

EVERYONE CAN BE PART OF THE



On 16 May, children at schools throughout the world will be celebrating No Litter Day. Children, who are part of the No Litter Generation, will collect litter, sort and weigh it. At the same time they will spread the message that all children everywhere should be able to live in a clean and healthy environment.

We have collected together some exercises here that will help students to explore the issue of littering and solutions that are required for a cleaner, more sustainable world.

TALKING LITTER

Begin by getting the students to watch the No Litter film (worldschildrengeneration.org/nolittergeneration). If you don't have access to the Internet, you can go straight to the next step.

1. Discuss the film in groups and as a class. Ask questions such as: How do you feel after seeing the film? What is it trying to tell us? What were you thinking when you watched it?
2. Question: Can we learn something from what we have just seen? What role do we have?
3. Perhaps watch the film a second time after the students have discussed what they have experienced.

In the next step, let the students read texts about litter and waste. Explore and discuss the content. Use the following questions as support.

- What is litter actually? Can you give examples of common litter where you live?
- What can littering lead to? How does it affect marine life?
- How does littering affect us humans?
- What is littering like where you live? Is it a big problem? Is there a lot of litter on the ground?
- Are there good systems where you live for handling waste?
- How could littering be reduced where you live? What solutions can you think of?
- How can global littering be

reduced? What is the responsibility of each individual and what is down to municipalities, government and parliament, other countries, companies and the UN? Are there more parties who play a role?

IN-DEPTH EXPLORATION

The students can work individually, in pairs or groups on identifying suggested solutions. How can littering be reduced where you live? What solutions can you think of? This exercise can also be used for other issues. Method:

1. Begin individually: Each student has a few minutes to write down their thoughts, at least three points.
2. Get the students to sit in pairs: Each pair discuss and compare their thoughts.
3. Pair + pair: Two pairs share their thoughts with one another. The group jointly selects which three points they want to present to the class.
4. Each group presents their thoughts and ideas to the whole class.
5. Finish by debating what you can do collectively at school to draw attention to the problems of littering and the solutions.

SPREAD THE WORD, NOT LITTER

Get the students to use No Litter Day to spread knowledge about the consequences of littering and to encourage other people to get involved. Choose the method that best suits your class or school. For example:

- * Write and give speeches about the consequences of littering, and about the available solutions.
- * Write articles, reviews, stories or scripts for a film or play.
- * Create news reports, and employ a humorous, shock or dramatic angle to attract attention.
- * Produce an exhibition or theatrical performance at school and invite an audience. Relatives, neighbours, local politicians and local media may want to come along.
- * Post about #NoLitterDay on your own and/or the school's social media.

RESOURCES

- * p. 109–116 of The Globe.
- * No Litter film as well as films and 360-images from Pakistan at worldschildrengeneration.org/nolitterpakistan.
- * Data, in-depth information and documentation for copying about the Global Sustainable Development Goals at worldschildrengeneration.org/globalgoals

*16 May is No Litter Day, but you can choose to go litter-picking at any time during that week.

LITTER SURVEY

Go out and conduct a litter survey with your students. You will need: Sticks and two-metre lengths of string. Ideally gloves and/or picking tools. Agree on any litter the students will not pick up, e.g. because it is hazardous.

1. Divide the students up into groups, each with their own area to survey.
2. Each group sets up the stick in the centre of their area and ties the string securely to the stick.
3. The groups collect all the litter they find outward from the stick within a two-metre radius in all directions. Both large and small pieces of litter should be collected.
4. Once all litter has been collected, it's time to count and sort. Decide on the process together, so that all groups use the same method. For example, count the number of cigarette butts, plastic bags and food and drink packages. Or sort by material: metal, plastic, paper, etc.

Ask the students to consider:

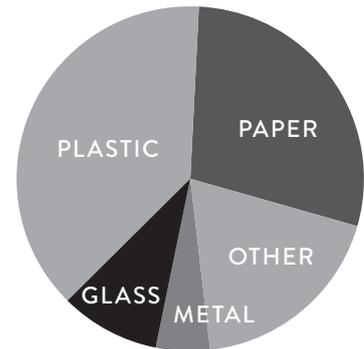
- What type of litter did you find?
- What litter was most common?
- Who do you think dropped the litter – can you tell where it comes from? For example, is it litter from industry or from individual people? Children or adults?
- Compare the different areas of the groups. Was there different litter in the different locations? Was there more litter in a certain location? If so, what might be the reason?

LITTER STATISTICS & QUANTITIES

Use the results from the litter survey for exercises in maths lessons. Adjust the level of difficulty to suit the prior knowledge of the students.

Produce litter statistics relating to:

- Different materials. How much was made of metal, plastic or card?
- What percentage was plastic bags, food tins, sweet wrappers or cigarette butts?



Get the students to create tables and pie charts showing the results of the litter surveys.

- What was the most common type of litter? What was least common?
- How much litter did the class find in total?
- How much litter was found per m²?

SAVE THE RESULTS!

When you do litter surveys again, next year or at different times of year, you can compare and calculate the percentage increase or decrease over time.

SCRAP CREATIONS

It is possible to create beautiful, fun and useful items using scrap. Working with colours and shades, recycling, decorating and reusing!

Use the litter the students have collected to make something new, a picture, a sculpture or perhaps a new invention? Perhaps you can create a large work of art, write the school name, decorate containers for waste, or design a magazine from scraps of paper? The only limit is your imagination!

Begin by sorting the items you have found by colour, like a rainbow or paint palette.

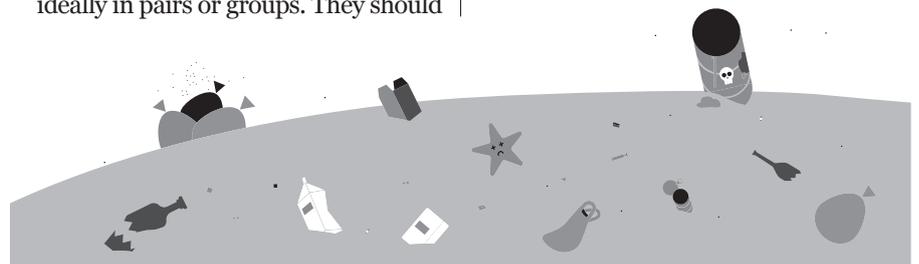
Then create mosaic pictures using the litter, perhaps a landscape or a portrait.

TIMELINE

Does litter that ends up on the ground disappear by itself, or does it hang around for 1 year or maybe 100 years? Use litter collected by the students and/or ask them to bring waste from home, so that you get an assorted collection of everything from glass to plastic, metal, newspapers and fruit peel.

1. Lay out a long rope as a timeline in the classroom, or draw a chalk line in the playground. Mark out several points of time along the line, showing years or centuries.
2. Get the students to work together, ideally in pairs or groups. They should

- place the litter along the timeline according to how long they believe it takes for each item to decompose so that it is no longer visible.
3. Go along the timeline with the class and discuss it. Have they got it right? Work through various points; for instance, how is it that certain items disappear quicker than others? Also talk about, for example, the fact that plastic can cause harm even when it is no longer visible.
 4. Discuss what we can do to save the earth's resources and reduce the quantity of litter by reusing more, recycling and making smarter choices when we shop, etc.



YOU AND THE GLOBAL SUSTAINABLE DEVELOPMENT GOALS

Through the UN, the world's leaders have agreed that everyone must work on many fronts to achieve a better world. They have committed to 17 global goals in order to achieve fantastic things by 2030, including eradicating extreme poverty, reducing inequality and injustice and resolving the climate crisis.

- 1 Talk about the Global Sustainable Development Goals. Explain that the goals are all interlinked. They impact on one another and it is difficult to achieve one goal without achieving another. If we focus too narrowly on one goal, it can be difficult to achieve others. Consequently, it is important to take a holistic approach.
2. Get the students to read about litter and waste in rich and poor countries, and about debt slave Nisha and garbage picker Sidra in Pakistan.
3. Get the students to work in pairs or groups. They begin by exploring issues relating to one of the global goals, based on the life situations of Nisha and Sidra.
4. The students go on and explore in the same way how other goals are interlinked with the girls' situation and how the goals impact on one another. They could draw a mind map or cut and paste to illustrate the connections.

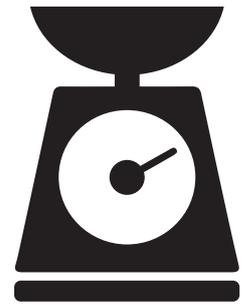
Support

Use the table as a basis for the work. It contains questions relating to some of the goals. On the WCP website you can download a table with questions relating to all the goals.

1 	NO POVERTY How does being poor affect Nisha and Sidra and what impact does poverty have on waste management or the amount of litter on the ground? What other Global Goals can more easily be achieved if poverty is reduced? How? ▶ Link to, for example, Goals 3, 6, 10, 11, 12
3 	GOOD HEALTH AND WELL-BEING Nisha and Sidra live in an environment filled with litter. In what way do you think this affects their health and well-being, for example, when playing outdoors, or when disease is spread by rubbish? How can people's health affect/be affected by the other goals? ▶ Link to, for example, Goals 1, 4, 5, 6, 10, 11
4 	QUALITY EDUCATION How can schools help Nisha, Sidra and their contemporaries around the world become a <i>No Litter Generation</i> ? What is important to learn in school so that we can achieve the Global Goals by 2030? ▶ Link to, for example, Goals 1, 3, 5, 6, 10
5 	GENDER EQUALITY Nisha and Sidra are learning about the equal rights of girls through World's Children's Prize and fighting as the <i>No Litter Generation</i> for a cleaner and healthier environment. How can increased gender equality contribute to factors such as more peaceful communities, reduced poverty and littering? ▶ Link to, for example, Goals 3, 4, 6, 10, 16
6 	CLEAN WATER AND SANITATION How is the right to clean water and sanitation affected by littering and poor waste management? How can girls like Nisha and Sidra obtain more knowledge about the dangers of dirty water, for example? ▶ Link to, for example, Goals 1, 3, 4, 5, 8, 10, 12
8 	DECENT LIVING CONDITIONS AND ECONOMIC GROWTH What is meant by decent living conditions? Do Nisha and Sidra have decent living conditions? How could things be better? Do you think that people would litter less where they live if they had better living conditions? ▶ Link to, for example, Goals 1, 3, 4, 5, 6, 10
10 	REDUCED INEQUALITIES Nisha and Sidra's lives show how circumstances differ for children around the world. And that poor countries can find it difficult to manage litter and waste. Sometimes they also handle hazardous waste from rich countries. How can this be changed? ▶ Link to, for example, Goals 1, 4, 5, 11, 12
11 	SUSTAINABLE CITIES AND COMMUNITIES Nisha and Sidra live on the outskirts of a big city. By 2030, 6 out of every 10 people in the world will be living in cities. Many people are forced to move away from rural areas due to poverty. How can cities become more sustainable? ▶ Link to, for example, Goals 1, 4, 5, 8, 12, 13, 14, 15
12 	RESPONSIBLE CONSUMPTION AND PRODUCTION Consumption and production of goods often has a major environmental impact and can lead to increased littering. What differences are to be found in methods of consumption and production in different parts of the world? Why? And can your consumption have an impact on companies' production? ▶ Link to, for example, Goals 4, 8, 11, 13
13 	CLIMATE ACTION Our way of life and how we use energy has an impact on the climate. Do you, Nisha and Sidra have very different impacts? Do different countries have different levels of impact on the climate? What can you or your school do to help achieve the goal? ▶ Link to, for example, Goals 1, 6, 7, 11, 12
14 	LIFE BELOW WATER A large percentage of the litter we generate ultimately ends up in the oceans, and is hazardous to all aquatic life. What can you do to reduce the amount of litter that ends up in the oceans? In what other ways is the marine environment affected by humans? ▶ Link to, for example, Goals 6, 8, 12, 15

SORT, WEIGH & REPORT

No Litter Day involves picking litter, sorting and weighing it all. Then report the results to World's Children's Prize, so that we can calculate how many tons of litter the children from the *No Litter Generation* have jointly collected. Report it to the WCP contact person in your country or on the website: worldschildrensprize.org/nolittergeneration

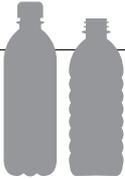
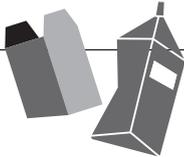
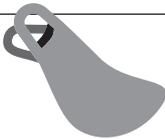


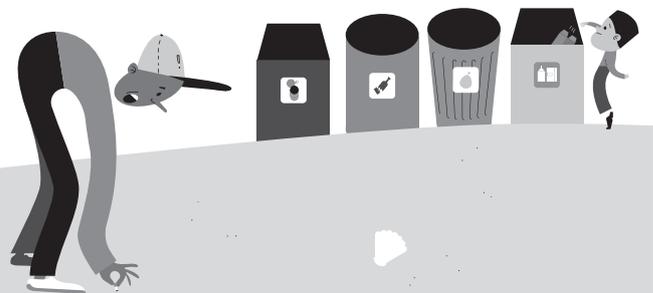
REPORT THE TOTAL WEIGHT

We have collected _____ kg of litter.

IF YOU WANT TO!

Indicate the number of different types of litter you have found.

PET bottles 	QUANTITY <input type="text"/>	Food packaging 	QUANTITY <input type="text"/>
Plastic bags 	<input type="text"/>	Glass bottles & glass jars 	<input type="text"/>
Food tins 	<input type="text"/>	Aluminium cans 	<input type="text"/>
Cigarette butts 	<input type="text"/>		



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