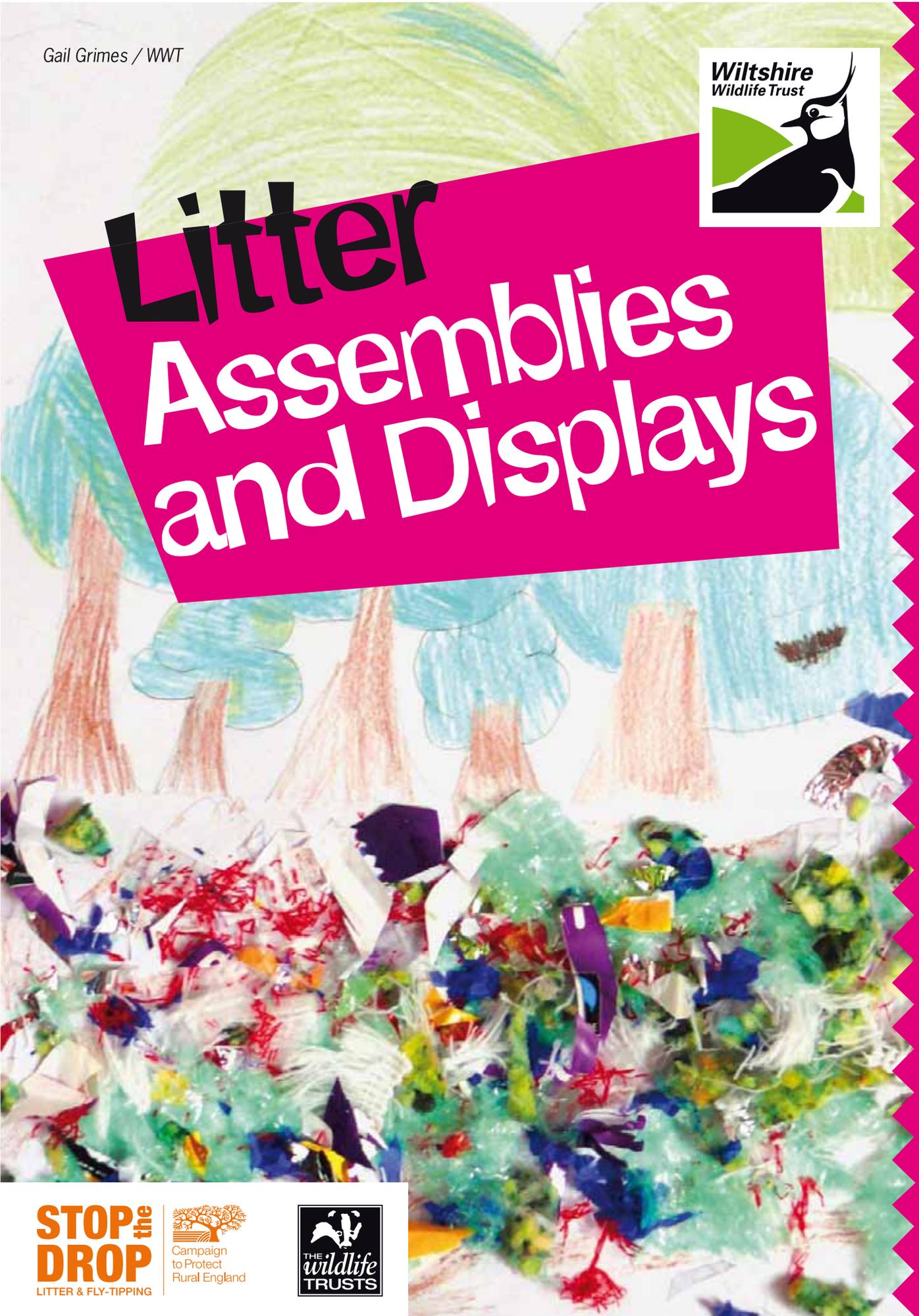
Take a look at the games and cartoons at www.encams.org/funzone/index.asp.

Gail Grimes / WWT



Litter Assemblies and Displays

2



**STOP the
DROP**
LITTER & FLY-TIPPING



A sustainable future for wildlife and people



Assemblies

A very good way to raise the whole school's awareness of litter is to hold an assembly, which can be led by a staff member, invited guest or, better still, by an eco committee, pupil council or a specific class. You could also invite parents or others from the local community to take part.

You will need to think about what message you want to put across and how you are going to convey it in an interesting way. You may want to use some of the information contained in the first section of this pack. A variety of photos are available on the accompanying CD ROM or you can search for others on the internet using a Google image search.

PowerPoint Presentation

An example of a PowerPoint presentation is also included on the CD ROM. It uses a range of photos to illustrate the impact that litter has on wildlife, and explores other issues, such as the length of time it takes for litter to rot away.

This presentation can be used in two ways:

- 1** It can be run as a typical linear PowerPoint presentation, taking you through photos and information so that you can discuss the effect of litter on wildlife and marine life.
- 2** You can ask pupils what they know about the effect of litter on wildlife, and when you click on the small pictures on the front page you will be directed to a larger picture with a comment that illustrates the point a pupil has made. The arrow beside each photo will take you back to the front page.



Litter Presentation Front Page

After the photos, or if you click on the arrow at the bottom right hand corner of the front page, the presentation mentions some other issues.

Litter Assemblies and Displays



Glass can start fires if left lying in the strong sunshine, as can disposable barbeques, matches and cigarettes.

Food litter attracts rats, seagulls and other vermin and birds.

It costs around £500,000,000 every year to clear up litter in England.

You can be given an on-the-spot fine of between £50 and £80 for dropping litter.

The next slide prompts you to ask how long it takes certain items to rot away – pupils like to guess and are often shocked by the answers. It takes up to two years for the banana skin to completely rot away, the newspaper takes up to ten years, and the plastic bottle (or glass bottles, plastic trays, yogurt pots, etc) will never rot away, even after millions of years. Just imagine if dinosaurs had plastic bottles...



How long does it stay around?

A slide showing three items: a banana peel, a rolled-up newspaper, and a plastic water bottle.

The last slide asks: 'What can we do?' This can then be discussed or shown, and answers might include:

- * Put your litter in the bin
- * Put it in your pocket until you find a bin
- * Reduce, reuse, recycle
- * Use reusable bags (bags for life)

If you can't use a computer in your assembly hall, you could hold up the posters we have provided at the end of this section, which show the damage that litter causes to wildlife.

A Quiz

You could hold an assembly quiz to find out how much pupils already know, and then shock them with the answers. The questions could be true or false-type questions or multiple choices. Pupils could vote by putting up their hands or by moving to different spots in the hall, if there aren't too many of them. Those pupils running the assembly could base their questions on the information in the first section of this pack.

For example:

1. How many plastic bags are given out each year in the UK?
 - a) 130 thousand
 - b) 13 million
 - c) 130 million
 - d) 13 billion
2. Plastic bags can hurt
 - a) Turtles
 - b) Whales
 - c) Hedgehogs
 - d) All of these
3. How long does it take for a plastic bottle to rot away?
 - a) Ten years
 - b) One thousand years
 - c) One million years
 - d) It will never rot away
4. True or False: You can be given an on-the spot fine of £50 for dropping litter?



Displays

Displays are a good way of sharing information. They can be placed in a prominent place such as the school entrance or assembly hall, put up at parents' evenings, or taken to a local library, supermarket or other public space.

You will need to think about who will be looking at it, what information you want it to convey, and how you will make it interesting and eye catching. You could make headings for the display by sticking sweet wrappers, crisp packets etc onto paper in the shape of letters, for example. Or create a litter bin out of collage with lots of facts, photos and information coming out of it. Items of litter could also be used to make a border or to highlight information.



Gail Grimes / WWT

A range of A4 posters for displays are provided in this section. These are also available on the CD-ROM and can be printed out in A3 for greater effect. They can be combined with the information given in the first section of this pack, and the photos on the CD-ROM. Other posters and display materials are also available at www.encams.org.



Poster Competitions

Poster competitions can be used to raise awareness throughout the school and the local community. Each class could take a different theme so that you would end up with a range of posters with different messages.

Themes could include:

- * The impact of litter on wildlife
- * The impact of litter on marine life
- * It costs £500,000,000 each year to clean up litter in England
- * You can be fined up to £80 for dropping litter
- * Litter feeds vermin
- * Put your litter in the bin
- * Plastic bags (problems and solutions)

Each class would be allowed to have a winner and the best posters could be scanned and printed out in A3 or colour copied onto A3 paper and displayed around the school and community.



'Don't be a Litter Bug' poster designed by a pupil at The Avenue School, Warminster.
Gail Grimes / WWT



Litter and the Curriculum

3

**STOP the
DROP**
LITTER & FLY-TIPPING



Campaign
to Protect
Rural England



A sustainable future for wildlife and people

Litter and the Curriculum: Early Years Foundation Stage

Area of Learning and Development	Lessons and activities	Location in the pack	Comments and information on where activities fit in with Early Learning Goals
1. Personal, Social and Emotional Development	<ul style="list-style-type: none"> • King Wastealot and the Picnic story and activities • Another Fine Mess story • The Terrible Tale of Polly the Plastic Bag lesson • Litter and Wildlife lesson 	Section 4 Section 3 – Other ideas Section 3 – Lesson plans Section 3 – Lesson plans	<p>All the lessons and activities in this pack are designed to encourage pupils to develop confidence initiating ideas and speaking in familiar groups. Also, during the EYFS pupils are learning what is right, what is wrong and why. Litter awareness work can fit in very well here, as we're trying to get the message across that dropping litter is wrong, while explaining the reasons why it is wrong, eg the effects on wildlife. If you choose to show the photos in the Litter and Wildlife PowerPoint presentation, this can encourage the pupils to express their feelings on this issue.</p>
2. Communication, Language and Literacy	<ul style="list-style-type: none"> • King Wastealot and the Picnic story and activities • Another Fine Mess story • The Terrible Tale of Polly the Plastic Bag lesson • Litter and Wildlife lesson 	Section 4 Section 3 – Other ideas Section 3 – Lesson plans Section 3 – Lesson plans	<p>Storytelling with books or PowerPoint presentations helps the pupils sustain attentive listening and listen with enjoyment. They can also be encouraged to respond with relevant comments, questions or actions, possibly making up their own stories about litter and people or wildlife. There's also the chance to extend their vocabulary with words like reduce, reuse and recycle.</p>
3. Problem Solving, Reasoning and Numeracy	<ul style="list-style-type: none"> • Grounds survey and follow up work • The Terrible Tale of Polly the Plastic Bag lesson • Litter and Wildlife lesson 	Section 5 Section 3 – Lesson plans Section 3 – Lesson plans	<p>Activities or lessons involving items of litter can give pupils the opportunity to use their numeracy skills by counting items and describing their shape and size. They can also use language like 'more' and 'less' to describe the location of litter around the school.</p>

Area of Learning and Development	Lessons and activities	Location in the pack	Comments and information on where activities fit in with Early Learning Goals
4. Knowledge and Understanding of the World	<ul style="list-style-type: none"> • Grounds survey and follow up work • The Terrible Tale of Polly the Plastic Bag lesson • Litter and Wildlife lesson • Creating displays about litter • King Wastelot and the Picnic story and activities 	Section 5 Section 3 – Lesson plans Section 3 – Lesson plans Section 2 Section 4	In many of the lessons and activities the pupils are encouraged to find out about their environment (especially in the grounds survey). Activities or lessons where pupils handle litter can encourage them to investigate and identify different features of the items. In the Litter and Wildlife lesson they can also identify features of living things (animals). All the activities in this pack encourage pupils to ask questions about why things happen and how things work (eg why people drop litter, how it harms wildlife, how long it takes to degrade, etc). If pupils help create a display about litter they will also be selecting tools and techniques.
5. Physical Development	<ul style="list-style-type: none"> • Creating displays about litter • King Wastelot and the Picnic story and activities • Discussions about litter attracting rats 	Section 2 Section 4	Pupils can develop their skills in handling tools and objects during some of these activities. This can be extended to include other aspects of physical development, such as health and well-being – for example, when litter accumulates it can attract rats, which spread diseases.
6. Creative Development	<ul style="list-style-type: none"> • The Terrible Tale of Polly the Plastic Bag lesson • Litter and Wildlife lesson • Creating displays about litter • King Wastelot and the Picnic story and activities 	Section 3 – Lesson plans Section 3 – Lesson plans Section 2 Section 4	Many of the lessons require pupils to respond to what they see (like the photos in the PowerPoint presentations) and to express their ideas, thoughts and feelings in creative ways. If the pupils handle items of litter they can also explore texture, shape and form. Creating displays helps develop artistic skills.

Litter and the Curriculum: Key Stage 1

Subject	Lessons and activities	Location in the pack	Comments
Art and Design	<ul style="list-style-type: none"> Poster competitions Creating displays about litter Making Litterbugs lesson King Wastealot and the Picnic story and activities 	Section 2 Section 2 Section 3 – Lesson plans Section 4	All these activities involve pupils exploring and developing ideas, and trying out tools and techniques. For posters and displays, pupils will be able to represent their feelings about litter, and making litterbugs would involve some discussion of materials and processes.
Citizenship (non-stat)	All		All the lessons and activities in this pack are relevant to certain aspects of Citizenship education, particularly thinking about what is right and wrong and caring for the environment.
Design and Technology	<ul style="list-style-type: none"> Making Litterbugs lesson King Wastealot and the Picnic story and activities 	Section 3 – Lesson plans Section 4	In the Litterbugs lesson, pupils will be selecting tools, techniques and materials for making their litterbug from a range of different items of clean litter or waste. They will have to cut and shape a range of materials, as well as assemble, join and combine materials and components. Some of these skills can be further developed in some of the activities that accompany the King Wastealot story.
English	<ul style="list-style-type: none"> King Wastealot and the Picnic story and activities The Terrible Tale of Polly the Plastic Bag lesson Litter and Wildlife lesson Making Litterbugs lesson Another Fine Mess story Role plays 	Section 4 Section 3 – Lesson plans Section 3 – Lesson plans Section 3 – Lesson plans Section 3 – Other ideas Section 3 – Other ideas	Many of these lessons and activities require the skills of both listening and speaking as individuals and in group discussions. In role plays the pupils can also develop skills within drama. Writing their own stories or poems about litter will help develop their writing skills.
Geography	All <ul style="list-style-type: none"> Particularly a grounds survey and follow-up work 	Section 5	All the other lessons and activities in this pack encourage pupils to ask geographical questions, express views, communicate in different ways and recognise how the environment may be improved and sustained. Doing a grounds survey of litter would fit perfectly into the Geography curriculum in a variety of ways. It requires the pupils to ask geographical questions about their school grounds, to observe and record data, to express their own views, to use fieldwork skills (for example, recording information on a school plan), to use maps and make their own maps.

3.4

Subject	Lessons and activities	Location in the pack	Comments
History	<ul style="list-style-type: none"> • Comparison of litter and waste now and in the past 	Section 3 – Other ideas	This kind of study might fit in well with a project on the Victorians, the Second World War or the 1930s. It could help pupils identify the differences between ways of life at different times.
Information and Communication Technology	<ul style="list-style-type: none"> • Grounds survey and follow-up work • Poster competitions 	Section 5 Section 2	Follow-up work after a grounds survey may involve inputting data or storing information on computers. The pupils may produce charts and graphs on the computer to display results. Posters could be designed using software packages such as Publisher, Quark XPress or InDesign.
Mathematics	<ul style="list-style-type: none"> • Grounds survey and follow-up work 	Section 5	Follow-up work after a grounds survey may involve the pupils finding ways to present the results in an organised and visually appealing way.
Music			
Physical Education			
Science	<ul style="list-style-type: none"> • The Terrible Tale of Polly the Plastic Bag lesson • Litter and Wildlife lesson • Making Litterbugs lesson • Litter studies • King Wastealot and the Picnic story and activities 	Section 3 – Lesson plans Section 3 – Lesson plans Section 3 – Lesson plans Section 3 – Other ideas Section 4	The first two lessons involve thinking about living things and discussing how litter can affect humans, animals and the environment. All the lessons and activities aim to encourage pupils to care for the environment. Many of the lessons and activities in this pack also involve looking at items of litter and identifying materials and their properties. Studying different items of litter could involve testing things like weight, texture and magnetism.
Personal, Social and Health Education (non-stat)	All	All	All the lessons and activities in this pack are relevant to certain aspects of PSHE, particularly thinking about what is right and wrong, and caring for the environment.
Religious Education (non-stat)			

Litter and the Curriculum: Key Stage 2

Subject	Lessons and activities	Location in the pack	Comments
Art and Design	<ul style="list-style-type: none"> Poster competitions Creating displays about litter Designing a Bin lesson Making Litterbugs lesson 	Section 2 Section 2 Section 3 – Lesson plans Section 3 – Lesson plans	These activities involve the pupils exploring and developing ideas, and developing their control of tools and techniques. For posters and displays, they would be representing their feelings about litter, and making litterbugs and bins would involve some discussion of materials and processes.
Citizenship (non-stat)	<ul style="list-style-type: none"> All 	All	All the lessons and activities in this pack are relevant to certain aspects of Citizenship education, particularly debating and explaining individual views on topical issues, and thinking about how our choices can affect the environment.
Design and Technology	<ul style="list-style-type: none"> Making Litterbugs lesson Making a model of the school grounds with bins 	Section 3 – Lesson plans Section 3 – Other ideas	In these activities pupils will be selecting tools, techniques and materials for making their product. They will have to cut and shape a range of materials, as well as assemble, join and combine materials and components.
English	<ul style="list-style-type: none"> Litter and Wildlife lesson Making Litterbugs lesson Designing a Bin lesson Role plays 	Section 3 – Lesson plans Section 3 – Lesson plans Section 3 – Lesson plans Section 3 – Other ideas	Many of the lessons and activities in this pack require both speaking and listening skills as individuals and in group discussions. In role plays the pupils can also develop skills within drama. If pupils end up writing their own stories or poems about litter then they will also develop their writing skills.
Geography	All <ul style="list-style-type: none"> Particularly grounds survey and follow-up work 	Section 5	All the other lessons and activities in this pack encourage pupils to ask geographical questions, express views, communicate in different ways and recognise how the environment can be damaged, improved and sustained. Doing a grounds survey of litter would fit perfectly into the Geography curriculum in a variety of ways. It requires the pupils to ask geographical questions about their school grounds, to collect, record and analyse evidence, to express their own views, to use fieldwork skills (for example, recording information on a school plan), to use maps or make their own.
History	<ul style="list-style-type: none"> Comparison of litter and waste, now and in the past 	Section 3 – Other ideas	This kind of study might fit in well with a project on the Victorians, the Second World War or the 1930s. It could help pupils think about the beliefs, attitudes and experiences of people in the past, and how these attitudes have changed.

Subject	Lessons and activities	Location in the pack	Comments
Information and Communication Technology	<ul style="list-style-type: none"> • Grounds survey and follow-up work • Poster competitions 	Section 5 Section 2	After participating in a grounds survey of litter, pupils will need to think about how to prepare the information they record for development using ICT. This will probably involve classifying and interpreting information and creating a database. The pupils may produce charts and graphs on the computer to display results. Posters could be designed using software packages such as Publisher, Quark XPress or InDesign.
Mathematics	<ul style="list-style-type: none"> • Grounds survey and follow-up work 	Section 5	Follow-up work after a grounds survey may involve the pupils selecting and using handling data skills and calculation skills, and deciding how best to organise and present findings with graphs and charts.
Music			
Physical Education			
Science	<ul style="list-style-type: none"> • Litter and Wildlife lesson • Making Litterbugs lesson • Litter studies • Grounds survey and follow-up work 	Section 3 – Lesson plans Section 3 – Lesson plans Section 3 – Other ideas Section 5	The Litter and Wildlife lesson involves thinking about living things and discussing how litter can affect different types of animal. All the lessons and activities aim to encourage pupils to think about the ways in which living things and the environment need protection. Some activities also involve looking at items of litter and comparing them on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour. After a grounds survey, pupils may use a wide range of methods to communicate the data accumulated.
Personal, Social and Health Education (non-stat)	All	All	All the lessons and activities in this pack are relevant to certain aspects of Citizenship education, particularly thinking about what is right and wrong, and caring for the environment.
Religious Education (non-stat)			

Litter

Lesson Plans & Resources



Lesson Title: The Terrible Tale of Polly the Plastic Bag	Key Stage: EYFS and KS1
Curriculum Links: EYFS – all areas except Physical Development; KS1 – English, Geography, Science, Citizenship, PSHE	Lesson length: 45 mins
<p>Key Questions</p> <ul style="list-style-type: none"> * What is litter? * How can litter be harmful to people, pets and wildlife? * Why are plastic bags particularly dangerous? * What can we do? 	
<p>Objectives</p> <ul style="list-style-type: none"> * Understand the dangers of litter (to people, pets and wildlife) * Develop discussion skills * Recognise that we can all help to reduce the problem of litter 	
<p>Resources</p> <p>PowerPoint presentation: The Terrible Tale of Polly the Plastic Bag</p> <p>Five items of clean litter (eg plastic bag, empty tin can, glass bottle, plastic beer can rings, empty crisp packet)</p>	
<p>Possible Activities</p> <p>Starter</p> <p>Ask the pupils how they would define 'litter'. Litter is rubbish in the wrong place. People may throw litter, or it can blow out of bins or landfill sites and end up anywhere. Why is litter a problem? Explain that it is dangerous to people and animals, is unsightly, etc. Where should it be? Introduce lesson objective: to understand how litter can be dangerous to people, pets and wildlife.</p> <p>Main</p> <p>Introduce the PowerPoint presentation to the class – here's a story about a plastic bag called Polly. Polly causes harm wherever she goes! Show the class the presentation and provoke discussion with each slide. Ask them to locate Polly in each slide (in all but the jellyfish photograph) and identify ways that she could cause problems. For example, in slide 5, the small child could put his head inside the bag and suffocate; in slide 7 the swan could get its leg or bill caught up in it or may swallow it.</p> <p>After the story, hold up a plastic bag like Polly – ask who can remember the problems Polly caused? The teacher could write or type up a list. Discuss what can happen to plastic bags – eg they can break up into little bits in the sea and be eaten by small fish, or tinier creatures, thus entering the food chain.</p> <p>Lots of other types of litter can also cause problems. Hold up the other pieces of litter and ask for feedback from the pupils: how can these items cause problems?</p> <p>Show the rest of the presentation – photographs of animals hurt or trapped by litter – and discuss.</p> <p>Plenary</p> <p>Sum up: different types of litter might injure animals in different ways. What can we do? Take feedback and discuss: put rubbish in bin (ensuring it can't blow out) or RECYCLE it if possible. Tear or cut rubbish up so it can't cause as much damage if it blows away – especially the plastic rings that hold drink cans together. REUSE what we can rather than binning it. REDUCE how much rubbish we produce (eg use reusable 'bags-for-life' rather than plastic bags).</p>	
<p>Extension or Homework Activities</p> <p>Design or make a 'bag for life' to replace plastic bags.</p> <p>Design their own character based on a piece of litter (eg Billy the baked beans tin, Carol the crisp packet) and write a story about the problems this piece of litter caused, or do a storyboard or cartoon strip.</p>	

PowerPoint Presentation: The Terrible Tale of Polly the Plastic Bag

Litter
Lesson Plans
& Resources

The Terrible Tale of Polly the Plastic Bag



Polly is thrown in a bin...



It's a windy day and Polly blows out!



Polly starts on a long journey...



Into someone's garden...



Getting caught up...



Blown into a river...



In a farmer's field...



Blowing off towards the sea...



In the sea...



Plastic bags can look like jellyfish



Washed up on the shore...



How other types of litter can harm wildlife...

Glass bottles...



Empty cans...



Multi-pack can rings...



Plastic tubs...



Balloons and ribbons...



Rusty old drinks cans...



Lesson Title: Litter and Wildlife	Key Stage: All
Curriculum Links: EYFS – all areas except Physical Development; KS1 & 2 – English, Geography, Science, Citizenship, PSHE	Lesson length: 45 mins
<p>Key Questions</p> <ul style="list-style-type: none"> * What is litter? * Why is litter a problem? * How can different animals be affected by litter? * What can we do? 	
<p>Objectives</p> <ul style="list-style-type: none"> * Understand why litter is such a problem – especially for wildlife * Develop skills of teamwork and discussion * Recognise that we can all help to reduce the problem of litter 	
<p>Resources</p> <p>PowerPoint presentation: Litter and Wildlife Cuddly toys of six animals (eg mouse, hedgehog, fox, frog, dolphin, turtle) or photographs Five items of clean litter (eg plastic bag, empty tin can, glass bottle, plastic can rings, empty crisp packet)</p>	
<p>Possible Activities</p> <p>Starter</p> <p>Show slides 2 and 3 on the PowerPoint presentation (attractive rural scenes) and ask pupils how these images make them feel. Then show slide 4 (littered scene) and ask the same question. Show the next slides 5-8 (badger, mouse, fox, hedgehog) and gauge the response from pupils. Do the same for slides 9 and 10 (animals surrounded by litter). Ask the pupils how they would define 'litter'. Litter is rubbish in the wrong place. People may throw litter, or it can blow out of bins or landfill sites and end up anywhere. Why is litter a problem? Litter is dangerous to people and animals, is unsightly, etc. Where should it be? Introduce lesson objective: to find out how wildlife can be affected by litter.</p> <p>Main</p> <p>Split class into six groups (of 4 or 5) and hand each group a cuddly toy of their animal. Give them 1 minute to discuss their animal. They should describe it, identify its main features and think about where it lives. Then take feedback. One pupil from each group could stand and hold up their animal for the class to see while another member of the group feeds back the main points from their discussion. Hold up your first item of litter and ask for feedback. What is it? What do we notice about its shape, size, what it's made from, etc? Then give pupils 1 minute in their groups to discuss: how might this piece of litter end up in the habitat of their animal and how might it harm or trap their animal? For example, a plastic bag could blow out to sea and a turtle or dolphin might eat it, mistaking it for a jellyfish. After 1 minute take feedback from each group. Do the same for the other items of litter. Show presentation slides 11-17 to demonstrate how litter can injure or trap animals, backing up what the groups came up with.</p> <p>Plenary</p> <p>Sum up: different types of litter might injure animals in different ways. What can we do? Take feedback and discuss: put rubbish in bin (ensuring it can't blow out) or recycle it. Tear or cut rubbish up so it can't cause as much damage if it blows away – especially the plastic rings that hold drink cans together. Reuse what we can rather than binning it. REDUCE how much rubbish we produce.</p>	
<p>Extension or Homework Activities</p> <p>Design a poster informing people of the dangers of litter to wildlife and advising people on what to do. Do a litter survey at school or at home. Pick one animal and one piece of litter and write a story or poem about how the animal was affected by the litter.</p>	
<p>Points to Note</p> <p>If you don't have cuddly toys you can use photos of wildlife (either printed out or on your interactive whiteboard). Depending on the size of the class and length of the lesson, you can have as many animals and/or litter as you like. Use a mixture of animals – some land and some marine, some big and some small. If you do this lesson with EYFS you may want to skip photos they may find upsetting.</p>	

PowerPoint Presentation: Litter and Wildlife

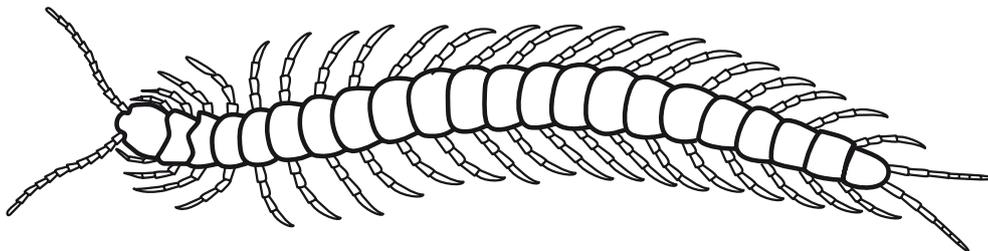
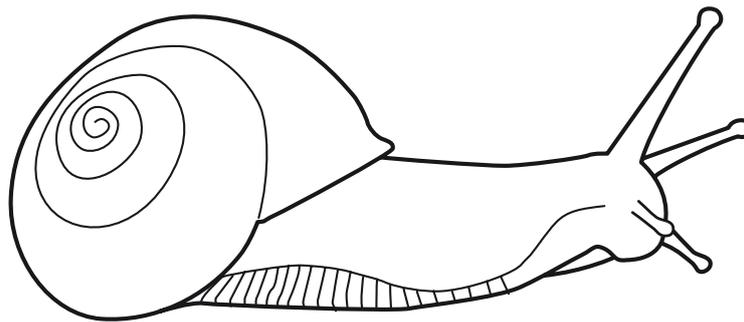
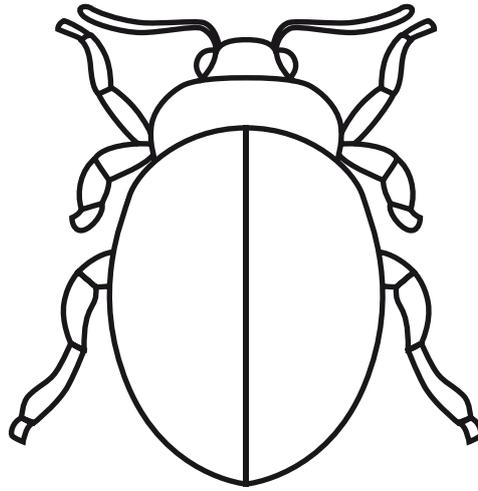
Litter
Lesson Plans
& Resources

How do the following images make you feel?



Lesson Title: Making Litterbugs	Key Stage: 1 or 2
Curriculum Links: Art & Design, Design & Technology, English, Geography, Science, Citizenship, PSHE	Lesson length: 1 hour
<p>Key Questions</p> <ul style="list-style-type: none"> * Why is it wrong to drop litter? * How can litter be harmful to people, pets and wildlife? * What can we do? 	
<p>Objectives</p> <ul style="list-style-type: none"> * Understand the dangers of litter (to people, pets and wildlife) * Understand why dropping litter is wrong * Develop skills of pair-work and discussion 	
<p>Resources</p> <p>Lots of items of clean rubbish (eg plastic bags, empty plastic bottles and lids, multi-pack can rings, empty crisp packets, sweet wrappers, chocolate bar wrappers, newspaper etc) brought in by pupils</p> <p>Bug templates</p> <p>Glue and scissors</p>	
<p>Possible Activities</p> <p>Starter</p> <p>Ask the pupils to each take out one piece of clean rubbish (from the items that they brought with them). They have 1 minute to discuss with a partner what their piece of rubbish is and how it might cause harm (to people, pets, wildlife or the environment) if it ended up as litter. Take feedback from a few pairs. To show that they have listened to each other, you could ask pupils to describe their partner's item and associated problems, rather than their own. They should have identified lots of ways that litter can be a danger to people and animals, which can be discussed.</p> <p>Main</p> <p>Now you've discussed some of the problems that litter can cause, ask the pupils why they think people drop litter. Point out that some of the litter that ends up harming wildlife has not been intentionally dropped. It can blow out of bins or landfill sites and end up anywhere. This is often a problem with plastic bags, which are so light that they can easily blow away and usually end up in the sea, where turtles and whales mistake them for jellyfish. Sometimes people cause problems without meaning to, such as with balloon releases. Ask the class what name we give to people who intentionally drop litter: litterbugs! Introduce the activity: making litterbugs. These are simply bugs (either real insects like ladybirds and spiders or made up creatures) made from items of rubbish that often end up as litter, like crisp packets and sweet wrappers. They can use any items of rubbish that they've brought with them to make either 2D or 3D bugs. Some can use the bug templates and cut the rubbish up into little bits and stick them onto the templates. Others could make 3D bugs; for example, a plastic bottle could be a body and they could cut wings out of plastic bags, use lids as eyes, etc. Stuffing a few sheets of newspaper into the bottom of a plastic bag, tying it and then doing it again can also make a good head and body. They could also attach string to their bugs so they can be hung up. All these litterbugs could be taken home or used to make a class display.</p> <p>Plenary</p> <p>Recap the problems litter can cause and therefore the importance of not being a litterbug! If you have time you could ask the group how using the principles of the 3Rs could also help minimise the problems of litter.</p>	
<p>Extension or Homework Activities</p> <p>Create a display with a heading like 'Don't be a litterbug' made from bits of litter along with the bugs.</p>	
<p>Points to Note</p> <p>You will need to send a request to parents before this lesson for items of rubbish and it is very important that the items have been washed first! They should also avoid bringing in items with sharp edges like cans, although use your own discretion here, depending on the age group, size of the class and number of helpers.</p>	

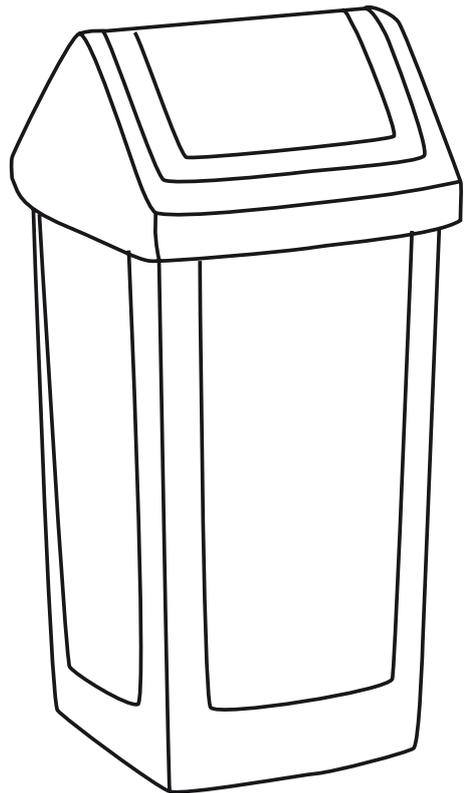
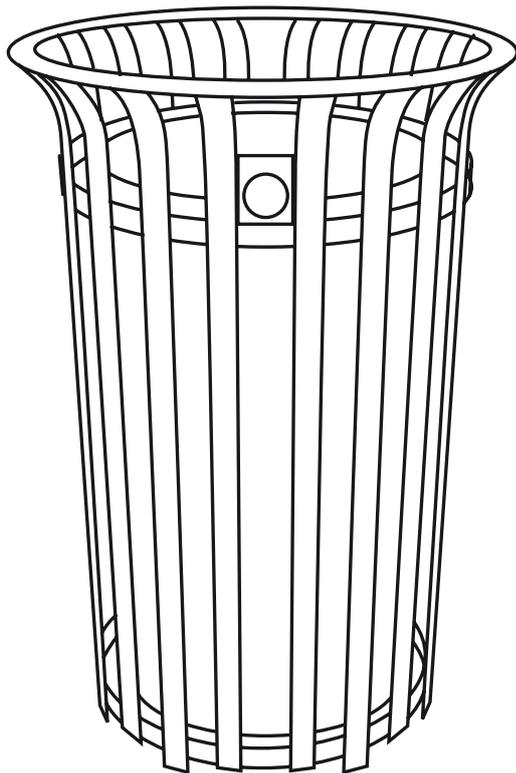
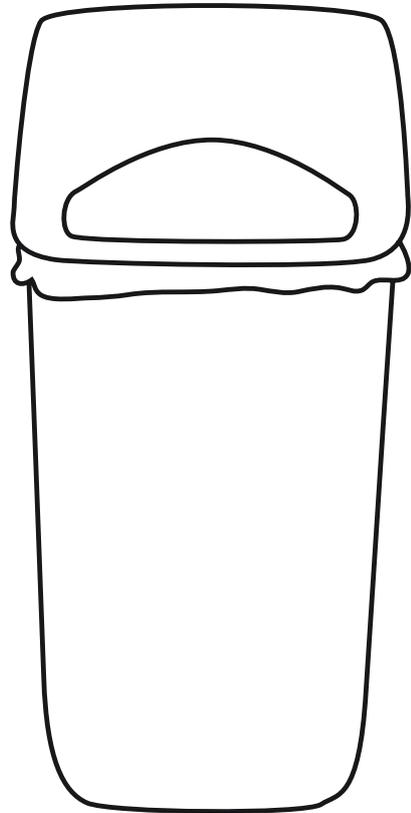
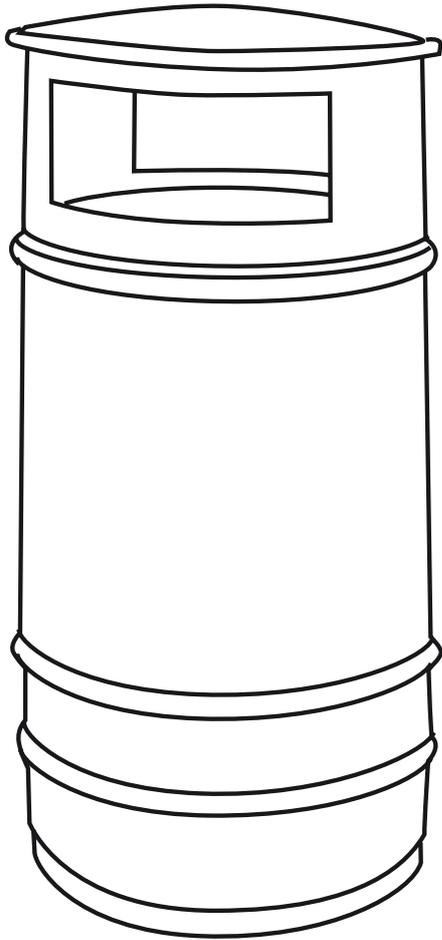
Teachers can enlarge these images for the pupils to stick bits of litter on.



Lesson Title: Designing a bin	Key Stage: 2
Curriculum Links: Art & Design, English, Geography, Citizenship, PSHE	Lesson length: 1 hour
<p>Key Questions</p> <ul style="list-style-type: none"> * Why is litter such a problem? * Where are the litter hotspots in a village or town? * What needs to be considered for a bin design? 	
<p>Objectives</p> <ul style="list-style-type: none"> * Understand why litter collects in certain areas * Consider the design elements of litter bins 	
<p>Resources</p> <p>Laminated copies of village plan and dry-wipe felt tip pens to write on these plans Bin template sheets Pencils, colouring pencils</p>	
<p>Possible Activities</p> <p>Starter</p> <p>Ask the pupils how they would define 'litter'. Litter is rubbish in the wrong place. Point out that litter often collects in certain places and we call these places 'litter hotspots'. Hand out the laminated village plans (enough for them to work in small groups) and pens. Ask them in their groups to mark on their village plan where they think the litter hotspots would be. Take feedback from a few groups. This should lead into an interesting discussion about where litter is often dropped (outside takeaways, around outdoor seating areas where people often sit to eat snacks, bus shelters, playing fields, etc) and why people drop litter. You can also discuss what types of litter may collect in certain areas; for example, have they considered cigarette ends? You could also mention the problems of dog fouling in particular places.</p> <p>Main</p> <p>Having considered where litter often collects, ask the groups to mark on their map (with a different colour pen) where they would situate bins to try to minimise the problem of litter. Again take feedback. It might be interesting to discover how many bins the pupils think are needed in a village and the reasons for their choice of locations. Next, ask the pupils why they think some people don't use bins when they are provided. Would it be a good idea to make bins more attractive? This could easily lead on to a discussion about the bins around the school and in the grounds. How attractive are they? Next, hand out the bin template sheets, with the four different bin designs. You may wish to look at why these bins are designed this way; for example, some have lids to stop rubbish from blowing out, as this can be a big problem. The pupils' task is to draw on the bins to make them look more attractive and fun. They could make the bins look like animals, with teeth around the opening, for example! You may wish to find some fun-looking bins on the internet and project them on to the whiteboard to give them ideas.</p> <p>Plenary</p> <p>Ask a few pupils to stand up, show their work and explain how they've made the bins more attractive. You may wish to return to some of your discussions about the bins around school, or in their home villages or towns.</p>	
<p>Extension or Homework Activities</p> <p>This lesson would work well in conjunction with a survey of the school grounds, as it would be interesting to note where the litter hotspots are around the school and to consider why litter collects at these places. They could also have a look at where bins are located in the village or town where they live. Do they agree with the location of these or would they make changes? Another possible activity could be to have a bin design competition and to actually paint the winning designs onto the school bins. As long as the surface is rubbed down thoroughly, this can work really well.</p>	
<p>Points to Note</p> <p>Before the lesson you will need to photocopy the village plan and laminate these copies if you want to be able to reuse them.</p>	



Litter
Lesson Plans
& Resources



Other Ideas

There are many ways to fit litter work into the curriculum and many activities that you could organise. Here are just a few more ideas:

- * You could link in with the **English** curriculum through role plays. The pupils could have a go at role-playing various characters in different circumstances. Here are some suggestions:
 - A group of friends are hanging around in a playground and one drops some litter. One of the group asks him/her to pick it up...
 - A litter warden giving someone an on-the-spot fine...
 - A child tackling their mum or dad when they drop their cigarette butt on the ground...

This type of role play, which would involve some improvisation, can be a good lead into all sorts of discussions about the right way to tackle someone they see littering or how to stand up to friends or parents, and it fits in well with English En1 4 a,b,c (Drama).

- * You could link in with **Science** by making studies of different types of litter. One way to do this might be to place different items of clean litter around a classroom and get the pupils to move between stations, filling in a table on the items of litter, looking at shape, size, weight, feel, magnetism etc. This could lead on to further work about the materials used to make these items and how long they take to degrade, and it fits in with Sc1 Scientific enquiry and Sc3 Materials and their properties. Any follow-up work involving statistics or graphs would also link in with **Mathematics**.
- * 'Another Fine Mess' by Tony Bonning (ISBN 1-86233-145-6) is a lovely tale involving lots of different animals that don't know how to dispose of their rubbish and end up littering each others' homes! It can lead easily into discussions surrounding litter as well as the '3Rs' (reduce, reuse, recycle) and would be a good story for EYFS and possibly KS1.
- * You could do a project in **Design and Technology** where the KS2 pupils make a 3D model of the school and school grounds. Perhaps they could then make bins that could be situated around the model, and it could be used in a display about litter around the school. This might tie in well with a grounds survey.
- * To link in with the **History** curriculum, you could think about comparing the litter or waste of today with that of 50 or 100 years ago. It would be interesting to look at the material goods people had in the past, compared with the amount of stuff we have now, as well as the materials used to make things (eg looking at our current reliance on plastic). People often refer to our society as being a 'throwaway society' as so much packaging is used and people can afford to replace things when they're getting a bit old and tatty. During the Second World War the mentality was 'make do and mend' with the 3Rs in constant use! There are all sorts of ways to fit work on litter and waste into History projects on the Victorians, 1930s or the Second World War.

Illustration by
Penny Sharp

Wiltshire
Wildlife Trust



King Wastealot's Picnic



**STOP the
DROP**
LITTER & FLY-TIPPING


Campaign
to Protect
Rural England


THE
wildlife
TRUSTS

4

A sustainable future for wildlife and people

Litter
King Wastealot's
Picnic



The 24 page illustrated story book 'King Wastealot's Picnic' is stored in the plastic wallet at the back of the folder.





Litter

King Wastealot's
Picnic –

Possible Activities

King Wastealot's Picnic – Possible activities

This is a great story to read to younger pupils in EYFS and KS1, highlighting some of the issues around litter. It should lead into interesting discussions about the problems of dropping litter and could be followed up with plenty of activities. Here are just a few suggestions:

Litter
King Wastealot's
Picnic –
Possible Activities

- * Start by seeing what the pupils have remembered from the story. Who can remember how long it takes for a banana skin or apple core to rot away? How long does it take for plastic yoghurt pots and crisp packets to rot away?



Nicola Smith / WWT

- * Hold up items of clean litter. For each item ask the pupils to think of ways that it could be harmful to people or animals; for example, a broken glass bottle could cut a child who tried to pick it up, or hurt an animal that stepped on it.



- * Ask the pupils to think of their favourite animal and take feedback – you should get lots of different animals. Then hold up photos or cuddly toys of six animals. Alternatively, you could have photos of six animals on your interactive whiteboard. You could either split the class into small groups and assign one animal to each group, or let them each pick an animal from the selection. Next, hold up different litter items and ask them to discuss how their animal could be injured or trapped by that piece of litter. If you wished, you could show them some photos of animals hurt by litter (on the PowerPoint presentations in this pack) and could follow this activity up with a discussion of what we can all do to limit these dangers to wildlife – take our litter home!
- * Discuss what we can do with our litter: what can be recycled, what can be composted and what goes in the bin. Find three classroom bins and put a label on each: Recycling, Composting, General Rubbish. Open a picnic hamper full of the kind of litter items you'd have on a picnic (plastic food packaging, etc). Refer back to some of the things King Wastealot had at his picnic. Choose a child to come up and hold the first item and the class decides where it should go – recycling bin, compost bin or general rubbish bin. The child then places the item into the correct bin. Continue with each item and then review at the end what's in each bin.

Litter

King Wastealot's
Picnic –
Possible Activities

- ✦ How can we try to reuse some of our litter and waste? Ask parents to send in items of clean waste that can be cut up, like crisp packets, chocolate bar wrappers, sweet wrappers and magazines (not bottles, tins etc). Write a message about litter in big bubble writing (such as 'Don't be a Litterbug' or 'Litter can kill'). In groups, the pupils cut up their items of waste and stick bits onto the letters. They should end up with a colourful message about litter (actually made from litter) to use in a class or school display, like the ones below.



Gail Grimes / WWT

Use this page to jot down your own ideas for activities.

Litter
King Wastealot's
Picnic –
Possible Activities

Gail Grimes / WWT



Litter

Take Practical,
Sustainable Action

**STOP the
DROP**
LITTER & FLY-TIPPING



A sustainable future for wildlife and people

Do you have a litter problem in your school?

The best way to uncover the extent of a litter problem is to:

- ✦ Talk to the people who deal with it
- ✦ Have a good look around your school and grounds

A class group, pupil council or eco committee could easily carry out these activities as part of their curricular work.

Questionnaires

On page 5.2 is a sample questionnaire that could be used to gather information from the caretaker, site manager, or litter picking group – the people who deal with litter every day. You may wish to encourage pupils to think up their own questions.

The answers will give an indication of the scale of the problem, and an idea of what needs to be done.

Pupils could also design a questionnaire to examine their own attitudes to litter and that of other pupils to find out if there is a problem in this area.



Questionnaire for Caretaker / Site Manager / Litter Picking Team



1. Do you think there is a problem with litter in the school grounds?

2. How much litter do you pick up from the playground every day?

3. How much time do you spend picking up litter each day?

4. What items of litter do you find in the school grounds?

5. Which areas of the school have the worst litter and why?

6. What do you think could be done to improve this?

Survey your grounds

The main aim of a grounds survey is to discover the type of litter that accumulates in school grounds – and school buildings if necessary – and where it comes from.

Pupils could decide the way in which this process is carried out and how the results are to be presented, and this will help develop their investigative skills in Science. The collation, manipulation and presentation of results also allow them to apply their skills in Mathematics and Geography to a real investigation. Good use can be made of spreadsheet, word processing and drawing packages to help them practise ICT skills.

Safety must be paramount and pupils should wear gloves or use litter pickers if picking up litter, and be told not to handle broken glass, syringes or any other dangerous items.

Take some litter pickers and a bin bag along to clear up at the same time as you are surveying your grounds. You can then display the litter you have gathered at an assembly – you will probably be amazed by what you find. Also, the grounds will then be clear so that you can easily see where litter starts to build up again.

It can be very effective to use a map of your school and grounds as the basis for your investigation. Pupils can draw it themselves, or you could get an Ordnance Survey map of your school from your local council (call Ordnance Survey on 08456 050505 to find out who is your local contact to talk to about this).

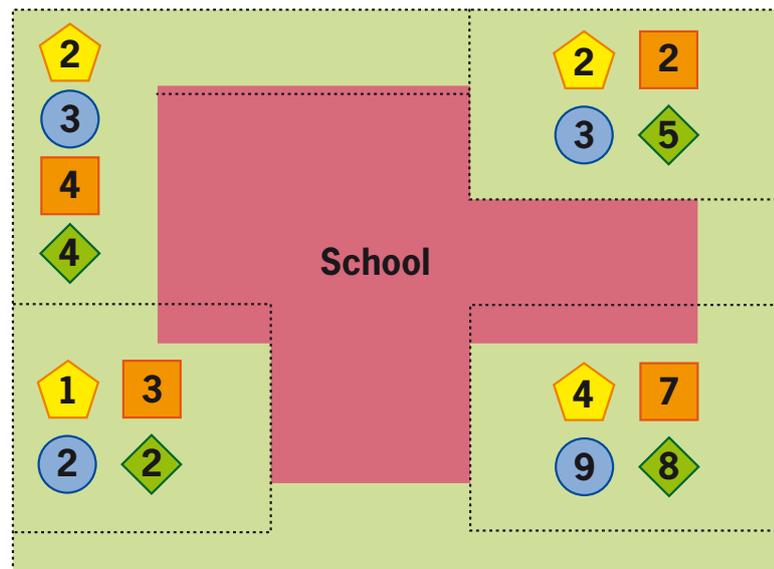
Groups could be given different areas of the grounds to investigate. The survey sheet on page 5.5 may be used – you might need several copies depending on the size of your grounds. If you laminate the map, it can be reused.

Survey results can be shown on the map and displayed in a prominent place, using the following:

- * A key showing different types of litter and how many pieces were found in each area.

KEY

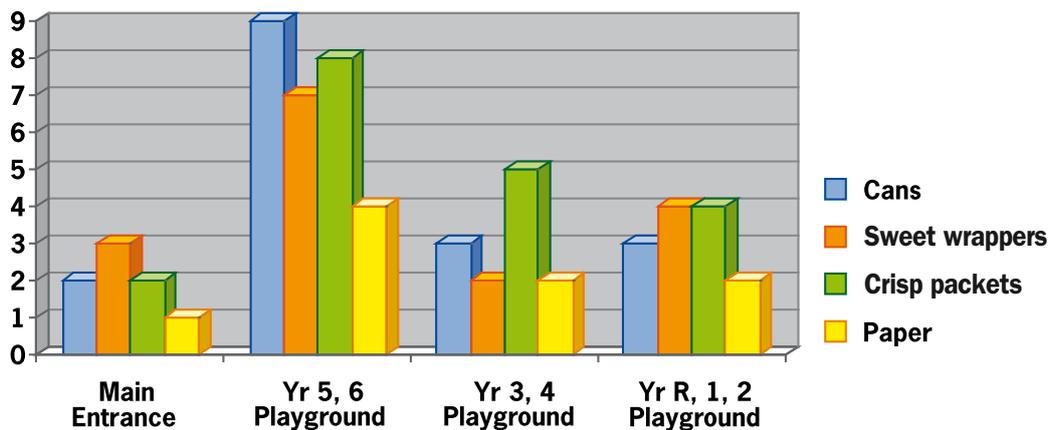
Date – XX/XX/XXXX Time: 9.30am



- | | |
|--|---|
|  = Cans |  = Crisp packets |
|  = Sweet wrappers |  = Paper |

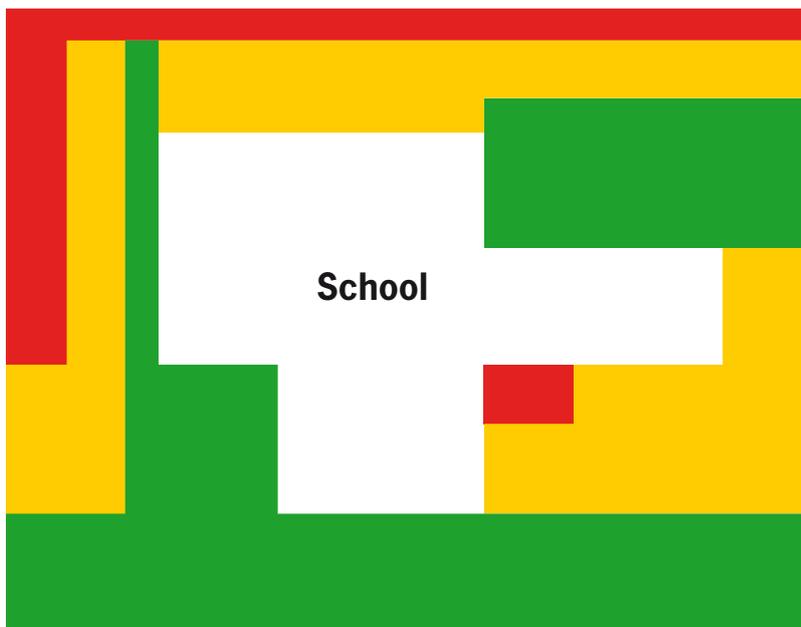
- * Graphs can also be made with this data (example 1)

Example 1



- * A traffic light system using green for areas of minimal litter, amber for moderate and red for heavy (example 2)

Example 2



- * Photos, graphs and arrows
- * The pupils could devise their own visual way of reporting the findings

The findings can be reported at assembly and used to raise awareness and prompt some measures to improve the situation.

A good exercise might also be to take photos of different areas before you clear them. Pupils can use these photos to grade areas according to the grades set out in the 1990 Environment Protection Act, Code of Practice on Litter and Refuse. This gives four grades of cleanliness, which are defined as:

- A: No litter or refuse
- B: Predominantly free of litter and refuse apart from some small items
- C: Widespread distribution of litter and refuse with minor accumulations
- D: Heavily littered with significant accumulations

Photos illustrating these grades are included in the ENCAMS publication 'Litter and the Law', which is available from www.encams.org.

5.4



School Grounds Litter Survey Sheet

Area of School	What type of litter and how many pieces? (eg. none, sweet wrappers, plastic bottles, crisp packets)	Grade (See below)

The Environment Protection Act of 1990, Code of Practice on Litter and Refuse, gives four grades of cleanliness. These are defined as: **A** no litter or refuse **B** predominantly free of litter and refuse apart from some small items **C** widespread distribution of litter and refuse with minor accumulations **D** heavily littered with significant accumulations

Make an Action Plan

When you have gathered all the information (and litter), talk as a group about the results. From the survey and questionnaire it should be possible to answer the following questions and to devise, implement and maintain a strategy to reduce the amount of litter in the school. An action plan should involve the education and co-operation of all year groups.

- * Where are the litter hot spots (or grot spots)?
- * Where is this litter coming from (pupils at lunch, break time, people using the grounds at night, blown in from outside, thrown over a fence)?
- * What can be done to stop the litter gathering (more bins in this area, a hedge or chicken wire to stop litter blowing in)?
- * Do you have enough bins and are they in the right areas? Pupils could write to local companies/community groups to see if they would be willing to sponsor new bins.
- * Would any particular areas benefit from having recycling or compost bins?
- * Would a wheelie bin to take out to the football pitches be useful (with a liner so it can be easily emptied)?
- * Could bins be made more attractive or fun to use?
- * Is litter being caused by people using the school grounds out of school hours, and what can be done to stop this?
- * Is pupil attitude an important part of the problem, and what can be done to tackle this?
- * Do pupils understand the potentially damaging impact of litter on wildlife? Why not run a whole school assembly to raise awareness?
- * Would this problem be helped by setting up a minimum waste tuck shop or toast club?
- * If you have a house system in your school, could you run an inter-house litter picking and collage-making challenge, or give house points for litter picking, and penalties for litter dropping?
- * Could you give golden time penalties for litter dropping or credits for litter picking?

When writing any action plan it is important to set targets and describe how you are going to achieve them. You must decide how to measure your success. A regular progress check should be carried out and reported to interested parties.

Finally, when all initiatives are in place, they should continue to be monitored to ensure that standards are maintained. A sample litter action plan is given on page 5.7.

The results of the survey and questionnaire, along with the proposed action plan with supporting statistics and arguments, should be publicised within the school and possibly in the community. The new scheme should be advertised using posters, leaflets, presentations or any other suitable method, so that all pupils and teachers understand why it is important not to drop litter, and what is being done to combat the problem.

Monitoring and Evaluation

To find out if your measures have been effective carry out another survey, at least once, to compare results. Ideally this should be done weekly or monthly, and progress would be displayed on the notice board and reported at assembly. This would allow you to celebrate and build on success – it is an on-going process with the aim of permanently ridding the school of litter.

A daily report would be helpful in boosting awareness even further. Perhaps a pupil could tour the school after break and lunchtimes with either a smiley face or a sad face stuck to a pole to indicate whether it has been a good litter day or a bad litter day. The result can also be recorded and displayed on a chart or calendar.

If you have a particularly bad litter problem, to help determine where the litter is coming from you may want to carry out a more in-depth survey where you clear the grounds and then survey them at set points throughout the day and week, such as first thing in the morning and after break times and lunchtime.

Sample Litter Action Plan

What	Who	When
Carry out a litter survey within the school grounds to find out what items of litter are being dropped, which are the worst spots, and where it is coming from.	Eco committee	
Decide if there are enough bins and if these are in the right places. Raise money to buy novelty bins and encourage their use. Decide where the new bins should be placed.	Eco committee	
Ask the council for some wheelie bins so they can be easily taken out to the football pitch or end of the playground.	Eco committee	
Repair the fence where people are getting into the grounds at night.	Site manager	
Have the eco committee hold a litter assembly for the school about the impact of litter on wildlife, and the fact that much of the rubbish will never rot away.	Eco committee	
Make a display on the notice board about the harmful effects of litter. Put up a similar display at the local library and at parents' nights.	Eco committee	
Run a poster competition to remind people not to drop litter, and present prizes at a future assembly.	Whole school	
Laminate some posters and put them on the outside of the perimeter fences to discourage the public from dropping litter outside the school. Attach them well and keep an eye on them so they don't blow off and add to the litter problem.	Eco committee	
Set up litter patrols – each class takes it in turn to litter pick throughout the week.	Whole school	
Devise a litter policy which includes making pupils caught dropping litter spend the last 10 minutes of lunchtime picking it up.	Eco committee	
Continue to carry out litter surveys every month to monitor the effectiveness of the initiatives put in place.	Eco committee	

The Wider Community

If you have a litter problem in the wider community, take a similar approach – use a map to split up your surroundings into different areas, survey and clear them, and then monitor them to ascertain where the litter is coming from. Results can be displayed in the community, and an action plan drawn up looking at practical solutions and awareness-raising. Why not team up with the local council, or support your town in becoming a plastic bag-free zone?

Plastic Bags

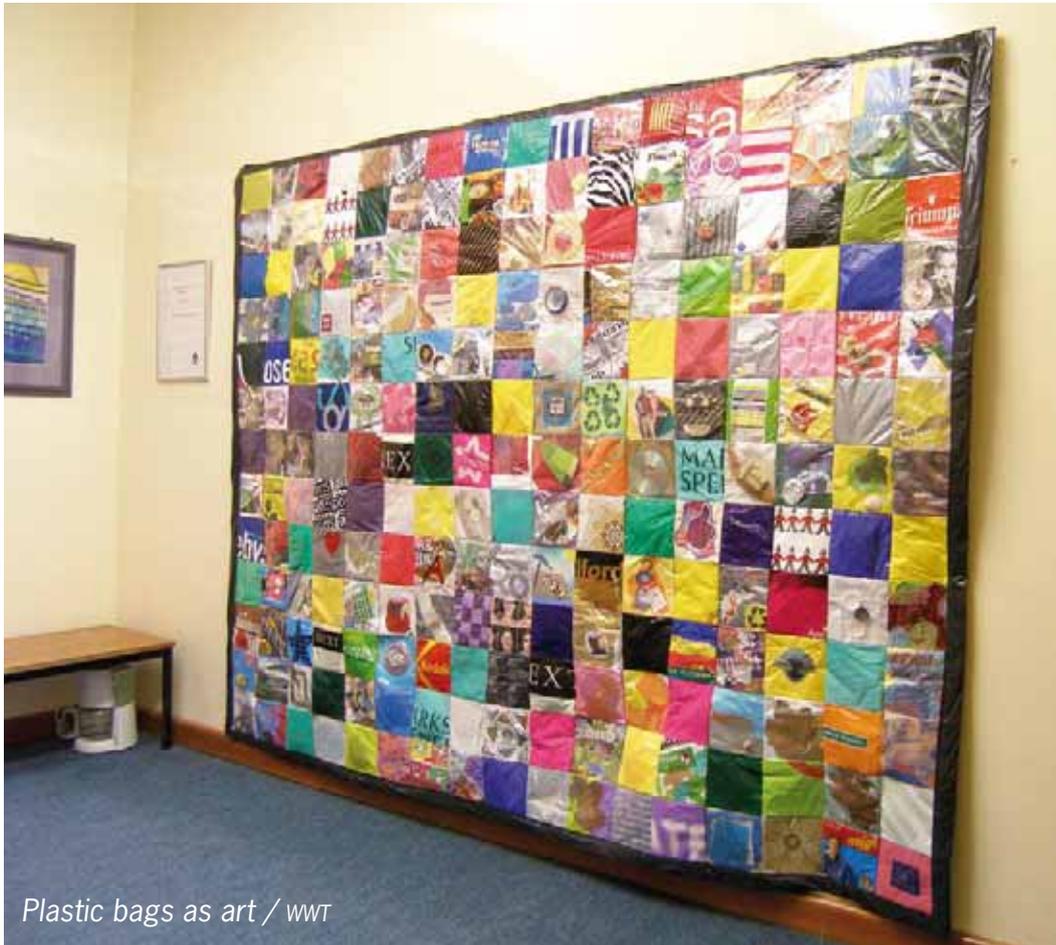
How about holding a plastic bag amnesty in your school? Collect as many plastic bags as you can from under people's sinks and from dark cupboards. These can be counted and bundled – a good numeracy exercise – and then taken to a local supermarket which recycles bags. It would be best to warn the shop that you are coming – it may even send a van to the school to pick them up. Maybe you could ask the supermarket to provide bags for life for each pupil in return for bringing in old carrier bags and a bit of publicity.

Alternatively, you could make art out of the bags to show that they are a resource and can be reused. This could be hung up in school or taken out to supermarkets with a supporting display to highlight the problem of the throwaway plastic bag, and encourage people to use bags for life.

You could also hold a competition to design your own bags for life and have the winning design printed onto reusable bags, which can be sold on for cost price. For more information about good sources of reusable bags, see www.plasticbagfree.com.

You could also collect scrap materials and have pupils sew them into reusable bags. Visit www.morsbags.com for instructions.

If, after a few months, you hold another plastic bag amnesty you would hope to see a reduction in the plastic bags collected as people get used to taking fewer single use bags. And if you hold one every few months you will really be able to see if you are making a difference.



Plastic bags as art / wwt



*It's simple to make your own bag for life.
Nicola Smith*



*Shopping with a cotton bag for life
produced by Wiltshire Wildlife Trust.
Mike Roberts*

King Wastealot's Picnic



STOP #
DROP
LITTER & FLY-TIPPING

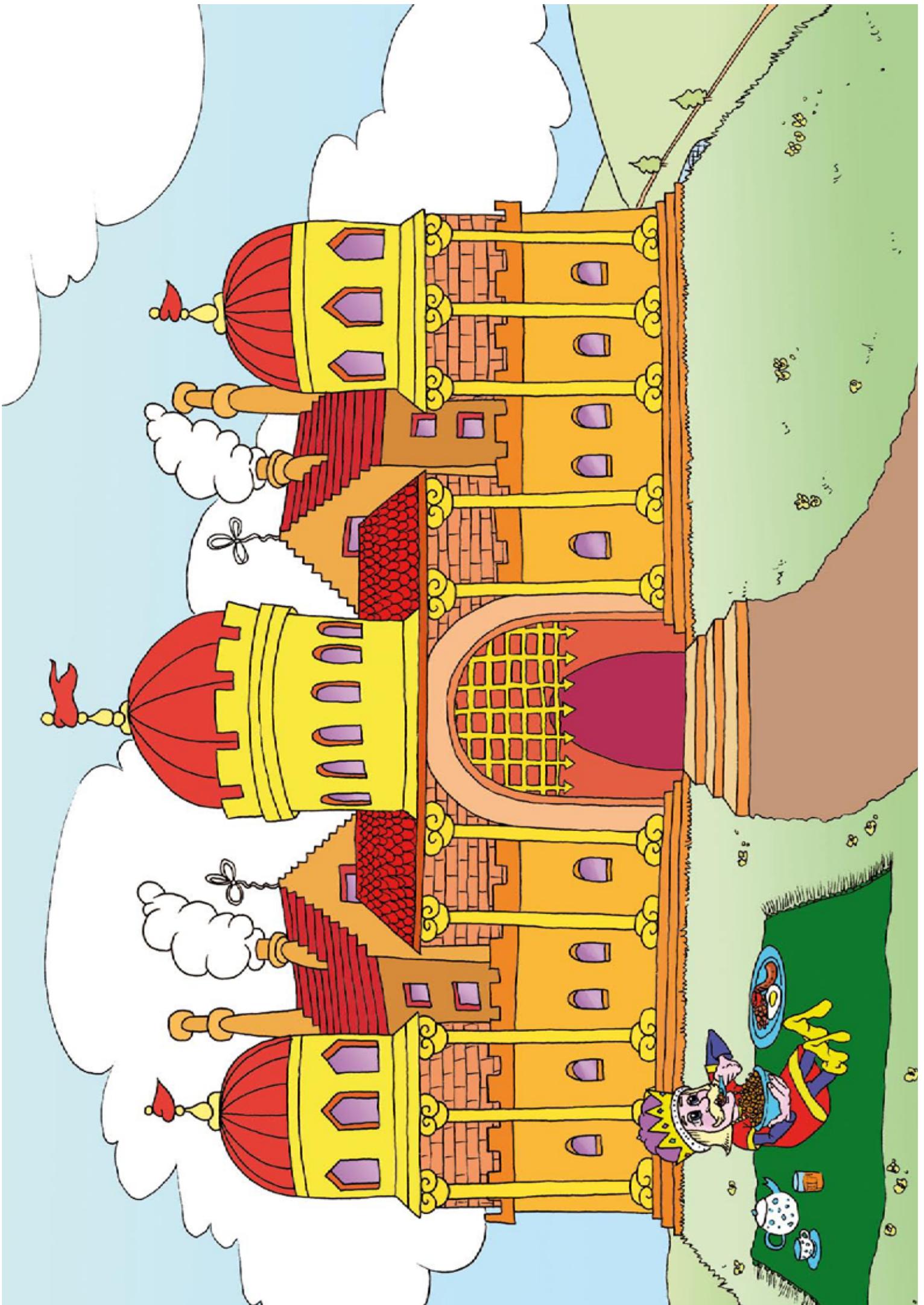


King Wastealot lived in a very large castle on top of a hill.

All around his castle were beautiful gardens and, whenever he could, the King would take his meals outside and have a picnic.

He would go out for breakfast, lunch and dinner.

In fact, King Wastealot loved his picnics so much that one day he decided to have a huge picnic and invite everyone in the kingdom.



People travelled from all corners to a beautiful part of the countryside in the middle of the kingdom.

They brought lots of food with them and spread out picnic rugs on the ground.

Some people were dancing and singing and playing music; others were putting on plays, and everyone was having a fantastic time.

Even the local wildlife came to watch and join in.

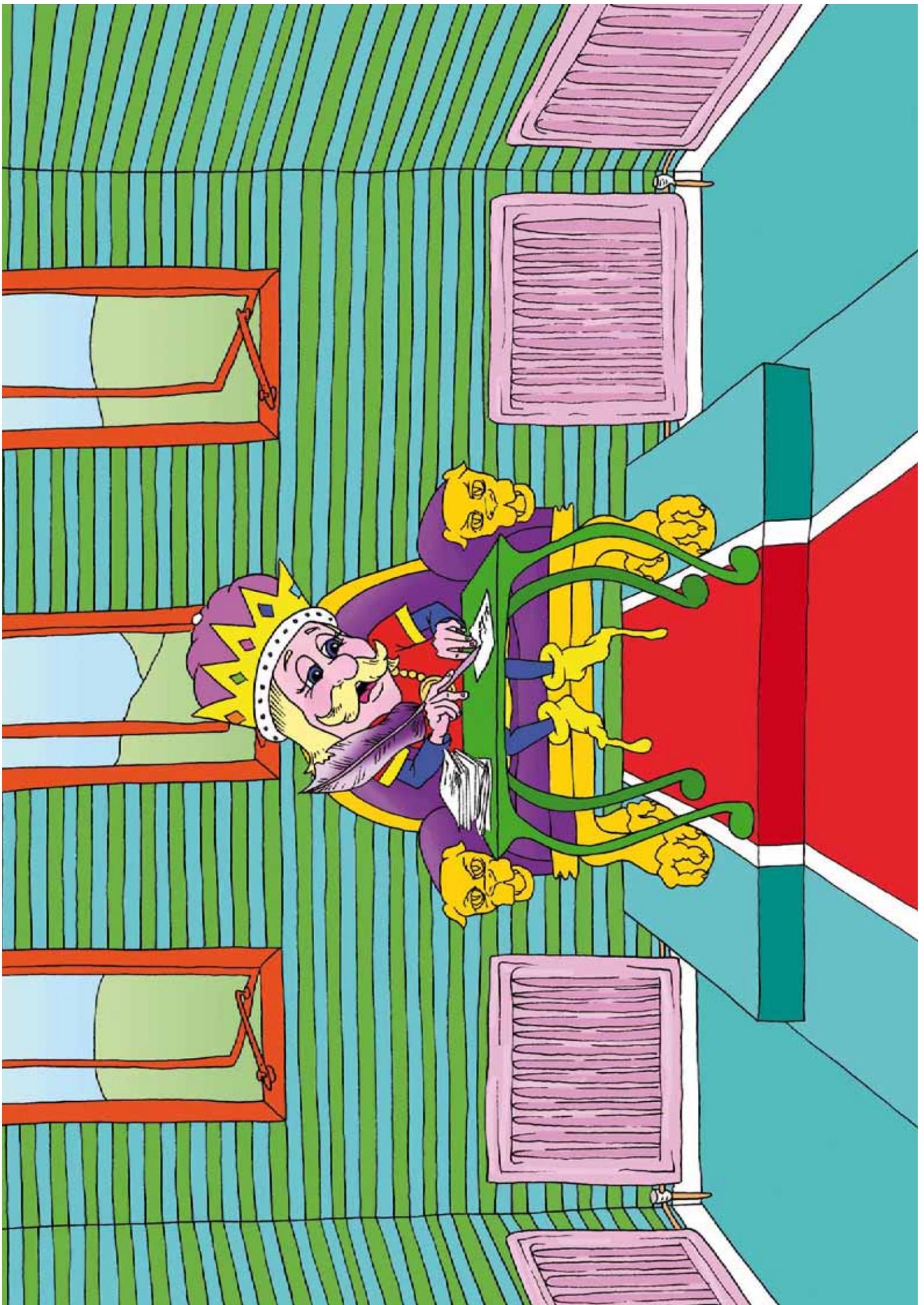


Everyone sang, danced, played and ate until the sun started to go down and it was time to go home.

They all packed up their rugs and instruments, and headed home with wonderful memories of a great day out.

The picnic had been such a success that the following year King Wastealot decided to hold another picnic at the same place.

The invitations went out, and there was great excitement throughout the whole kingdom. Everyone was terribly excited and couldn't wait for the big day to arrive.

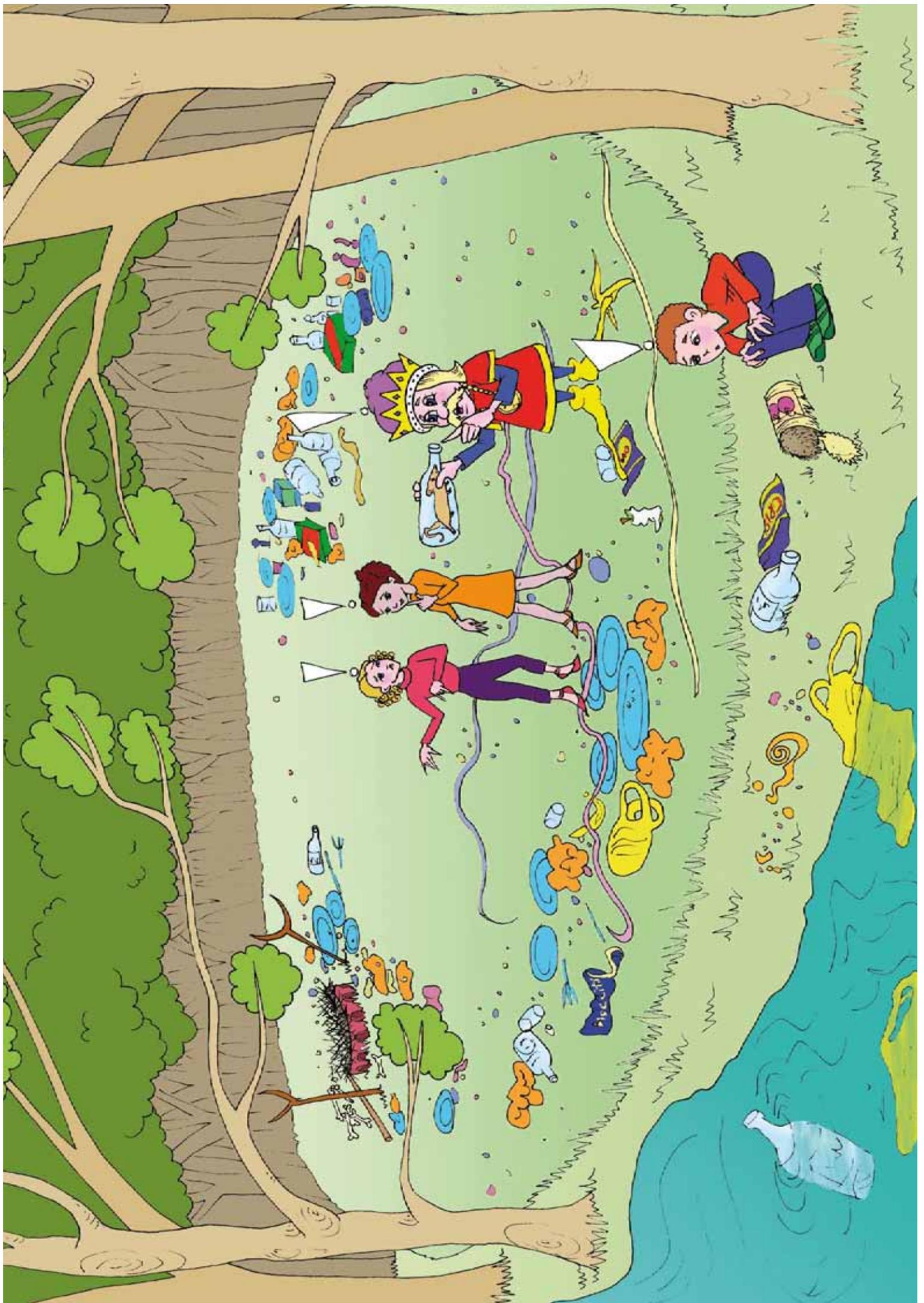


But when everyone got to the picnic site, they were horrified. Litter was scattered everywhere and there was a really horrible smell coming from it.

The King did not understand. “Where did all this mess come from?” he demanded.

A young boy called James had been looking at the mess. He answered: “I think this is our rubbish from the last picnic – I recognise the juice bottles and crisp packets.”

The King looked shocked. “But how can that be?” he asked. “The picnic took place a year ago!”

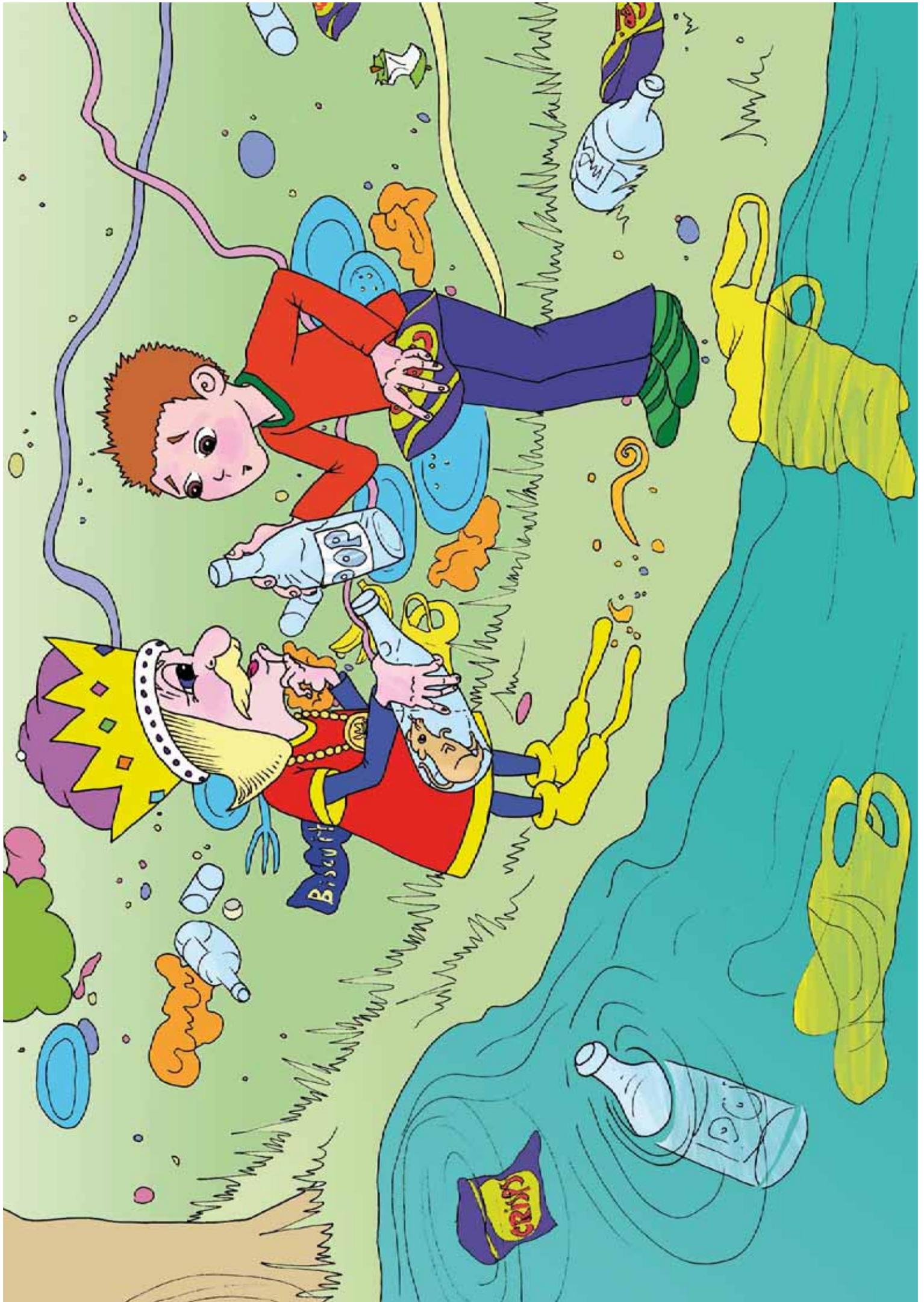


“I think I can explain,” said James. “I have been learning about this at school.

“It can take up to two years for a banana skin or apple core to rot away if we leave it lying on the ground. Things like plastic bottles, crisp packets, yoghurt pots and sweetie wrappers will never ever rot away!”

“That is terrible,” said the King.

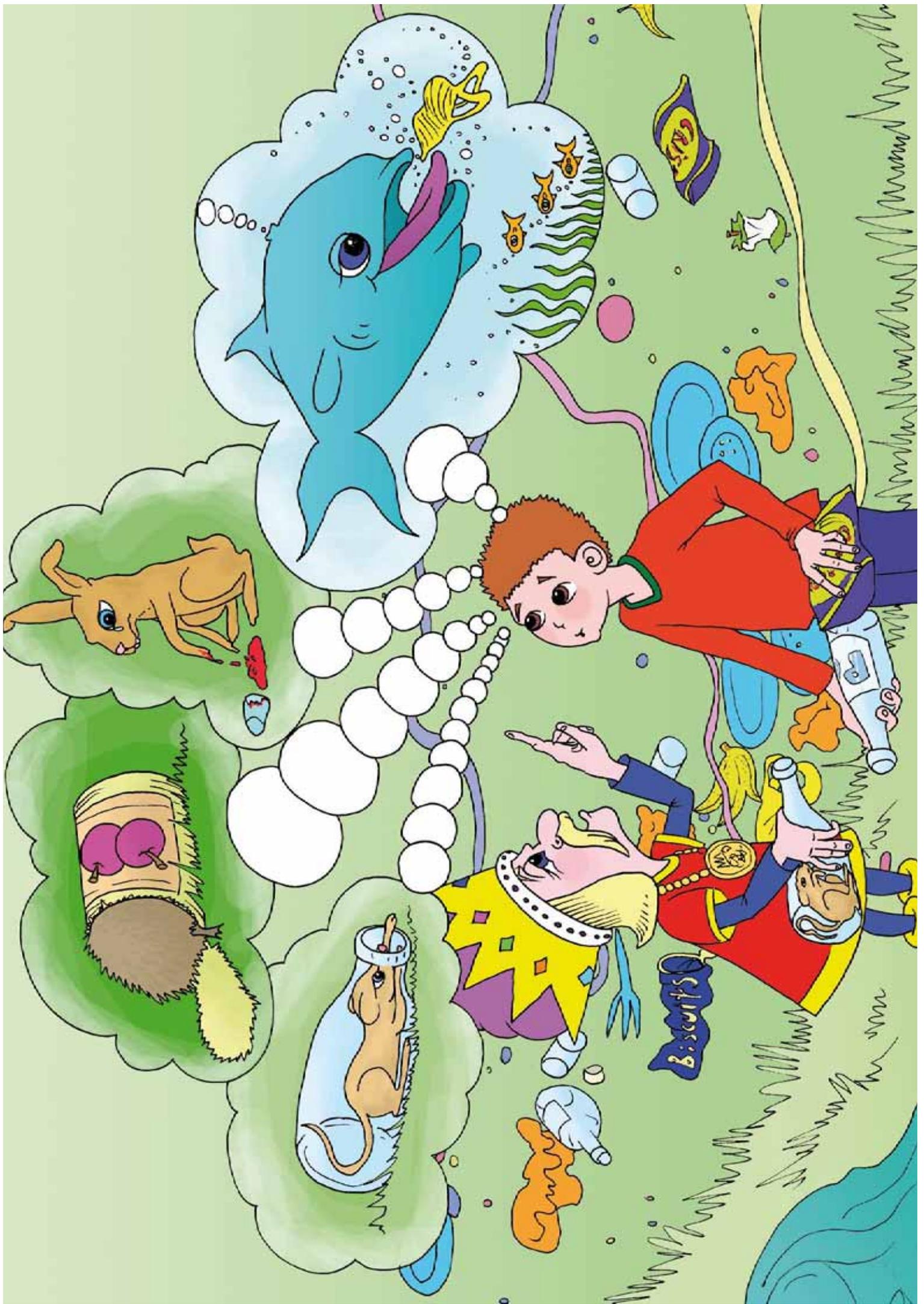
“But that is not the worst of it, though,” said James.



“All this litter can be really bad for the animals which live around here. They can get stuck inside bottles and cans, mistake litter for food and choke or be poisoned, or can be cut by broken glass. Litter can also blow out to sea on the wind and be mistaken for food by animals that live in the sea.”

The King felt terrible.

Something had to be done.



So James, the King and all the people from the kingdom worked together to clear up the picnic site.

They filled lots of bags with litter and collected together all the items that could be recycled and made into new things.

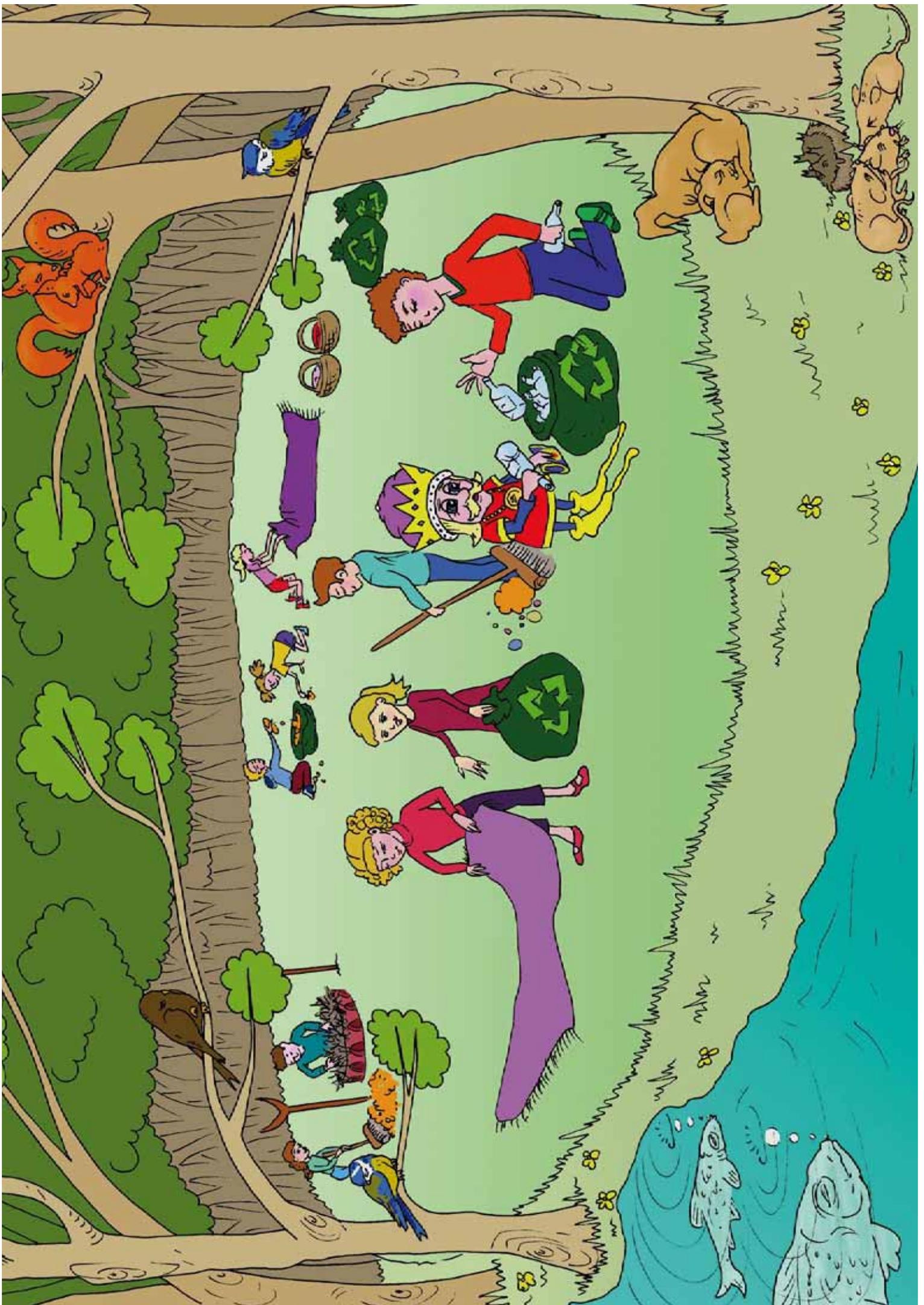
Very soon the whole area was tidy again, and the animals started coming back to see what was happening.

Once the area was clear, everyone sat down to the best picnic they had ever had.

Even the animals joined in the dancing, and a great time was had by all.

As the sun was setting everyone tidied away all the mess, and the countryside looked beautiful again.

“Can we do this again next year?” James asked the King.



“Definitely,” said the King, “but next time let’s try not to make so much rubbish!”

“And remember to take away all our litter,” added James.

“HOORAY” shouted everyone!



Discussion topics:

- * Animals do not just live in the countryside. What types of animals might come into your playground?
- * What types of animal might live in your town?
- * How might the litter that has been dropped in your town end up in the countryside or the sea?
- * Can you find some pictures of animals that have been hurt by litter?
- * Can you think of any other problems caused by dropping litter?
- * What can you do to help stop litter?
- * How could the people in the story produce less litter at their picnic?



King Wastealot's Picnic

Written by Nicola Smith
and illustrated by Penny Sharp

Photo: RSPCA



Someone dumped this bag of rubbish... with deadly effect.

Litter kills wildlife

Please BIN it!

STOP the DROP
LITTER & FLY-TIPPING



A sustainable future for wildlife and people



Someone threw away this plastic can-loop...
with deadly effect.

Litter kills wildlife

Please
BIN it!



A sustainable future for wildlife and people



**These helium-filled balloons flew for miles and miles...
with deadly effect.**

Litter kills wildlife

Please BIN it!

Photo: R Hoskin (BBC) / Marine Conservation Society



Someone threw away this plastic bag... with deadly effect.

Litter kills wildlife

Please
BIN it!



A sustainable future for wildlife and people

Photo: RSPCA



Luckily this young fox was released from the rusting discarded drinks can.

Litter
kills wildlife

Please
BIN it!

STOP the DROP
LITTER & FLY-TIPPING



A sustainable future for wildlife and people



Young gull with its leg caught in a plastic food container.

Litter kills wildlife

Please BIN it!



Photo: RSPCA



A vole inside a discarded glass bottle.

**Litter
kills wildlife**

**Please
BIN it!**

**STOP the
DROP**
LITTER & FLY-TIPPING



A sustainable future for wildlife and people



Swans feeding in a litter-infested lake.

Litter kills wildlife

Please
BIN it!





Litter

kills wildlife

Please BIN it!



**STOP the
DROP**
LITTER & FLY-TIPPING



A sustainable future for wildlife and people