



LITTER LESS

Keep New Zealand Beautiful Kiki Kiwi & Friends 'Litter Less'

THEME 3 - ACTIONING

Full Unit Of Work
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THEME 3: ACTIONING

Theme 3 'Actioning' is designed to enable students to take action in their school community to reduce and prevent litter and littering through a combination of individual work, group work, whole-class collaboration and whole-of-school engagement.

In this theme:

INQUIRY QUESTION 6: How do we create a litter-free school?

- Lesson 10: Litter-free education
- Lesson 11: Creating litter-free lunches
- Lesson 12: Evaluating litter-free education

Theme 3 Student Learning Intentions

Students will:

- create a vision/goal for how they want their school and wider local environment to be
- reflect on and draw conclusions from the survey and litter audit data
- develop and design education tools based on the data collected
- implement whole-of-school strategies to promote and create a litter-free environment
- compare common 'packaged' lunches and 'nude food' lunches
- construct or analyse a nude food lunch
- evaluate the success of their education tools by conducting further surveys and audits
- use the findings of the evaluation to redesign the education process, if required
- design a process of re-evaluation for continuous improvement.



THEME: Actioning

INQUIRY QUESTION 6: How do we create a 'litter-free' school?

Lesson 10: Litter-free education

Student Learning Intentions

- Discuss and develop a school vision or goal
- Develop an education campaign based on litter survey/audit findings
- Design education tools aimed at creating a litter-free school

Resources

- Sensory chart activity sheet
- Visioning – for teachers
- Visioning – for students
- Action table
- Survey and audit results from Lessons 8 and 9
- Interactive whiteboard (IWB)



Teacher Background Information

Lesson 10: Litter-free education

It is important for students to remember that, although litter is a global problem, they shouldn't feel overwhelmed by the big issue but should focus on what they can control (e.g. preventing litter in their local context and educating local people).

With the baseline data now collected, students will be able to direct their education campaign based on the findings.

Before the students can do this, it is important for them to create a vision or set a goal which will help keep them on track and ensure their progress can be measured.

In creating a vision/goal, students should consider what their 'perfect' school environment would be. In order to do this effectively, students should use all five senses (i.e. what would it look like, feel like, smell like, taste like, sound like).

Once an initial vision/goal has been created, students should consider how littering/litter-free environments fit into this, and whether their vision/goal complements their school motto/values (if applicable). Once the vision/goal has been created, students should consider the data previously collected and prioritise the issues which they believe need to be addressed. In order for the education campaigns to be successful, it is important to develop a working document. The vision/goal is the overall end point (where you want to be at the very end), the baseline data is where you began, and the issues to be addressed and how they are addressed are the pieces in-between. A good idea is to list the major issues, discuss why they might be an issue, suggest ways in which they can be addressed, identify who will address them, and allocate a timeframe. This will ensure everyone is aware of the plan and progress can be tracked.

Students can then develop education tools, based on their own creative ideas. The possibilities of education tools are endless and only limited by your imagination. However, they should be aimed at increasing students' understanding of the:

- current litter issue (through showing litter audit results)
- causes of litter (through survey responses and audit results)
- fact that fines for littering publically can be hundreds of dollars - you may come up with a school fine system
- hazards and impacts of litter
- movement of litter (local, national, global) and associated impacts/hazards.

Each group could be assigned a different way to create their aspect of litter education (e.g. one group may do an assembly presentation on global impacts, one group may design posters, one group may write a letter to the principal about moving bins to high-litter areas etc.).



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Students may also consider implementing a school space ownership program (if litter is an issue in the playground). Students can care for an area and help with education and reporting on that area's cleanliness and how its users dispose of their rubbish. Zones can be given to a student leadership group, individual classes, year levels etc. To engage students, a 'cleanest area' competition could be run between the areas.

Additional Opportunities:

- Sign up for Clean Up Week or hold a local community clean up event. Keep New Zealand Beautiful will provide all the resources needed for a successful event (no charge). This includes rubbish bags, recycling bags, gloves, health & safety guides, certificates and more. Email cleanup@knzb.org.nz for more information.
- If your school teaches year 7-13, consider introducing Keep New Zealand Beautiful's Young Reporters for the Environment (YRE) "Litter Less" Campaign. YRE enables young people to become part of the solution by producing creative and engaging environmental journalism. For more information see www.yre.org.nz or email education@knzb.org.nz



Suggested Lesson Organisation

Lesson 10: 'Litter-free' education

1. Explain to the students that the data collected has helped to develop a 'picture' of the litter issues in the school, and can be used to take action to improve the school environment. Explain that a vision or goal must be created before any action is taken as this will help to maintain focus.
2. Ask the students to think about how they want their school to be. Ask them to consider their senses in this process by using the 'Sensory chart' activity sheet. This can be done in small groups, pairs or individually.
3. Ask the students to share their ideas. Display a 'Sensory chart' on an IWB and collate the students' ideas.
4. Provide small groups of students with the 'Visioning – for students' document which will help them understand the process of creating a vision. Each small group should create a basic vision.
5. As a class discuss the groups' visions and work together to create a class vision. Ask the students to identify ways in which their vision/goal addresses or encompasses a litter-free environment. Also consider asking the students if they know what the school motto/ values is/are and whether litter issues fit into it/them.
6. After establishing the general links to the vision, review the major findings from the survey and audit again. Display the 'Action table' on an IWB and list the major findings in the first column. Discuss how these align or conflict with the class vision/goal.
7. Ask students to comment on the major findings and add comments in the other column:
 - Why is it an issue (e.g. no bins near the playground)?
 - What can we do (e.g. try and get bins out on the field and provide info on new bins)?
 - How can we do it (e.g. speak to principal/ground staff, speak at assembly)?
 - Who will do it (e.g. who in the class will take this project on)?
 - How will we know when we have 'fixed' the issue?
 - Other comments/thoughts (e.g. could make students who play on the playground responsible for bringing bins into the school grounds at the end of the day).



8. Use the above conclusions to direct the development of educational tools for the school community on the litter issue and findings. The class can create a range of educational materials including:

- Newsletter articles
- Posters
- Small group or whole-class presentations for an assembly
- Photographic pieces
- Storyboards of litter journey
- Student-led lessons in younger classes

Students can work on these projects over a number of lessons.

Optional activities

- If your site does not have a litter issue, you may wish to consider tackling the litter issue beyond the school context. If the students have noticed litter outside the school, consider writing a letter to council, or your local MP, drawing on all the knowledge gained in previous lessons.
- Once the vision has been created, you may wish to get students to draw their interpretation of it. Students could also pick key words from the vision to create posters for the classroom.

Recap/reflection

- Reflect on the vision/goal and associated plan/s to address litter issues.



THEME: Actioning

INQUIRY QUESTION 6: How do we create a 'litter-free' school?

Lesson 11: Creating 'litter-free' lunches

Student Learning Intentions

- Explore the concept of 'nude food'
- Identify lunchbox sources of litter
- Analyse lunchbox items and categorise items as 'nude' or 'packaged' food
- Design a nude food lunch

Resources

- Lunchbox images
- Teacher lunchbox information
- Lunch items chart activity sheet
- Audit data from Lesson 9
- Items to pack in a healthy, litter-free lunch (optional)



Teacher Background Information

Lesson 11: Creating 'litter-free' lunches

Another way to reduce litter in the school is to reduce the amount of potential litter items. Many food items brought to school are heavily packaged, and this packaging often contributes to litter found in school yards.

Food and drink packaging often make up a significant percentage of bin materials in schools. This shows that there is a significant amount of material that could become litter if incorrectly disposed of. Students should assess the audit data to identify which of the litter items could have potentially been brought in from home/canteen etc.

The term 'nude food' is becoming very popular in schools. It simply means food that has no packaging or comes in its own packaging (e.g. a banana). Not only is nude food great for reducing litter, it also benefits the environment by producing less waste. Good examples of nude food include healthy food options such as apples, bananas and mandarins, buying food in bulk packs and placing a small amount in reusable containers and bringing a reusable bottle.

Much of the challenge is in changing the purchasing habits of parents and caregivers. Encourage students to take ownership of their lunchboxes, first by reviewing their lunchbox items and then designing a lunchbox which has no packaging. This could complement a letter written by the class/individuals about nude food and why it is important. The whole school should also consider having a 'nude food day' once a week, with education and promotion designed using this resource. An audit on nude food days could also be conducted to see how many packaged items still came to school that day.



Suggested Lesson Organisation

Lesson 11: Creating 'litter-free' lunches

1. Explain to the students that one way to reduce litter/littering is to reduce the amount of items brought to school, or bought at school, that could become litter.
2. In groups, or as a class, use the audit data (collected in Lesson 9) to determine which of the litter items could have come from home or the canteen. Consider listing the litter items underneath 'home' or 'canteen'.
3. Have a class discussion as to whether these items could be brought to school differently so that they don't become a litter item. Discuss whether the canteen could sell different items, or package them differently, to reduce litter. Record the brainstormed ideas.
4. Explore the concept of 'nude food'. Ask students if they have heard of the term and if they know what it means. Ask the students if they think it can help reduce litter and how.
5. Allow the students to investigate nude food by completing one or all of the following activities:
 - Examining and analysing their own lunchboxes.
 - Analysing one or more of the 'Lunchbox' images (in small groups or as a whole class).
 - Observing their teacher pack a lunchbox (using the 'Teacher lunchboxes' document).

During the chosen activity, ask the students to complete the 'Lunch items chart' activity sheet.

6. As a whole class, discuss the findings, using the following prompting questions:
 - What were the most common items in people's lunchboxes?
 - Were these items packaged? If so, how?
 - Is the packaging recyclable?
 - Do these items require packaging? Why?
 - Could these items be purchased differently? How?
 - Could these items be brought to school differently? How?
7. Ask the students to redesign their lunchbox to make it a litter-free/nude food lunch by:
 - redrawing it
 - writing a piece describing the old lunchbox and the new lunchbox
 - redesigning a 'typical' lunchbox using one of the 'Lunchbox' images provided.

Whichever activity students choose to undertake, they should also consider healthy eating options.

8. Students to write a letter (including a picture example) to their parents detailing what nude food is and suggestions for packing nude food.



Optional activities

- Students can run this lesson with younger classes, and help them design their own nude food lunchboxes.
- Students can go home and try to repack their lunchboxes to contain only nude food.

Recap/reflection

- What is nude food?
- Identify nude food items.



THEME: Actioning

INQUIRY QUESTION 6: How do we create a 'litter-free' school?

Lesson 12: Evaluating 'litter-free' education

Student Learning Intentions

- Understand the importance of evaluation to measure the success of education tools
- Evaluate litter-free education tools
- Redesign and implement methods and tools to continue to encourage school-wide litter free education

Resources

- Completed 'Action table' from Lesson 10
- Completed 'Litter survey' from Lesson 8 (optional)
- Completed 'Litter audit' from Lesson 9 (optional)



Teacher Background Information

Lesson 12: Evaluating litter-free education

Evaluating the effectiveness of any project or campaign is important as it allows students to identify gaps in their education tools, and consider how they can be improved.

The major findings table created in Lesson 10 will allow students to keep track of what actions need to be completed, and make comments on how successful their actions have been. To determine how 'successful' an action has been, the students will need to conduct an evaluation. This can be done by conducting surveys and audits again, or by doing visual inspections of the school.

Once the students have conducted an evaluation process, they must put their findings into the 'Action table'. From here, they may need to redesign some of their initial strategies if areas have not improved, or are slow to improve. A continuous monitoring program must occur, even for areas in which litter has been eliminated completely. It is also important to share successes, as well as challenges, with the school community to ensure everyone is involved in the learning process.



Suggested Lesson Organisation

Lesson 12: Evaluating litter-free education

1. Start a discussion with students, asking whether they have made any observations of litter or littering in the school. Have they noticed changes in behaviour? Is there more/less litter present?
2. Explain to students that evaluating their education tools is a useful way to measure their success and there are several options for doing this:
 - repeat the litter audit and compare results
 - conduct a follow-up survey to gauge if there have been changes in people's attitudes and behaviours
 - check nude food on nude food days.

Students may have other ideas to contribute.

Enable students to choose and undertake evaluation projects. Once completed, they should present the information gathered. This can be done in a variety of ways (presentation, graphs, letter in newsletter etc.).

3. Ask students to comment on any recurring issues, or new issues that have arisen. If new issues have been identified, they should be added to the 'Action table'. If there have been any problems with management of previously identified issues, ask students what they think they could do differently. Prompt them by discussing what they did the first time, why they think it didn't work, and what they could try instead.
4. Finally, redesign and implement any education tools, based on the evaluation findings.

Optional activities

- Create a class video/scrapbook of the students' journey throughout the unit.
- Students to make a pledge of what they will do differently to help reduce litter.

Recap/reflection

- Discuss why evaluation is important.
- Complete a reflection on what has been learned in the unit. Have opinions changed since the beginning? What will you do differently?