

Litter Pick



INTRODUCTION:

Taking positive actions help student to engage with the problem and understand its various dimensions including the scale and how individual behaviors contribute to the problem or solutions. In the process of taking such action they also reflect on their behaviours. The litter pick, will involve to collect litter, sort and categorise different types. Through discussions built in as part of the lesson plans it also encourages students to understand the most commonly found litter, whether it is harmful or not and to find some solutions to littering.

Objectives:

Students will be able to

- differentiate between litter and waste.
- identify different types of waste material littered around.
- categorise and make an inventory of different types of litter found.

Eco-Schools Steps: Audit, Action plan (strategize and implement the litter pick); Inform and Involve

Curriculum Linkage: Science/ Environmental Studies/Social Science



9-12
Years

13-16
Years

Time required/ Duration

- **Classroom session 1:** 45 minutes (10 minutes for background introduction, 30 minutes for brainstorming and 15 minutes for group discussion and conclusion)
- **Assignment:** 30 minutes for litter pick
- **Classroom session 2:** 45 minutes for classroom interaction (30 minutes for developing an inventory)

Resources Required:

- Gloves and other safety equipment for litter pick
- Sacks for collecting litter
- Dedicated display board



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.