

LITTER SCAVENGER HUNT

Grades:

1 – 2

Time Allotments:

Teacher preparation: 10 minutes

Lesson/activity: 30 minutes (includes 15 – 20 minutes for litter collection)

30 minutes (closure and assessment)

Content Objectives: Students will be able to –

1. Describe and identify “litter” by giving examples;
2. Describe effects of litter on animals and surroundings; and
3. Develop solutions for reducing litter.

Process Objectives: Students will –

1. Collect litter found outside;
2. Categorize litter using a variety of distinguishing characteristics; and
3. Analyze litter to determine which items and materials can be recycled.

Vocabulary:

Litter

Recycle

Integrated Curricular Areas and Corresponding Core Curriculum Content Standards:

Career Ed./Consumer

Family/Life Skills: 9.2 (G4) A1 & 4, D2-4

Social Studies: 6.6: (G2) E3

6.2: (G2) A2 & 5, D1

Mathematics: 4.4 (G2) C1

4.1 (G2) A5 & B1

Language Arts: 3.4 (G1) A1, B1-2 (G2) A3 & B1

3.3 (G1) A1-2, B1-2 (G2) A1-4

3.2 (G1) A4 (G2) A6

3.1: (G2) G1

Materials:

- Flipchart paper and markers (for presentation)
- Rubber gloves (1 pair per person)
- Garbage bags (1 bag per group of students)
- Book: *The Great Trash Bash* by Loreen Leedy

Anticipatory Set:

- Ask students the following questions:
 - *Where have you seen litter around the school or near where you live?*
 - *What types of litter do you find outside?* List possibilities. Suggestions might include newspaper, food wrappings, soda cans, bottles, plastic straws, cigarette butts, etc.
 - *What types of materials is this litter made of?* List possibilities. Suggestions might include plastic, paper, cardboard, newsprint, rubber and metal, etc.

Teacher's Presentation or Modeling:

- Read *The Great Trash Bash* by Loreen Leedy (should be available at local library or book store) then discuss these questions:
 - *Why do people litter?*
 - *What effects did litter have in the story? If these effects were harmful, who or what was being harmed and how?*
 - Explain that this lesson involves an outdoor litter pick-up activity and close examination of the types of items and materials that are collected.

Guided and Independent Practice:

- Divide the students into groups (3 – 6 children per group, depending on class size. Also have at least one adult chaperone with each group).
- Discuss safety, boundaries and rules before going outside (set boundaries, no running, stay with group and adults, avoid sharp or heavy objects, avoid poison ivy, do not go near roads, etc.).
- Distribute materials to groups. Take students outside to a playground, park, field or wooded area near school. Demonstrate how to carefully pick up, examine and bag pieces of litter.
- Have groups pick up any litter they find in the designated area.

Closure:

- Ask the groups to empty out their bags into piles on the floor back in the classroom and answer the following questions:
 - *What are some things you actually found?* Discuss findings and compare their litter with items that were discussed and listed at the beginning of class.
 - *How do you think the litter outside got there?* Write down their ideas.
- Have groups count up the total # of pieces of litter that was found. List the totals on the chalkboard or flipchart paper. Have the class organize these numbers in proper sequence.
- Have the groups separate their found materials into two categories in response to each of the questions below. Once they have finished putting their pieces of litter into two categories, have them determine if the # of pieces of litter in both groups are equal or if the # of pieces in one group is greater or less than the # of pieces in the other group.
 - *Which materials can be blown by wind? Which won't move easily by wind?*
 - *Which materials can be carried by water when it rains? Which won't move easily?*
 - *Which materials will fall apart outdoors? Which may remain intact for a long time?*
 - *Which materials seem new and which seem old?*
 - *Which items could be harmful to people, animals or nature? Which seem harmless?*

- *Which items can be reused, if any, and which cannot?*
- *Which items can be recycled, if any, and which cannot?*
- *Based on what was collected and the story that was read aloud, can litter be harmful to people, animals or to the environment? If so, how and why?*
- *Most communities have local laws against littering. Why do you think people should be responsible for not littering?*
- As a homework assignment, have students draw and write about one way that littering can be prevented or reduced on the site that was cleaned up by the class. Post their solutions in class and encourage students to discuss their ideas with classmates.

Assessment:

- Responses to questions from teacher;
- Participation and cooperation with group during litter pick-up activity;
- Categorization of pieces of litter and counting skills; and
- Solution to reduce or prevent littering on the site that was visited.

Extension:

- Have groups of students express their solutions to littering by developing skits (to perform in class) that would demonstrate appropriate ways for people to discard trash. The skits could depict people throwing trash into proper receptacles, taking it home with them (instead of dropping it outside or from a car window) or recycling it.

Safety and Clean Up:

- When going outdoors students should always remain in view of teacher and other adults. Gloves should be worn by everyone as protection against cuts, scratches and dirt. If broken glass, needles or any other sharp or questionable objects are found students should notify an adult immediately and the children should not touch the object. When this lesson is completed any litter that can be recycled should be and the rest should be discarded properly.
- The site to be visited and cleaned up should be visited in advance by teacher and/or adult chaperones and any potential hazards should be addressed.

Additional Resources:

- ***Tips for Preventing Litter in Your Town*** (PDF for 2-page flyer)
© Keep America Beautiful, Inc. Used with permission. For additional information visit: www.kab.org.
- **New Jersey Clean Communities Program**
<http://www.njclean.org/>
- **New Jersey Adopt A Highway Program – Litter Removal Program**
<http://www.state.nj.us/transportation/community/adopt/litter.shtm>