

STEP 9: NO LITTER DAY

On 16 May or any day that week, children in schools around the world will celebrate No Litter Day. The children, who will be part of the *No Litter Generation*, will collect litter, sort and weigh it. At the same time they will share information about the fact that all children everywhere deserve to live in a clean and healthy environment. The *No Litter Generation* is a partnership with the organization Keep Sweden Tidy.

Children demonstrate that they belong to a global *No Litter Generation* by collecting litter in their area and sharing information about every child's right to a clean, healthy environment. No Litter Day is closely linked to the UN's Global Goals for Sustainable Development and mobilizes children all around the world.

Prepare

Read facts and stories about children, litter and its environmental impact around the world. Then use the suggestions in this guide for simple exercises.

Hold your No Litter Day

Use No Litter Day to collect litter and demonstrate/share knowledge and information. Be inspired by children in *The Globe* who show how they organized their No Litter Day in Sweden and Ghana, Burma/Myanmar, Zimbabwe and many other countries.

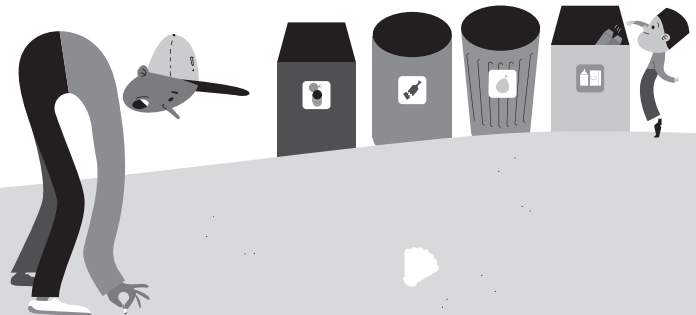
Counting it all up

All the world's litter that is collected on that day will be counted up. See if the children can guess how many tonnes they and the world's children have collected altogether!

**NO
LITTER**
generation

Weigh & report the litter

Weigh and report the weight of the litter you've collected on No Litter Day, so we can calculate how many tonnes of litter the children in the *No Litter Generation* have jointly collected. Report the weight to your local WCP contact (see p. 31). If there is no contact for your country, report via email to info@worldschildrensprize.org



A cooperation between



KEEP SWEDEN TIDY



Supported by



EVERYONE CAN BE PART OF THE NO LITTER GENERATION

We have put together some exercises to help pupils investigate littering in their communities, in Sweden and globally in the run up to and during No Litter Day, and look at the solutions required for a cleaner, more sustainable world.

Talking litter

Begin by getting the students to watch the No Litter film (worldschildrensprize.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 did you think 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, get the students to 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 types of 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. 108-127 of *The Globe*
- * No Litter film as well as films and 360-images from Pakistan at worldschildrensprize.org/nolitterpakistan
- * Data, in-depth information and documentation for copying about the Global Goals at worldschildrensprize.org/globalgoals

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:

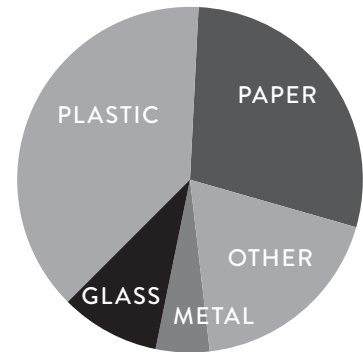
- What type of litter did you find?
- What litter was most common?
- Who do you think dropped the litter – can you tell where it comes from? For example, is it litter from industry or from individual people? Children or adults?
- Compare the different areas of the groups. Was there different litter in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

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.

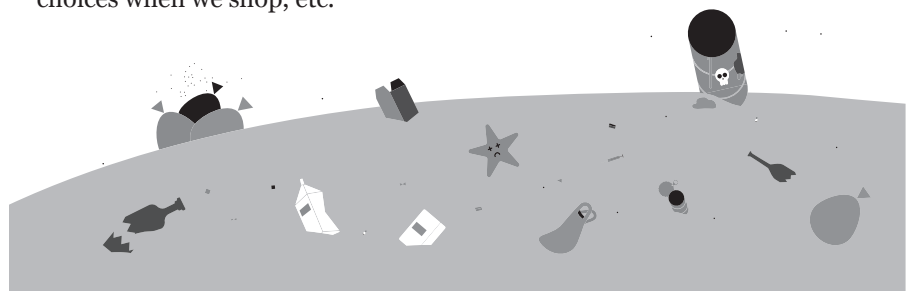
1. Lay out a rope as a timeline, or draw a chalk line. Mark out several points of time along the line, showing years or centuries.
2. Work together, ideally in pairs or groups, and place the litter along the timeline according to how long they believe it takes for each item to decompose so that it is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

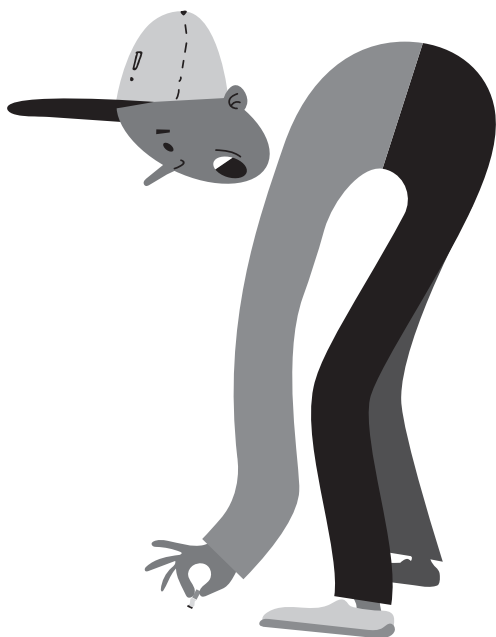


YOU AND THE GLOBAL GOALS

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.



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

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	

FOOTPRINT OR HANDPRINT

Each individual's personal impact on the planet is called an ecological footprint. The opposite, i.e. doing positive things for the environment, is called an ecological handprint. In this exercise, we want to focus on the positive, that is, think about how each person can contribute to a better environment, a bigger ecological handprint.

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 sentences (feel free to add/replace with sentences that are about things that the participants themselves can relate to):

- I won't throw litter on the ground.
- I will reuse and recycle as often as I can.
- I won't buy things I don't need.
- I will try to mend things that get broken.
- I won't waste water.
- I will look after plants and animals in my area.

2. Everyone will need their own pen. Allow the participants 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 won't waste water. How will you do that? I will save washing up water to water plants with. Or I won't throw litter on the ground. 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.

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



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...



...old toilets become flower pots!

...plastic bags become rain hats...

