



Help us to

Stop the drop

Secondary School Litter resource pack



Introduction



Herefordshire Council spends nearly £1million on collecting litter each year. We are committed to reducing the litter issue in the county and tackling it at source by educating everyone not to drop litter. Most school grounds don't have a big litter problem, but we believe that by educating students during this stage in their lives, that issues in the future will be reduced.

This pack contains a range of resources for you to use. You do not need to use all of the resources, and any of them can be changed to suit your particular geographical area or your cohort of students.

If you need any further assistance, please contact:
Energy and Environmental Management team
on eem@herefordshire.gov.uk or call 01432 383262
or visit www.herefordshire.gov.uk/stopthedrop

Good luck!

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Are you aware that under the Environmental Protection Act 1990, section 89 (1), the governing body has a duty to ensure that the school grounds are kept clear of litter. Any private individual can take a school to court for having litter in its grounds. A school can be fined up to £2,500 plus a daily fine until the litter is cleared.



Assembly Ideas



A whole school assembly is a good way of introducing the topic.

Below are some ideas which can be adapted to suit your particular school.

- Collect a sample of litter from the school grounds – go into assembly and dump it onto the floor – explain how long the different items take to biodegrade and how old the students will be (or their children, or their children’s children, etc.) when each item has biodegraded.
- Make the assembly theme **“risk-taking”**
Spread a few empty crisp packets around the stage - Are any of the students brave enough to stick their neck out and take a risk?
Who would like to come up and pick up one of the crisp packets ?
Hide a £5 note in at least one of the packets and, when all the packets have been picked up, ask the students to look inside them (if they haven’t already done so).
You see? Sometimes it’s worth sticking your neck out and taking a risk, so don’t follow the crowd – put your own litter in the bin, help to pick up other people’s litter and stop them dropping it in the first place.
- End the assembly by asking those who would be interested in joining a litter-pick of the school grounds to sign up at the school office by end of school today/tomorrow

Ideas courtesy of Litteraction.org

<http://www.litteraction.org.uk/infocentre/schools>

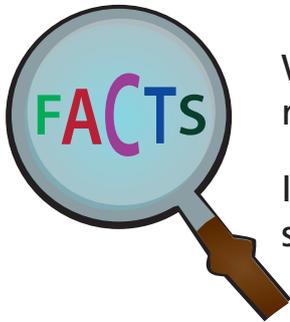
Assemblies on-line to look at:

[www.keepbritaintidy.org/
Documents/Files/EcoSchools/8928_KBT_Assembly%20Plan.pdf](http://www.keepbritaintidy.org/Documents/Files/EcoSchools/8928_KBT_Assembly%20Plan.pdf)

[www.keepbritaintidy.org/
Documents/Files/EcoSchools/KBT_PP%20slides_Schools%20Pack.pdf](http://www.keepbritaintidy.org/Documents/Files/EcoSchools/KBT_PP%20slides_Schools%20Pack.pdf)



Some useful facts and figures about litter



We spend nearly £1million pounds of council tax payers' money in Herefordshire each year collecting litter.

If everyone took their litter home, then this money could be spent on other council services.

95% of UK vets say that they have treated animals injured by litter.

48% of the population admit to dropping litter.

94% of people feel annoyed by other people dropping litter.

Eco-schools

Litter is one of the simplest ways to show students the impact our behaviour has on the environment and is therefore one of the Eco Schools topics and a necessary one for the Green Flag Award.

Monitoring and evaluating is a necessary and important part of the Eco-Schools Award Scheme. Keeping the school grounds clear of litter by litter picking lends itself really well to monitoring and evaluating as the litter can be weighed, sorted and recycled where possible. If photographs are taken before and after litter picks and records are kept of the amount and type of litter collected comparisons can be made. This will provide evidence of any reduction in litter or otherwise and provide opportunities to evaluate the situation and methodology used to ensure a reduction of litter in the school.



How to organise a school litter pick



Aims:

- To clear your school grounds or local area of litter.
- Involve all students in positive community action.
- Instil environmental awareness and responsibility for local area.

Planning:

- How many classes involved? How many adults?
- Where will you go- school grounds only or in the local area?
- Phone Balfour Beatty on 01432 261800
They have a range of equipment that can be borrowed and can arrange collection of bags if picking outside of the school grounds.
- Instruct caretaker not to pick litter for a day or so before the event.
- Remind students to wear appropriate clothing and footwear on the day.
- How long will the lesson last- one hour is plenty if in the school grounds, longer may be needed for the local area.
- Write a risk assessment – see page 7 for more information on this.
- How will the litter be disposed of – if picking in the school grounds then you will need to dispose of it along with your normal waste.
How much of it could be recycled? If picking outside the school grounds, contact Balfour Beatty on 01432 261800 to arrange collection of the bagged litter.

Resources:

- Gloves and/or litter pickers for everyone.
- Bags - consider separate bags for recyclable items.
- Camera to record before and after shots as well as the litter picking.
- Bell or whistle to call everyone back when finished.
- You might want to consider tally or recording sheets and a spring balance for weighing bags. See page 11 for a sample tally sheet.



How to organise a school litter pick (continued)

Risk Assessment

Page 7 gives details of how to risk assess your litter pick activity.

Lesson Plans

Pages 10-16 give a lesson plan for a litter pick and some follow on lessons.

Follow up

In addition, you may want to think about involving other community members or organisations, for example the church, Parish Council, local residents, a local shop or take away, a local sports club.

Could your class do an assembly or presentation to the rest of the school on their findings?



School litter pick

Risk assessment check list

The following list is intended as a starting point and will need to be adapted to suit your location and students.

Planning the litter pick

- Location – decide whether to use the school grounds or local area.
- Avoid main roads, rivers, streams, ponds, railway lines, industrial premises etc.
- Decide how many students and adult helpers will be involved. Will you have sufficient supervision?
- Decide if you will walk a local route or tackle one area like a park?
- Obtain a map or plan of the area.
- Walk around the area the week before and identify any potential hazards and record these.
- Ensure that you have sufficient gloves and pickers for everyone. Reflective vests will be needed if outside of the school grounds.
- Advise those taking part to wear appropriate clothing and footwear.

On the day of the litter pick

- Check the weather forecast and be prepared to postpone the pick if bad weather is likely.
- Ensure that all participants are wearing suitable clothing and footwear and ensure that everyone has gloves and pickers.
- Give clear instructions to students about area to be picked and signal or time to return.
- Give clear instructions about how litter is to be picked up – with gloves or pickers always and no bare hands.
- Advise on potential hazards in the area.
- Advise on what to do if they come across potentially dangerous items – these should all be reported to you and you then inform Balfour Beatty to collect.

If in doubt leave!

Sharp or jagged items such as broken glass.

Heavy or bulky items.

Biohazards such as dead animals, faeces, needles, condoms etc.

- Be aware of potential dangers during the pick such as moving vehicles and strangers interacting with the students.
- All adults and students should be advised to wash their hands following the pick.

Example risk assessment

Use this example to help you complete the blank risk assessment on the following page.

| KEEP BRITAIN TIDY - RISK ASSESSMENT | | | | | | | | | | |
|---|--------------|---|---------------|--|-------------------|-------------------------------------|----|--------------------------|--------------|--|
| RISK RATING MATRIX | | | | | | | | | | |
| Probability | | | Severity | | | Risk | | | | |
| Probable = 3 | | | Critical = 3 | | | 6 - 9 = High Risk | | | | |
| Possible = 2 | | | Serious = 2 | | | 4 = Medium Risk | | | | |
| Unlikely = 1 | | | Minor = 1 | | | 1 - 3 Low Risk | | | | |
| Assessors Name(s): | | | Reference no: | | | Assessment Date: | | | Review Date: | |
| Site / Area: | | | Location: | | | Identify People at Risk: Volunteers | | | | |
| Details of operation or work activity undertaken: Clean up with volunteers and children | | | | | | | | | | |
| Hazards | Initial Risk | | | Controls / Safeguards / Precautions | Residual Risk | | | Initial once implemented | | |
| | P | S | RR | | P | S | RR | | | |
| <ul style="list-style-type: none"> Personal Injury; cuts and grazes Nettle/insect stings Sunburn | | | | <ul style="list-style-type: none"> First-aider on site, with access to First Aid waist bag No unprotected feet – wear sturdy shoes, boots or trainers Wear suitable clothing (gloves at all times, sleeves and trousers) In hot weather, wear hat and use sunblock when needed All volunteers to use litterpickers to collect rubbish - NEVER scoop up items by hand Be wary of uneven ground and trip hazards including trailing vegetation | | | | | | |
| <ul style="list-style-type: none"> Car Park and Roads | | | | <ul style="list-style-type: none"> Children to remain under supervision and in sight of a responsible adult at all times Briefing to include warning on roads, speed limits and any known hazards Briefing to include warning to always focus when crossing streets and be aware of surroundings at all times Be aware of cars, potentially trying to park, maintain vigilance, give warning to others of approaching vehicles Children not to pick litter from the road but to remain on pavements and paths Tabards or hi-vis to be worn at all times | | | | | | |
| <ul style="list-style-type: none"> Cuts and possible infection through contact with Sharps and Syringes | | | | <ul style="list-style-type: none"> Site survey prior to event to check for any evidence of syringes. Volunteers finding syringes should not touch them, but immediately notify the Group Leader who will arrange disposal. All work must then cease in this particular area Sharps bins to be available on site Any accidental piercing by syringe should be immediately treated at medical practice or A & E (see below) | | | | | | |
| <ul style="list-style-type: none"> Dog Fouling | | | | <ul style="list-style-type: none"> Advise on issue of dog fouling during the briefing Do not touch dog fouling If a volunteer steps in dog faeces return to the Ranger Office to clean shoes If found warn others in the vicinity | | | | | | |
| <ul style="list-style-type: none"> Dogs | | | | <ul style="list-style-type: none"> Staff to maintain vigilance for dogs off leads Dog Walkers in vicinity to be advised by staff of the litter pick and to keep dogs under control Children to remain under adult supervision and within sight of adults at all times | | | | | | |
| <ul style="list-style-type: none"> Contact with Hazardous Chemicals | | | | <ul style="list-style-type: none"> Any suspicious drums, materials or containers with contents not identifiable to be left untouched and Environment Agency Pollution Hotline to be contacted (Tel 0800 7312453) | | | | | | |
| <ul style="list-style-type: none"> Lifting heavy items | | | | <ul style="list-style-type: none"> All volunteers to leave bulky items alone If item to be lifted, only trained staff aware of correct lifting procedure should undertake | | | | | | |
| <ul style="list-style-type: none"> Volunteers not familiar with safety procedures | | | | <ul style="list-style-type: none"> All volunteers should be given a briefing Safety Talk, covering the above risks and general information about correct use of the equipment, the site | | | | | | |
| <ul style="list-style-type: none"> Safeguarding – children and vulnerable adults in a public area | | | | <ul style="list-style-type: none"> All children and any vulnerable adults to be accompanied by responsible adult (parent, carer or teacher) in approved ratios No child to be out of sight of a responsible adult Where DBS is required for individuals this is in place All staff on site to maintain vigilance where members of the public not participating in the event are using the same public space All event volunteers to wear event tabards to allow easy identification In the event of an incident Keep Britain Tidy Safeguarding and reporting policy to be implemented together with any procedures required by third parties | | | | | | |
| Personal Protective Equipment Needed | Provided by | | | First Aiders/Group Leaders | Nearest Telephone | Nearest 24 hour Hospital with A&E | | | | |
| | | | | | | | | | | |

RISK ASSESSMENT

| RISK RATING MATRIX | | |
|--------------------|--------------|-------------------|
| Probability | Severity | Risk |
| Probable = 3 | Critical = 3 | 6 - 9 = High Risk |
| Possible = 2 | Serious = 2 | 4 = Medium Risk |
| Unlikely = 1 | Minor = 1 | 1 - 3 Low Risk |

| | | | |
|--------------------|---------------|-------------------------------------|--------------|
| Assessors Name(s): | Reference no: | Assessment Date: | Review Date: |
| Site / Area: | Location: | Identify People at Risk: Volunteers | |

Details of operation or work activity undertaken: Clean up with volunteers and children

| Hazards | Initial Risk | | | Residual Risk | | | Initial once implemented |
|---------|--------------|---|----|---------------|---|----|--------------------------|
| | P | S | RR | P | S | RR | |
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| Personal Protective Equipment Needed | Provided by | First Aiders/Group Leaders | Nearest Telephone | Nearest 24 hour Hospital with A&E |
|--------------------------------------|-------------|----------------------------|-------------------|-----------------------------------|
| | | | | |

Stop the drop

Lesson Plan

Litter Pick



Aims:

- To tidy the school grounds/ local area.
- To involve students in positive community action.
- To instil awareness of litter issue and responsible behaviour.
- To collect data on litter.

Resources:

- Pencils and clipboards
- Gloves and/or pickers
- Tally sheets
- Camera
- Bell or whistle
- Hanging scales
- First aid kit

- Health and safety - ensure a risk assessment has been done prior to the lesson. Explain rules to students regarding what can and cannot be picked up as well as area to be picked.
- Divide students into groups and hand out tally sheets, bags and gloves.
- Students to pick litter, record on tally sheet and place item in a bag.
- Remember to take before and after pictures as well as action shots.
- Gather students together near the end of the lesson to weigh each group's bag and record weight on their tally sheet.
- Dispose of waste as planned (unless needed for other activities)
- Ensure all students wash their hands following the activity.



Schools litter pick Tally Sheet

Group

Name: Date:

| Item | Tally | Total |
|--------------------|-------|-------|
| Sweet wrappers | | |
| Chocolate wrappers | | |
| Crisp packets | | |
| Drink cans | | |
| Foil | | |
| Plastic bags | | |
| Plastic wrapping | | |
| Paper | | |
| Drink cartons | | |
| Banana skin | | |
| Orange peel | | |
| Other: | | |
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Weight of bag:

Total number of items:



Stop the drop

Lesson Plan

Litter Pick Analysis



Aims:

- To analyse results of the litter pick.
- To develop skills in data collection, recording and presentation
- To understand the different sources of litter and to theorize on why people drop litter

Resources:

- Tally sheets from litter pick
- Graph paper
- Computer programme for creating graphs e.g. Excel

- Ask one student to act as facilitator to record each group's tally results on the board to create an overall tally sheet for the class.
- Ask students to create charts of the results using either graph paper or excel.
- Ask students to work in groups to -

Identify which types of litter were the most prevalent

Discuss what areas had the greatest quantity of litter?

Discuss who/ what is the source of litter – students, the public?

Discuss why people drop litter?

Plenary

- Ask each group to record back on their discussions and record these on the board.

Stop the drop

Lesson Plan

Solving the litter issue



Aims:

- To understand the causes and impacts of litter
- To create a plan to reduce or eliminate litter
- To develop problem-solving skills

Resources:

- Tally sheets from litter pick and graphs from previous lesson
- List of discussion points from previous lesson

- Remind students of their discussions in the previous lesson and their ideas for reducing litter.
- Ask students what they feel the impacts of litter are both within the school and the local community.
- Ask one student to act as facilitator to record class ideas on ways that litter could be combatted. Some examples could include – more bins, posters/signs, banning outside snacks at break, detention for those caught dropping litter. You may also want to extend their ideas to the local area.
- Ask students to devise either a whole school plan, or a community plan for reducing or eliminating litter. Students could work alone or in groups.
- As an additional item, some students could write letters for a school newsletter or website, explaining the issue and impacts of litter and making suggestions as to what could be done about it.

Plenary

- Ask a selection of students to read out their ideas or letters.

Lesson Plan: When will it be gone?



Learning outcome

Students will discover how long it takes for commonly found litter items to biodegrade.

Activity summary

This matching exercise requires students to match commonly littered items to the length of time it takes for them to biodegrade.

Subject links

Science

English

Art and Design*

*When extension activities are completed

Activity

Before the activity, make sure everyone understands the definition of the word "biodegrade".

This word will feature in the activity and an explanation will help the class understand why certain items of litter damage our environment more than others.

This activity can be completed either individually or in small groups. Ask students to consider the characteristics of commonly found litter items in the left hand column of the worksheet. Can they match each item to the correct length of time it takes to biodegrade in the right hand column?

If possible, provide each table with examples for each item (taking care to make sure they are clean and have no rough/sharp edges) allowing students to investigate the characteristics in more detail.

Once the students have completed the worksheet, mark the answers as a class, taking each item in turn.

Discuss the answers and reasons why some materials break down faster e.g. a paper bag is thin, goes soft and breaks easily when wet.

Extension ideas

- Using the answers below ask students to produce a litter timeline.

Starting from the present day ask them to plot the time it will take for each item of litter to biodegrade .

What year will a banana skin break down by?

How old will they be by the time a plastic bag breaks down?

This activity could be incorporated into a display to discourage other students in the school from dropping litter or an assembly talk.

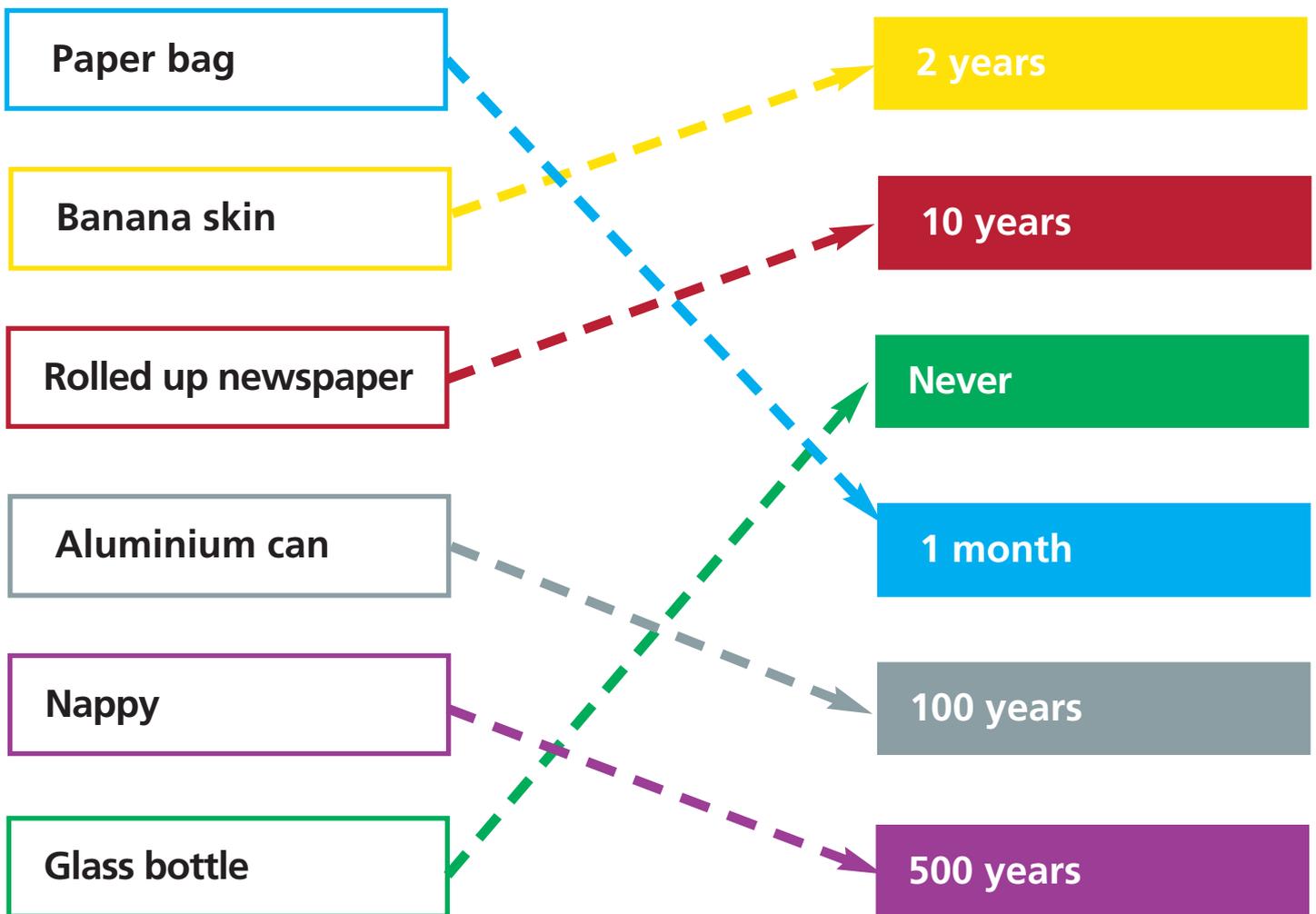


Answers: When will it be gone?



Activity answers

Match the item to a length of time



Litter: When will it be gone?

Once a piece of rubbish is dropped onto the ground, it can stay there for a long time. Each of the items below could be a piece of litter.

Think carefully about what each item is made from and decide how long it will take to biodegrade.

Match each item to a length of time on the right of the page. You may be surprised at the answers!



Match the item to a length of time

Paper bag



2 years

Banana skin



10 years

Rolled up newspaper



Never

Aluminium can



1 month

Nappy



100 years

Glass bottle



500 years



KS3 & KS4 Curriculum Links

Litter is part of the citizenship curriculum and one of the nine eco-school topics. A project can encourage students to develop analytical and problem solving skills.

Ofsted see litter as a sign of students' respect (or lack of it) for their learning environment and the school's approach to litter can contribute towards your inspection rating in personal development, behaviour and welfare.

English Lesson Ideas

Writing for different audiences:

- Write an item for a newspaper or news website on the subject of litter. Why is litter a problem and what could be done?
- Write a letter to a school newsletter or similar about their thoughts on litter.
- Think up catchy advertising slogans that might appeal to different age groups and dissuade them from littering.
- Write a poem, rap or sketch for performance.
- Write a discursive essay on "Why is litter an issue and what could be done"

Spoken English

- Debate or discuss—"who's to blame for litter" or "it's the council's job to pick up litter".
- Students to organise a presentation or assembly for other students.
- Interview local residents about their thoughts on litter. Results of this could contribute to a class report or presentation.

Maths Lesson Ideas

- Weigh and measure the litter from a litter pick. Students could work out the number of items per square metre.
- Display evidence from a litter pick in the form of graphs and charts.



Citizenship Lesson Ideas

- The nature of litter and the laws surrounding it. What is done by local authorities to tackle it and the role of the community and voluntary organisations.
- Students could organise a school litter pick. Students could analyse the nature and source of the litter and devise a whole school plan to reduce it.
- Should litter bins be provided at tax payers' expense or should everyone take their rubbish home with them?

Geography Lesson Ideas

- Mapping of litter in the school grounds or local area.
- Impact of litter on the local area.
- Use and conservation of resources.
- How the issue of litter is a world-wide problem - for example, plastics in the oceans.
- How is litter tackled in other countries - Singapore is a good example of a country with a strict approach.

History Lesson Ideas

- Use as part of a local history project on how the area has changed. Why was litter not so much of a problem in the past?
- Compare with environmental issues in the past—for example smog.
- Interviews with older local residents.

Science Lesson Ideas

- Materials - investigate what types of materials litter consists of - how are these materials made and how long do they take to decompose. Could they be recycled?
- Eco-systems - how are different eco-systems affected by litter and other types of pollution?

Language Lesson Ideas

- Discussion on the topic of litter in the language being studied.
- Is it an issue in that country as well?

Physical Education Lesson Ideas

- Design a dance around the theme of litter.
- Outdoor education - students could organise a litter pick in a local park or natural area. This could include route planning and team work.

Design and Technology Lesson Ideas

- Students could design an innovative litter bin that might appeal to young people or be easier to use.
- Students could look at the design of take-away packaging. Could they design alternatives that are biodegradable or re-usable?
- Lesson Idea – students could design new items from old – see link to lesson plan http://eco-schools.org.uk/wp-content/uploads/2016/11/14248_KBT-7.-ACTIVITY-IDEA-KS3-DESIGN-AND-TECHNOLOGY-LR.pdf

Music Lesson Ideas

- Compose music or songs around the theme of litter or caring for the environment.

Computing Lesson Ideas

- Use Excel to create graphs and charts of litter found on a litter pick.
- Design posters and publicity material on an anti-litter theme.
- Create animations and stop-motion clips to persuade others not to litter.

Art and Design Lesson Ideas

- Design posters or publicity art work on an anti-litter theme.
- Create up-cycled items from litter.



Further sources of information and ideas



www.herefordshire.gov.uk/stopthedrop

Follow the link to the animations on our website, they may be useful in assemblies. If your school creates one, let us know!

<https://www.tes.com/teaching-resources>

<http://www.assemblies.org.uk>

<http://www.keepbritaintidy.org/home/481>

<http://www.eco-schools.org.uk/>

<http://www.litteraction.org.uk/>

https://www.mcsuk.org/what_we_do/Clean+seas+and+beaches/Campaigns+and+policy/Marine+Litter+Action+Network

<http://www.cpre.org.uk/what-we-do/energy-and-waste/litter-and-fly-tipping>



www.herefordshire.gov.uk/stopthedrop

Balfour Beatty



Working for Herefordshire