

Litter Scavenger Hunt



Taking positive action help students 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 behavior. The Litter Scavenger Hunt will consist of collecting litter, sorting and categorising different types of litter. Through discussion built in as part of the lesson plan, it also encourages students to understand the most commonly found litter and to find some solutions to littering.

Objectives

Students will be able to

- describe and identify “litter”
- describe effects of litter on animals and surroundings
- give ideas for reducing litter

Eco-Schools steps: Audit, Action plan, inform and involve, Curriculum linkages, Ecocode

Curriculum Linkages: Environmental studies



Time required/ Duration

Classroom session 1: 50 minutes (10 minutes for background information and grouping)

Assignment: 30 minutes for litter collection

Classroom session 2: 10 minutes for classroom interaction

Home assignment: 1 hour for discussion with parents and writing down their solutions which can be displayed on the Eco-Schools noticeboard.

Resources Required

- Gloves (1 pair per student)
- Garbage bags (1 bag per group of students)
- A grabber (optional)
- Pen or pencil for each treasure hunter
- Hand sanitizer



Classroom Session 1

Ask students the following questions

- Where have you seen litter around the school or near where you live?
- What types of litter do you find outside? List possibilities (include newspaper, food wrappings, soda cans, bottles, plastic straws, cigarette butts, etc.)
- What types of material is this litter made of? List possibilities (include plastic, paper, cardboard, rubber and metal, etc.).

Explain that this activity involves an outdoor litter pick activity and close examination of the types of items and materials that are collected.

Group Assignment 1

- Divide the students into groups (3 – 6 children per group, depending on class size. Also have at least one adult with each group) Take students outside to a playground, a park or near the school.
- Discuss safety, boundaries and rules before going outside (set boundaries, no running, stay with group and adults, avoid sharp or heavy objects, do not go near roads, etc.).
- Distribute individual gloves and one garbage bag to groups. Demonstrate how to carefully pick up, examine and calculate pieces of litter.
- After the litter-pick, ask the groups to empty out their bags into piles on the floor back in the classroom and note down all collected items in a notebook.

Classroom Session 2

Ask students to answer the following questions:

- What are the things you found? Discuss findings and compare their litter with items that were discussed and listed at the beginning of class.
- What is the reason for littering?
- Ask the groups to count the total number of pieces of litter that was found.
- Then list the totals on the chalkboard/smart board

- Have the groups separate the materials they found into two categories in response to each of the questions below. (Once they have finished putting their pieces of litter into two categories, have them determine if the number of pieces of litter in both groups are equal or if the # number of pieces in one group is greater or less than the # of pieces in the other group.)

- 1) Which materials can be blown away by wind? Which won't move easily by wind?
- 2) Which materials can be carried by water when it rains? Which won't move easily?
- 3) Which materials will fall apart outdoors? Which may remain intact for a long time?
- 4) Which materials seem new and which seem old?
- 5) Which items could be harmful to people, animals or nature?
- 6) Which seem harmless?
- 7) Which items can be reused, if any, and which cannot?
- 8) Which items can be recycled, if any, and which cannot?

Home Assignment **1**

- Have students draw and write about one way that littering can be prevented or reduced on the site that was cleaned up by the class.
- Encourage students to discuss their ideas with their parents and write down their solutions which can be displayed on the Eco-Schools noticeboard.

