



LIVING

STREETS



LET'S
WALK TO
SCHOOL

WOW LEARNING RESOURCES

Cleaner Communities - KS2



DURATION Core activity 40 mins. Extension 40mins

AIM AND OVERVIEW

To develop an awareness of the need for litter-free local **communities**.

OBJECTIVES

To learn about where the litter **hotspots** are in the local areas and what sort of litter is dropped.

To develop an awareness of how litter affects the local area and what our role is in keeping the local **community** clean and tidy.

MAIN ACTIVITY

This learning resource has been developed by Living Streets and supports elements of both England National Curriculum and Scotland - The Curriculum for Excellence (CfE).

Resources

- Coloured pens
- Paper
- Cameras
- Clipboards

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MAIN ACTIVITY (CONTINUED)

Starter

Ask the children to think about one thing which makes your school, or the local area look untidy. Ask the children to now share their idea with the person they are sitting next to. Ask them together to think of two more things which make your school or local area untidy? The class then comes together and each pair feedback their ideas to everyone else. Create a discussion based on answers provided and the below introduction.

Introduction

Talk about the litter the children see in the local area on the walk to school

- Why do they think there is litter?
- Are there particular **hotspots** and why do they think that is?
- Are there enough litter bins AND recycling points? How do the children think it affects the local area?
- What would they do if they had some litter but there was not a bin nearby?

Ask the children what they think would be the impact of various types of litter on local wildlife: drinks cans may attract wildlife thanks to their residue and cause them to get trapped inside; plastic six pack rings from drinks can mean animals, birds and marine life get their heads stuck inside them; left over fast food remnants can encourage rats and urban foxes and be harmful to domestic pets.

Activity - Litter Detection

- In small groups, survey the local area including the **perimeter** of the school. Note down litter **hotspots** and the sort of litter found there. Ask the children not to touch or pick up the litter. If the school has litter pickers and gloves this could be done at a later point.
- Who do the children think are the worst culprits for local litter - adult (beer cans etc), teens/children (sweet wrappers), shop owners (plastic bags)?
- Which group needs targeting most in your area? Develop a class **campaign** targeting this group asking them not to litter.

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MAIN ACTIVITY (CONTINUED)

Plenary

Did you know?

- It costs around £1 billion a year to collect litter
- One of the biggest causes of litter is cigarette butts, as well as fast food wrappers
- Some research says that over half of all littering is done on purpose
- Litter can be really harmful for many animal species, particularly when chemical traces from litter gets into their water supplies
- Littering is **illegal** and you can get fined for dropping items in the street - even just a chewing gum wrapper

Discuss what the children themselves can do to keep the local areas tidier and to remind family and friends not to litter - even dropped tissues and sweet wrappers all add up.

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EXTRAS

Extension activity: Litter report

- Create posters using the photos from the walk or make a short video reporting on what the class discovered and encouraging the local **community** not to drop litter
- Develop a series of 140 character tweets that could be used by the school Twitter account or can be printed and placed around the school

At home activity: Pick up three

- Set up a 'pick up three' **campaign** in your local area with family and friends
- Encourage adults to pick up three pieces of litter when they're out and about and throw them away - everything adds up.

Vocabulary:

- **Hotspot** - a place of significant activity.
- **Community** - a group of people living in a particular area. A community can be made up of a large or small group of people.
- **Perimeter** - the distance around the outside of a shape. Perimeter is found by adding together the length of all a shape's side
- **Campaign** - a series of planned actions carried out to reach a particular goal
- **Illegal** - against the law or rules; not lawful.

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SUPPORTING WORKSHEETS

WHAT I'VE LEARNT ABOUT CLEANER COMMUNITIES

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