

STEP 9: NO LITTER GENERATION

Children who take part in the No Litter Generation talk about important issues and take action against everything from climate change to littering and consumerism. These activities can spark ideas for solutions required for a more sustainable local community, country and world.



Children in *No Litter Generation* fight against Climate Change.

Climate action

Y What is the science behind the rising temperatures and why is climate change happening? Begin by learning more about climate change on p. 102–105 in *The Globe*, and online.

Find solutions

Working individually, and in pairs or groups on identifying suggested solutions.

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 discussing what you can do collectively at school to draw attention to Climate Change.


Discussion questions

- What is climate change? Have you seen any effects of it where you live?
- Have you noticed any changes in weather patterns where you live? Does it rain less or more now, than in years past?
- Is it warmer or colder throughout the year? What do older people say, was it different when they grew up?
- How clean is the air where you live?
- Is there enough water in lakes and/or streams/rivers where you live (compared to before)?
- Have you noticed any negative effects on animals and/or fish that could be traced to pollution?
- How can you and other people where you live contribute to combatting climate change? What solutions can you see?
- What is the responsibility of each individual and what is down to municipalities, government and parliament, other countries, companies or the UN? Are there other parties that play a role?

RESOURCES FOR STEP 9

- * Stories and facts about the science behind climate change and how it can impact the rights of children, p. 102–105 in *The Globe* and on worldschildrensprize.org/climatechange
- * Stories and facts about climate change, littering and waste on p. 96–101 in *The Globe*
- * Video, facts, 360-images and stories from around the world on worldschildrensprize.org/nolittergeneration
- * Facts about the Global Goals on worldschildrensprize.org/globalgoals

CHANGE YOUR FOOTPRINT

 Each individual's personal impact on the planet is called an ecological footprint. Doing positive things for the environment, is called an ecological handprint.



In this exercise, we focus on the positive, thinking about how we can contribute to a better environment. Prepare for the activity by writing down on large pieces of paper different ways of contributing to a

better environment and counteracting climate change. One statement for each piece of paper. (The activity can also be done together on the board, with participants having the chance to come up with suggestions under the different statements.)

Examples of actions (add/replace with actions that are relevant to your surroundings):

- I will reuse and recycle as often as I can.
- I will mend things that get broken.
- I won't throw litter and waste in rivers/ponds or the sea.
- I will look after plants and animals in my area.
- I won't throw chemicals or other hazardous waste in nature, and make sure it is taken care of in a safe way.
- I won't throw litter on the ground.

1. Put the pieces of paper on different tables and divide the class/group into smaller groups so there are three or four participants at each table.


2. Everyone will need their own pen. Allow one or two minutes at each table.

3. The task is to try and answer the question "How will I do that?" The participants write their suggestions on the paper (e.g. I will look after plants and animals in my area. How will you do that? I will save washing up water to water plants with. Or I won't throw litter on the ground that animals may try to eat. How will you do that? I will reuse the litter or put it in a wastepaper bin/take it to the rubbish tip.)

4. When the two minutes are up, each group moves on to the next table until everyone has written on all the pieces of paper.

5. Bring all participants together and go through the suggestions.

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 a mixed collection of litter including everything from glass to plastic, packaging, metal, newspapers and fruit peel.

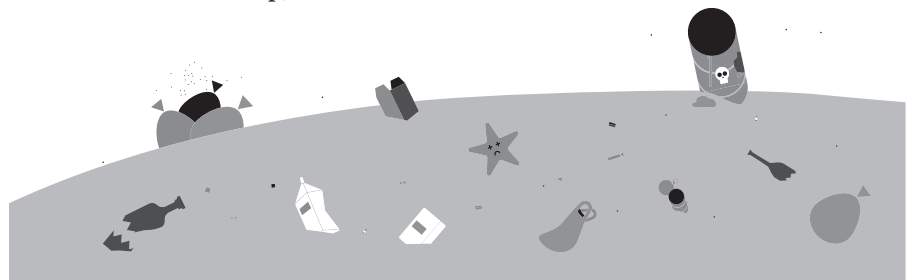
1. Lay out a rope as a timeline, or draw a chalk line. Mark out several points of time along the line, showing years or centuries.
2. Work together, ideally in pairs or groups, and place the litter along the timeline according to how long they believe it takes for each item to decompose so that it is no longer visible.
3. Go along the timeline 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. Mention that the time it takes for litter to break down is not always that important. The litter is still there long enough to cause harm to the environment and animals.


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.

APPROXIMATE BREAKDOWN TIMES:

Plastic bags	50-100 years
Chewing gum	20-25 years
Cigarette butts	1-100 years
Aluminium cans	200-500 years
Newspapers	6 weeks
Plastic bottles	450-1,000 years
Balloons	5-100 years
Organic material, e.g. apple core	1 month



TALK LITTER

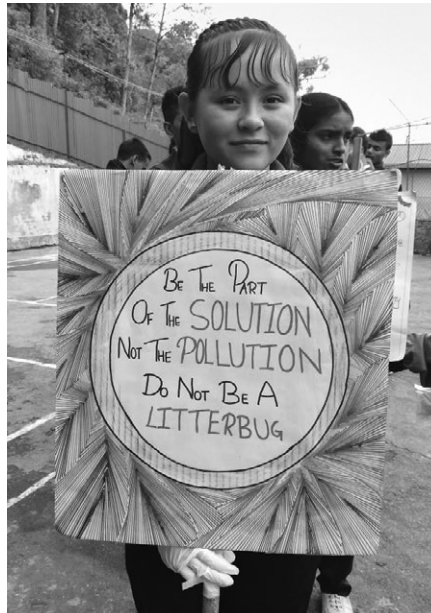
 **Begin by reading texts about litter and waste in *The Globe*.**

Explain that littering is only one of many types of pollution. Carbon dioxide is invisible but dirties the air and affects the Earth's climate. When chemicals and waste are dumped in lakes and rivers, it destroys our drinking water.

Find solutions

Working individually, and in pairs or groups on identifying suggested solutions.

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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 discussing what you can do collectively at school to draw attention to the problems and the solutions for littering.



Children in India and everywhere make their own posters.

Discussion questions

- What is litter? What are common types of litter where you live?
- What happens if chemicals and waste are dumped in lakes and rivers?
- What can littering lead to? How does it affect life where you live?
- Are there good systems where you live for handling waste?
- How could littering be reduced where you live? What solutions can you think of?
- Have you seen animals who are affected by littering or pollution?
- How do you think littering can be reduced?

No Litter Day



Children in Nepal organizing a No Litter Day.

On 14 May or any day that week, children in your school and around the world organize their own No Litter Day. They show that they are part of a *No Litter Generation*, and collect litter in their communities. At the same time they share information about the right of all children to live in a clean and healthy environment, and the need to stop climate change.

PREPARE

Read facts and stories about children, litter and its environmental impact around the world in *The Globe* and online.

ANNUAL NO LITTER DAY

To support a culture of no littering and environmental awareness in your school and community, take a decision to always organize an annual No Litter Day in the future.

