



Help us to

# Stop the drop

## Primary 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 primary school grounds don't have a big litter problem, but we believe that by educating children 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 children.

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



# Curriculum Links

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

Ofsted see litter as a sign of pupils' 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:** Persuasive and report writing, poetry, debate, drama, story telling, class discussions, presentations (assemblies) questioning and interviewing techniques.

**Maths:** Litter surveys, data collection, tally charts, graphs, counting, weighing and measuring.

**Geography:** Mapping litter in the school grounds or local area, impact of litter on the local area, use and conservation of resources.

**Science:** Materials and manufacturing processes, compost and decay, habitats, impacts of litter on the environment, pollution.

**ICT:** Spread-sheets, graphs and charts, posters and publicity material, word processing, videos.

**Art & Design Technology:** Posters, making items from recycled materials.

**History:** Changes in litter over time—why is there more litter nowadays? Interviews with older local residents.

**PE:** Dance, outdoor education.

**Music:** Composition, songs.

**Religion/ Citizenship:** Moral issues, caring for others and the environment, opinions of other people, caring for wildlife.



**Eco-schools:** Litter is one of the simplest ways to show children 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.

## Assembly Ideas

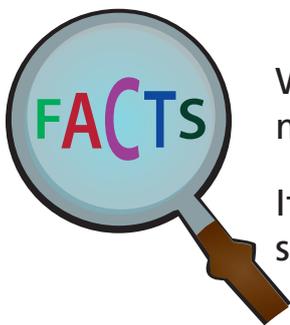


A whole school assembly is a good way of introducing the topic. Below are some ideas which can be adapted to suit your particular school. Assemblies on-line to look at:

[www.keepbritainty.org/  
Documents/Files/EcoSchools/8928\\_KBT\\_Assembly%20Plan.pdf](http://www.keepbritainty.org/Documents/Files/EcoSchools/8928_KBT_Assembly%20Plan.pdf)

[www.keepbritainty.org/  
Documents/Files/EcoSchools/KBT\\_PP%20slides\\_Schools%20Pack.pdf](http://www.keepbritainty.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.**



## How to organise a school litter pick



### Aims:

- To clear your school grounds or local area of litter.
- Involve all pupils 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 children 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.
- 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.
- Write a risk assessment - see page 7 for more information on this.

### 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 10-20 give a lesson plan for a litter pick and 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

This check list is intended as a starting point and will need to be adapted to suit your location and children. To help you there is a completed example risk assessment and a risk assessment template on the following pages.

### 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 children 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 children 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 children.
- All adults and children 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: <b>Volunteers</b>				
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"> <li>Personal Injury; cuts and grazes</li> <li>Nettle/insect stings</li> <li>Sunburn</li> </ul>				<ul style="list-style-type: none"> <li>First-aider on site, with access to First Aid waist bag</li> <li>No unprotected feet – wear sturdy shoes, boots or trainers</li> <li>Wear suitable clothing (gloves at all times, sleeves and trousers)</li> <li>In hot weather, wear hat and use sunblock when needed</li> <li>All volunteers to use litterpickers to collect rubbish - NEVER scoop up items by hand</li> <li><b>Be wary of uneven ground and trip hazards including trailing vegetation</b></li> </ul>						
<ul style="list-style-type: none"> <li>Car Park and Roads</li> </ul>				<ul style="list-style-type: none"> <li>Children to remain under supervision and in sight of a responsible adult at all times</li> <li>Briefing to include warning on roads, speed limits and any known hazards</li> <li>Briefing to include warning to always focus when crossing streets and be aware of surroundings at all times</li> <li>Be aware of cars, potentially trying to park, maintain vigilance, give warning to others of approaching vehicles</li> <li>Children not to pick litter from the road but to remain on pavements and paths</li> <li>Tabards or hi-vis to be worn at all times</li> </ul>						
<ul style="list-style-type: none"> <li>Cuts and possible infection through contact with Sharps and Syringes</li> </ul>				<ul style="list-style-type: none"> <li>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</li> <li>Sharps bins to be available on site</li> <li>Any accidental piercing by syringe should be immediately treated at medical practice or A &amp; E (see below)</li> </ul>						
<ul style="list-style-type: none"> <li>Dog Fouling</li> </ul>				<ul style="list-style-type: none"> <li>Advise on issue of dog fouling during the briefing</li> <li>Do not touch dog fouling</li> <li>If a volunteer steps in dog faeces return to the Ranger Office to clean shoes</li> <li>If found warn others in the vicinity</li> </ul>						
<ul style="list-style-type: none"> <li>Dogs</li> </ul>				<ul style="list-style-type: none"> <li>Staff to maintain vigilance for dogs off leads</li> <li>Dog Walkers in vicinity to be advised by staff of the litter pick and to keep dogs under control</li> <li>Children to remain under adult supervision and within sight of adults at all times</li> </ul>						
<ul style="list-style-type: none"> <li>Contact with Hazardous Chemicals</li> </ul>				<ul style="list-style-type: none"> <li>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)</li> </ul>						
<ul style="list-style-type: none"> <li>Lifting heavy items</li> </ul>				<ul style="list-style-type: none"> <li>All volunteers to leave bulky items alone</li> <li>If item to be lifted, only trained staff aware of correct lifting procedure should undertake</li> </ul>						
<ul style="list-style-type: none"> <li>Volunteers not familiar with safety procedures</li> </ul>				<ul style="list-style-type: none"> <li>All volunteers should be given a briefing Safety Talk, covering the above risks and general information about correct use of the equipment, the site</li> </ul>						
<ul style="list-style-type: none"> <li>Safeguarding – children and vulnerable adults in a public area</li> </ul>				<ul style="list-style-type: none"> <li>All children and any vulnerable adults to be accompanied by responsible adult (parent, carer or teacher) in approved ratios</li> <li>No child to be out of sight of a responsible adult</li> <li>Where DBS is required for individuals this is in place</li> <li>All staff on site to maintain vigilance where members of the public not participating in the event are using the same public space</li> <li>All event volunteers to wear event tabards to allow easy identification</li> <li>In the event of an incident Keep Britain Tidy Safeguarding and reporting policy to be implemented together with any procedures required by third parties</li> </ul>						
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	
			•				
			•				
			•				
			•				
			•				
			•				
			•				
			•				
			•				

Personal Protective Equipment Needed	Provided by	First Aiders/Group Leaders	Nearest Telephone	Nearest 24 hour Hospital with A&E

# Stop the drop

## Lesson plan for a Litter Pick



### Aims:

- To tidy the school grounds/ local area.
- To involve pupils 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 pupils regarding what can and cannot be picked up as well as area to be picked.
- Divide pupils into groups and hand out tally sheets, bags and gloves.
- Children 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 pupils 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 children wash their hands following the activity.



## Schools litter pick Tally Sheet

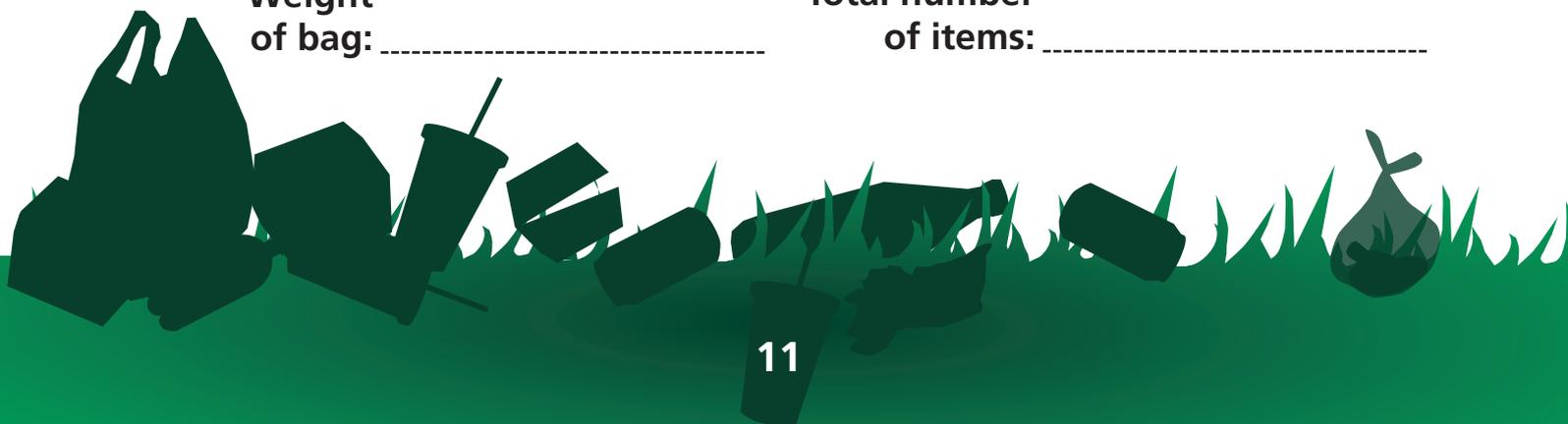
Group

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:		

Weight of bag: .....

Total number of items: .....



## Litter Survey



Now you have investigated how much litter there is in your school grounds complete the table below about your litter pick.

Where did you carry out the litter pick?

How did you do it?

What did you find out?

Is litter such a bad thing?

How can you reduce litter?



# Stop the drop Lesson Plan - Litter Pick Analysis



## Aims:

- To analyse results from the litter pick.
- To understand how much litter is in the school grounds/local area and what it consists of.
- To display and share results.
- To understand and use bar charts.

## Resources:

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

- Children to sit in the groups in which they collected the litter.
- Explain that we want to record the findings of the litter pick.
- Demonstrate on board creation of a bar chart of all class results with each group reading out their results.
- Explain then that each group need to do the same with their own results.
- According to classroom layout and resources available, some groups could complete on graph paper and some on the computer.

## Plenary

- Each group show the graph that they have done and have a minute to talk about their findings.
- Which type of litter had the greatest number of items collected?
- Why do the pupils think this is?
- What could be done to prevent this?

# Stop the drop Lesson Plan - Impact of Litter



## Aims:

- To consider the issue of litter in their local area, its impacts and what can be done.
- To develop their own opinions and express these through discussion and writing.

## Resources:

- Tally sheets and graphs from previous lessons.
- Paper and pencils.
- Consider using some of the facts on litter from the resource pack and some of the slides from the assembly.

- Remind children of the litter pick and the graphs that they produced.
  - What do they feel about the issue of litter?**
  - Why do people drop litter?**
  - What can be done about it?**
- Explain some of the impacts of litter on the environment - unsightly, can be harmful to animals, deters tourists etc.
- Ask children to suggest their own theories on the impacts.
- Explain to children that they are going to write a letter to the school newsletter/school council/local newspaper, explaining the impacts of litter and urging people not to drop litter.
- Children write their letters.

## Plenary

- Ask 2 or 3 children to read out their letter.
- Consider then linking this to other activities such as designing a poster.

# Lesson Plan: When will it be gone?



## Learning outcome

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

## Activity summary

This matching exercise requires pupils 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 pupils 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 pupils to investigate the characteristics in more detail.

Once the pupils 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 pupils 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 pupils in the school from dropping litter or an assembly talk.

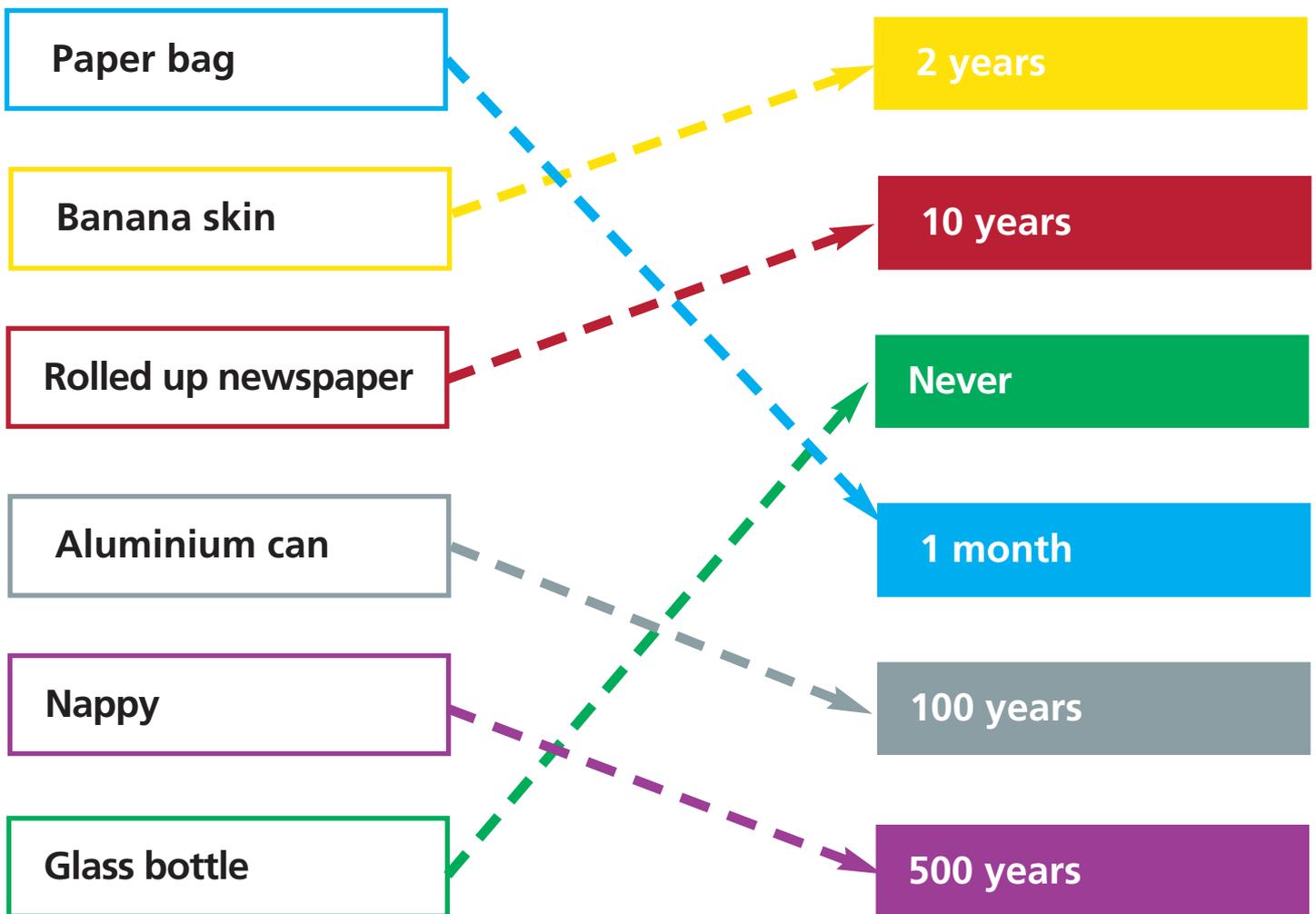


# Answers: When will it be gone?



## 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



# KS1 Lesson Ideas



5-7 Years (Key Stage 1)

## LESSON 2: THE LITTER BUG

<b>TASK</b>	To design a litterbug character and decide on its personality.
<b>BACKGROUND</b>	<p>Discuss with the children the term litterbug.</p> <ul style="list-style-type: none"> <li>▪ Who are litterbugs?</li> <li>▪ What do they do?</li> <li>▪ What characteristics do they have? Imagine how they feel.</li> <li>▪ How does it change our environment?</li> <li>▪ What can we do to change people's attitude to littering?</li> <li>▪ How do you feel when you see people littering?</li> </ul>

### PROCESS

In groups or individually, the children are asked to design a litterbug.

- Get the children to draw the bug and label its special features.
- Get them to describe in detail what the creature does to our neighbourhood.

### LESSON SUCCESS

- Each group should be given the opportunity to share their designs with the whole class and receive feedback.
- What do the children like about the bug designs?
- What are their personalities?

### DEVELOPMENT

- Ask the children to write short stories entitled "The Day I Saw The Litter Bug".
- The children could make models of their litterbugs to display in the school.
- The litterbugs could be used in the Eco-Schools sculpture trail lesson idea.

# Let's Talk Rubbish...

## Litter (KS2)

Lesson time 50-60 minutes

### Learning objective

After completing this lesson, pupils will have discussed, explored and reflected on the problem of litter in their community.

### Curriculum links

Links into the lesson from the school assembly about litter.

Geography pupils to produce litter maps of their local area then analyse the areas litter is found in, the amount and types of litter.

History pupils to look at litter produced in Victorian Britain or Britain since 1930 compared with modern day. Pupils to explore reasons for the changes in amounts and types from Victorian or 1930s Britain to the 21st century.

### Introduction

Class teacher to provide a bag of clean litter to use as a stimulus for the lesson discussion. Some examples of rubbish could be crisp bags, cans, sweet wrappers, plastic bottles, pizza boxes, banana skins, apple cores, plastic rings for holding cans, leaflets and newspapers.

Tip the litter on to the floor.

### Questions to class:

- ▶ "Where do you think I collected this litter?"

Litter collected from around the school playground, school grounds and on the pavement outside the school.

In place of litter the teacher could use a selection of images of litter from the Powerpoint presentation or images shown on the whiteboard.

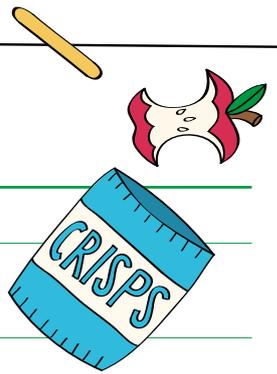
- ▶ "Collecting this litter made me think: 'Why is it on the pavement, on the school playground and around the grounds?'"
- ▶ "Why do people throw litter on the ground? Why do they leave it on the ground rather than use a litter bin?"
- ▶ "Can you suggest other types of litter you have seen around that I have not shown you?"

Shopping trolleys / fast-food packaging / plastic bags / dog poo / broken glass bottles

Introduce the Powerpoint presentation / or whiteboard examples of litter causing problems for wildlife.

- ▶ "Looking at the litter from our school area or the images, how does it make you feel?"





### Look at the litter worksheet

1. Write or draw the types of litter seen in the classroom in box one.
2. In the second box write or draw other types of litter that you have seen in your local area and talked about in the class.
3. In the third box explain how the litter on the classroom floor / images made you feel.
4. In the fourth box work with a partner to suggest what people should do differently with their litter? Think about your local area, parks, beach, river, canals, woods, open ground, your road and home.
5. Now share your suggestions from point four with a second pair from your class. Decide who is going to feedback to the class from your group of four.

20 minutes

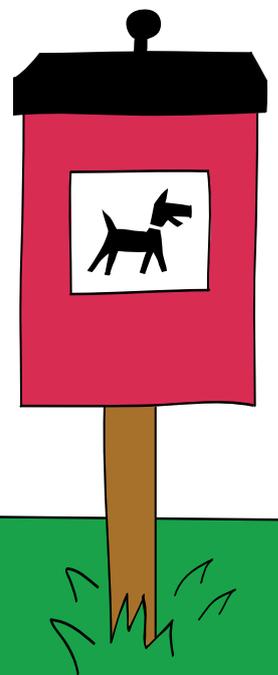
Put litter in the bin, clean-up after your dog, recycle glass, plastic, paper.  
Take home rubbish when in the car, don't throw it out of the window.

Pupils to report back to the class their suggestions from point four.

5-10 minutes

### Follow-up or homework

Take one suggestion from your list (box four) and make a poster with a slogan to illustrate the point. This task could also be developed as an art or graphics ICT task.





# Litter Worksheet

Box 1

Box 2

Box 3

Box 4

## Further ideas for cross-curricular lessons:

- Design posters to persuade others not to drop litter.
- Draw a picture of a place that they like (park, beach etc) and write about why they like it.
- In a plenary then this can be linked to keeping the places that we love clean and tidy.
- Following a litter pick, count the items of litter and create a class tally chart.
- Design posters
- Write poems or newspaper articles
- Debate - who's fault is it?
- Graphs - following a litter pick, make a bar chart on the types of litter found.
- Map - make a map of the school grounds and mark on "grot spots" or litter bins.
- Write a story for younger pupils with an anti-littering morale.
- Invite some older local residents into school and interview them about their thoughts on litter and how things have changed.



# Further sources of information and ideas



[www.herefordshire.gov.uk/stopthedrop](http://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](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](http://www.herefordshire.gov.uk/stopthedrop)

**Balfour Beatty**



Working for Herefordshire