

# 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 [worldschilddrensprize.org/climatechange](http://worldschilddrensprize.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 [worldschilddrensprize.org/nolittergeneration](http://worldschilddrensprize.org/nolittergeneration)
- \* Facts about the Global Goals on [worldschilddrensprize.org/globalgoals](http://worldschilddrensprize.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.**

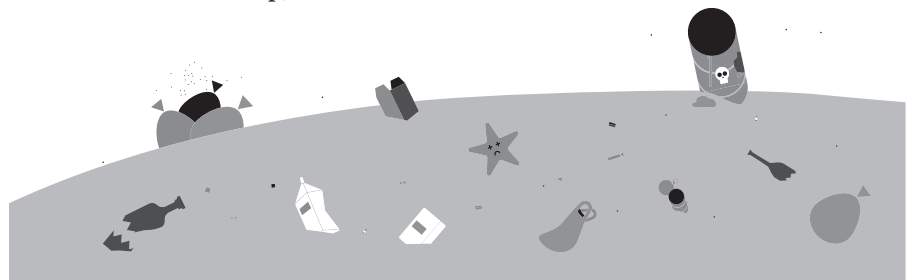
1. Lay out a rope as a timeline, or draw a chalk line. Mark out several points of time along the line, showing years or centuries.
2. Work together, ideally in pairs or groups, and place the litter along the timeline according to how long they believe it takes for each item to decompose so that it is 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

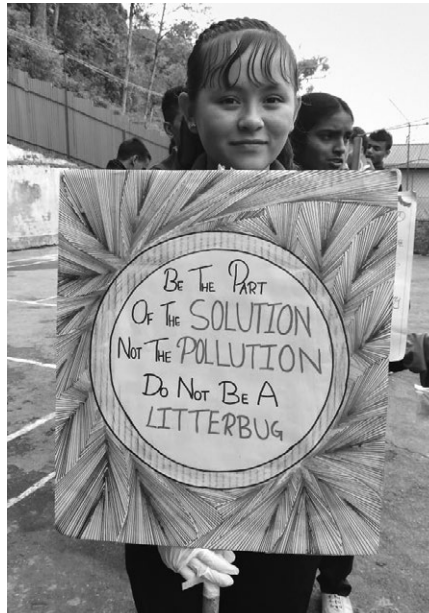
 **Begin by reading texts about litter and waste in *The Globe*.**

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.

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 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.

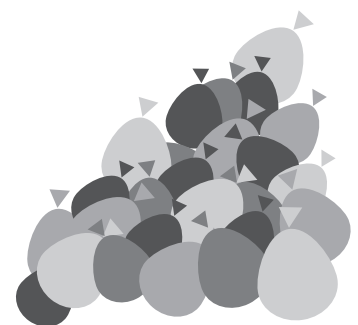
**On 14 May or any day that week, children in your school and around the world organize their own No Litter Day. They show that they are part of a *No Litter Generation*, and collect litter in their communities. At the same time they share information about the right of all children to live in a clean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



# How many planet Earths do we need?

**Major changes are needed to lifestyles and consumption, at an individual, national and global level, for the world to be able to achieve the Global Goals by 2030. Right now, rich countries are using up resources at a significantly faster pace than the Earth is able to cope with.**

In *The Globe* (p. 116-117) and on the website, your pupils can read about the fact that the global population is on average eating, travelling and consuming as though we had 1.7 Earths!

The list of countries shows how many planet Earths would be needed by different countries to cope if they continue with their current consumption levels. In *The Globe*, the pupils will meet children from several of these countries, who are part of the *No Litter Generation* and take part in No Litter Day. Ask your pupils to consider the reasons for your own country's place on the list. What is it that affects the environment more or less than in other countries? Do they think that the national average in your country differs from individual children's lifestyles?

## REDUCE OR INCREASE CONSUMPTION?

Explain to the pupils that solutions that reduce the global footprint of each person and country are connected to inequality between poorer and richer countries. While rich countries need to reduce their consumption and stop wasting energy, many people in poor countries need to do the opposite and increase their consumption and energy use to have a decent life, with access to things such as electricity, toilets and clean water.

The challenge now is to find more climate-friendly ways of achieving a good life than the environmentally-hazardous alternatives that rich countries have used for far too long. This means, perhaps most importantly of all, identifying alternatives to fossil fuels such as oil, gas and coal.



In *The Globe*, Greta in Sweden talks about what she is doing for the climate.

PHOTO: Jessica Gow/TT

If everyone lived like the average inhabitant of the world, we would need **1.7 Earths**.  
And if everyone lived like they do in ...



... North America = 5 Earths



... Africa = 0.8 Earths



... Europe = 2.8 Earths



... Asia = 0.7 Earths



... South America = 1.8 Earths

## WHERE'S YOUR COUNTRY ON THE LIST?

The list shows some of the countries in the world and their position on the list of size of ecological footprint per capita. The further down the list, the smaller the country's footprint.

1. Qatar	42. United Kingdom	147. Guinea	165. Senegal
2. Luxembourg	43. Japan	150. Benin	166. Togo
3. United Arab Emirates	45. France	151. Cambodia	167. Philippines
6. USA	47. Israel	152. Burkina Faso	169. Zimbabwe
7. Canada	65. China	153. Côte D'Ivoire	170. Kenya
9. Denmark	67. Portugal	153. Guinea-Bissau	171. Nepal
11. Australia	75. South Africa	154. Cameroon	177. Mozambique
15. Sweden	86. Brazil	156. Sierra Leone	181. Pakistan
18. Finland	98. Mexico	158. Congo-Brazzaville	184. DR Congo
19. Norway	121. Ghana	160. Liberia	185. Haiti
32. Russia	141. Burma/Myanmar	161. Uganda	186. Burundi
38. Germany	146. Tanzania	163. India	
39. Malta		164. Nigeria	

# 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 within a two-metre radius outward from the stick 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:

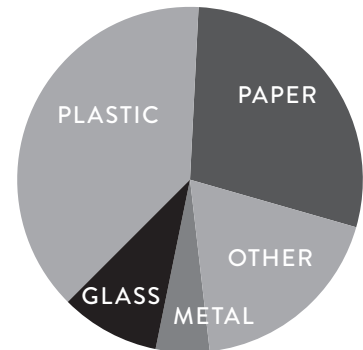
- What type of litter did you find?
- What litter was most common?
- Who do you think dropped the litter – can you tell where it comes from? For example, is it litter from industry or from individual people? Children or adults?
- Compare the different areas of the groups. Was there different litter in 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 m<sup>2</sup>?

## 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.

## Reuse

**Recycling and reusing litter can help combat climate change.**

In *The Globe*, Hassan and Kimberley from Zimbabwe show how they reuse litter in their Environmental Club. For example, biscuit packets are turned into hats and old toilets into plant pots!

Let your pupils be inspired by the children in Zimbabwe and come up with their own imaginative ways of reusing packaging and other litter.

Juice bottles become rubbish bins...



...plastic packaging becomes toothbrush holders...

...plastic bags become rain hats...



...old toilets become flower pots!

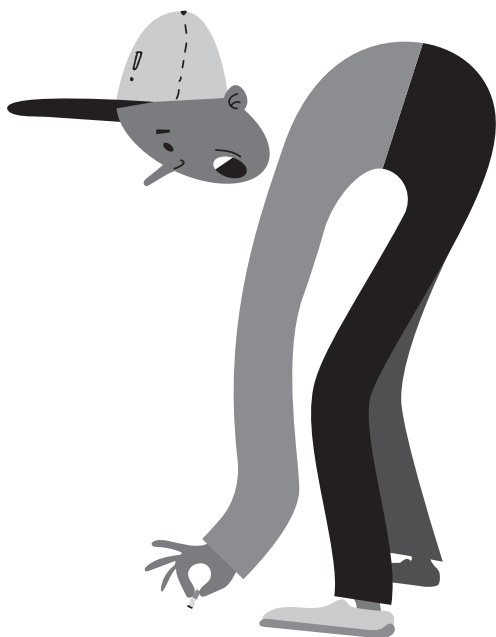


# YOU AND THE GLOBAL GOALS

1. Read about litter and waste in rich and poor countries, and about children in poor countries who are part of the *No Litter Generation*. Use the stories about debt slave Nisha and litter picker Sidra in Pakistan as examples, or the children who started their own Environmental Club in Zimbabwe.
2. Work in pairs or groups. Begin by exploring issues relating to one of the Global Goals, based on the life situations of vulnerable children.
3. Go on to explore in the same way how other goals are interlinked with vulnerable children 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. In the table we use Nisha and Sidra as examples linked to issues in many of the goals.



<p>1</p>	<p><b>NO POVERTY</b> 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</p>
<p>3</p>	<p><b>GOOD HEALTH AND WELL-BEING</b> 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</p>
<p>4</p>	<p><b>QUALITY EDUCATION</b> 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</p>
<p>5</p>	<p><b>GENDER EQUALITY</b> 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</p>
<p>6</p>	<p><b>CLEAN WATER AND SANITATION</b> 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</p>
<p>8</p>	<p><b>DECENT LIVING CONDITIONS AND ECONOMIC GROWTH</b> 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</p>
<p>10</p>	<p><b>REDUCED INEQUALITIES</b> 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</p>
<p>11</p>	<p><b>SUSTAINABLE CITIES AND COMMUNITIES</b> 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</p>
<p>12</p>	<p><b>RESPONSIBLE CONSUMPTION AND PRODUCTION</b> 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</p>
<p>13</p>	<p><b>CLIMATE ACTION</b> 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</p>
<p>14</p>	<p><b>LIFE BELOW WATER</b> 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</p>

# Nisha and Sidra are part of the No

Every afternoon when she gets home from school Nisha makes bricks. Her family are debt slaves and Nisha must help to pay off their debt.

Sidra gathers litter when she is not in school and sells it to various buyers. Both girls live in Pakistan and have learned about the rights of the child through the World's Children's Prize Program. Now they want to be part of the No Litter Generation. On No Litter Day on 16 May they will teach others why they should stop littering!



"I make two hundred bricks every day."



"Education is the only way to make life better."



"We have already had our first Global Vote Day."



Nisha, 12  
Class 5, BRIC  
school

"My sister and mother get up at four every morning to make bricks until late evening. My mother borrowed a big sum from the brick kiln owner for treatment for my father. Since then we are like slaves to the owner.

"After school I cook lunch. I then bring lunch to my mother and sister. I stay with them and we work until the evening. I make two hundred bricks every day.

"The owner and the munshi (supervisor) do not treat the working children well. They shout at us and often beat us cruelly. I become sad and speed up my work. I think that if I make more bricks we will be able to pay back our debt and get freedom from this work.

"The rest of the evening I do my homework. We can only buy clothes or shoes at Christmas, but thank God we have the opportunity to go to school.

I work hard at my education. I want to be a doctor and open a hospital. I will then buy clothes and shoes for my mother and sister and they will not have to work at the brick kiln any longer. I will never leave school because I know that education is the only way to make life better.

"I learnt that I have rights, that all children are important and that everyone should respect our rights. Here everybody thinks that boys are better than us girls. This must change and girls must be respected!

"I like the idea of us being the No Litter Generation. Litter can be bad for everyone, people and animals. We must stop throwing litter everywhere and teach the adults to stop doing that. It will be nice to take part in No Litter Day together with children in other countries."



"I weighed all the litter we picked and we made a note of the weight each time."

# Litter Generation



Sidra, 12  
Class 3,  
BRIC school



“We are born in these tents and will finish our life journey in these tents. All members of my family collect garbage seven days a week. We sell it to vendors and buy food with the money.”

“I always wonder why people waste so much food? But this way we always have food, which we could never buy from the market. Sometimes we find toys. Most of the toys are damaged, but perfect for us to play with. We never buy new clothes, we only use clothes which we find in the garbage.”

## My miracle!

One day when I woke up my father told me: ‘You are not going to pick litter today but going to school.’ This was a miracle! I never thought about school even in my dreams. I

was so happy. This had not happened before in my family.

“One thing hurt me. Other students made fun of me because I was what people call a Khan Badosh (nomad) girl. I don’t know why people hate us. We are just like them! But my passion for education helped me tolerate it and later I made friends at school.”

“When I started going to school others also started sending their children to school. Through education I can get respect in society. I work hard to get an education and become a social worker, so that I can fight for the rights of our people.”

“I learnt that all children have rights. It was a wonderful experience. But here adults need to be educated so that they start respecting girls’ rights.”

“After school I always go lit-

ter and rubbish picking. When we collect garbage other people treat us like we are not human. And the vendors often cheat when they are weighing our litter.”

“We have always lived surrounded by litter. It would be nicer without the litter. But how would we then earn money? I will still be happy to belong to the *No Litter Generation*. We need to teach people about litter, to be aware of the environment, and change their habits. It will be beautiful when we have picked litter on *No Litter Day*.”



“It was a miracle going to school.”

## Money from No Litter Day pays for school

Nisha and her friends will sell the litter that they pick during No Litter Day to the vendors. The money will be used for their school costs. The money from the litter that Sidra and her friends pick on that day will also be used for their schooling.

## No Litter Generation collecting litter

Nisha and her friends have already become part of the No Litter Generation, and here Nisha weighs the litter that they have collected where they live and at the brick kiln.





# We are united!



All the litter collected during No Litter Day is weighed.

Hassan's friend Kimberley thinks it's important for girls and boys to be united in their fight for girls' rights and the environment if they are to get good results.

I became a WCP Child Rights Ambassador and member of the No Litter Generation together with Hassan and a few others. We meet every Tuesday and Thursday at the Environmental Club at school. We read *The Globe* together and talk about how to reach as many children as possible.

Our job as ambassadors is to teach other children about their rights and about the environment. Then they teach their families and neighbours when they get home. I talk about girls' rights most of all. In the past, girls were seen as totally inferior and they were not valued, but in our generation we're doing everything

we can to change these attitudes."

### Together

"That's why it's so important for us to work together with the boys when it comes to girls' rights, gender equality and the environment. Here, out of habit and tradition, people listen to boys when they have something to say, for example that girls have the same rights, or that the environment is important. If us girls say the same thing, it still happens that our opinions

don't count, and many suspect that we don't want gender equality but in fact we want to take over, that we think we're better than boys and men. When we join forces, people see that we are actually equal."

### No Litter Day

"We had our No Litter Day yesterday, and us Child Rights Ambassadors had a big responsibility. It used to be really messy and dirty here, but since those of us in the No Litter Generation made

At Hassan and Kimberley's Environmental Club, litter is turned into something new...

...bottle tops become bags...



...old plastic bags become clothes...



...shoes...



...wastepaper bins...



...and chairs...



...plastic bags become rain hats...





At breaktime the pupils at the litter-free school play football with a ball made of plastic bags and throw litter in rubbish bins made of plastic bottles.



### Lawyer fighting child marriage

"Child marriage creates major problems for girls here. They're subjected to a lot of violence, and because the girls are not fully developed there can be such serious problems if they get pregnant that they end up dying. My dream is to be a children's rights lawyer who protects children who've had their rights violated," says Kimberley.

people aware of environmental issues, things have actually started to improve. It's clear that people don't want to drop litter so much anymore in Murewa.

"In the Environmental Club we make rubbish bins from old plastic bottles instead of leaving the bottles on the ground where they contaminate the environment. Now there are rubbish bins all over the school, but our aim is for them to be put in various places in public areas. Us

Child Rights Ambassadors are planning to write and suggest this to the City Council. We will also ask them to come regularly and empty our school rubbish bins, so the litter doesn't spill out causing a dirty and unhealthy environment here again for us children. That would go against our rights."

*Kimberley, 12, WCP Child Rights Ambassador, Hurungwe Primary & Secondary School*



### The Globe offers tips

"The Globe is so good because we learn about how children around the world have solved their problems. When we find ourselves in similar situations, we know what to do," says Kimberley.



We are the No Litter Generation!

...juice bottles become rubbish bins...



...biscuit packets become hats...



...plastic packaging becomes toothbrush holders...



...and old tyres and toilets become planters for flowers!

