



# Teacher Resources

# Get #LitterLiterate in Context

It's important for children and young people to learn about English, Maths, Science and a host of other academic subjects and life skills. **But do they need to be educated in litter prevention? We think they do.**

Those who are taught about the negative impacts of litter at an early age are more likely to have a responsible attitude towards this, and other environmental issues, when they're older. And putting young people in control of their learning and sharing it with their peers means the message is even more likely to get heard.

Our aim is to raise a generation for whom littering is entirely unacceptable – to create a new social norm. It's about halting littering behaviour once and for all, with young people driving this forward.

## About Zero Waste Scotland

Zero Waste Scotland exists to create a society where resources are valued, and nothing is wasted. Our mission is to influence and enable change – from gathering evidence and informing policy, to motivating practical behaviour change in individuals and organisations through our programmes.

**This project is being led by Zero Waste Scotland's Litter & Flytipping Prevention team. A steering group comprising Keep Scotland Beautiful, Marine Conservation Society, Marine Scotland, secondary school teacher, Dr Richard Lilley, and primary teacher, Miss Lisa Perrie, was convened to guide delivery of this project.**

These resources have been developed to:

- **Focus on prevention** – Scotland's national litter strategy 'Towards a litter-free Scotland' promotes a new approach to litter, focusing on prevention instead of clean-up, and encourages action based on specific types of interventions and collaborative efforts

to drive change. Education – through developing materials and engaging young people directly – is one of the key areas for action and prompted the creation of the Get #LitterLiterate programme.

- **Highlight the consequences** – Reports show up to 80% of ocean plastic comes from land-based sources so encouraging students to think about where the crisp packet they drop in the school grounds can end up and the effect it can have on wildlife is important.
- **Mobilise students** – Encourage pupils to 'Think globally, act locally' and understand that no matter the scale of their litter prevention activities they are making a difference.

The resources will help you to:

- Empower students to initiate a **behaviour change / litter prevention movement** within your school and local community.
- Support your students to develop the four capacities at the heart of the Curriculum for Excellence, enabling them to become **successful learners, confident individuals, responsible citizens and effective contributors**.
- Design **coherent** learning experiences that promote **challenge and enjoyment**, building **depth** and **breadth** based on your learners' needs and interests, and offer students **personalisation and choice** about topics that are **relevant** to their lives.
- Demonstrate [Learning for Sustainability](#) in your practice, evidencing the professional values and personal commitment to **social justice** required for GTC for Scotland [registration](#).
- Create evidence towards an [Eco-Schools Scotland Green Flag](#) application, as this project supports work on the core Litter topic.
- Contribute to various [Sustainable Development Goals](#) including Global Goals 12 and 14.



# Included in this resource

- Teacher introduction and notes
- Carousel activity ideas
- Social media workshop outline
- Support notes for peer education programme
- Get #LitterLiterate student guide
- Classroom presentation to support carousel and social media workshop

## Introduction

Get **#LitterLiterate** is a behaviour change initiative. We want to empower S1 and S2 students to change the culture of littering in Scotland by becoming social influencers within their local and online communities. This programme aims to teach students about the harmful effects of littering and mobilise them to create their own shareable YouTube videos that encourage their friends, families and wider communities to Get #LitterLiterate and do the right thing with their waste.

We've created this resource to be flexible because there is no 'one-size-fits-all' approach to learning. We've included ideas for you to build upon and share, because you know your learners best. These suggestions can be embedded into your curriculum, across multiple subjects, and they link to the 4 capacities and 7 principles of Curriculum for Excellence. Further suggestions on linking your litter prevention learning to Curriculum for Excellence can be found on [page 6](#).



# How it works

This programme can be delivered through a selection of lessons in the classroom, or over a longer time-frame incorporating outdoor learning and an in-school **YouTube competition**. There are further opportunities to develop students' influencer skills beyond social media by running a peer education programme in a local primary school (see **Peer Education Programme Guide** for more info). Below is an outline of how the entire programme could be delivered, in order to develop the knowledge and skills students need to become effective social influencers in their online and local communities. The sessions are accompanied by a supporting **Classroom presentation** to help you to introduce your

<b>Pre-planning</b>	Read the resource and tailor for your learners.	See section on <b>page 7</b>
<b>Session Idea 1 (or more!)</b>	Run one or more of the carousel sessions to activate the learning so students understand the impacts of littering: <ol style="list-style-type: none"> <li><b>Standalone carousel lessons</b> – students move around the carousels, learning about littering.</li> <li><b>Single-subject carousels</b> – students carry out a number of activities focusing on developing one subject area, such as Literacy, using littering as the context.</li> <li><b>In-depth discussions</b> – students are given stimuli for in-depth reflections and discussion at each station using a Philosophy for Children (P4C) approach.</li> <li><b>Using carousels to develop peer learning at primary</b> – students learn information by visiting stations and then plan how to share the learning with their peers at local primary schools.</li> </ol>	See section on <b>pages 9-19</b>
<b>Session Idea 2</b>	Take students out to investigate litter issues in their local community.	See section on <b>pages 20-21</b>
<b>Session Idea 3</b>	Run the social media workshop, giving students the skills they need to use YouTube to influence their peers.	See section on <b>pages 25-32</b>
<b>Extension Idea</b>	Set up a #LitterLiterate YouTube video competition in your school. Support students to create, upload and share their #LitterLiterate YouTube videos. Judge competition and crown winners.	
<b>Session Idea 4</b>	Support students to plan and deliver a peer education programme in a local primary school.	See the <b>Peer Education Programme Guide</b>
<b>Review and Share</b>	Share your teaching resources, ideas and video content with our teaching community using #LitterLiterate.	
<b>Evaluation</b>	Collect and share feedback on your experience of the Get #LitterLiterate programme.	You will be sent a link to an online survey

# Sharing ideas

All resources are available for download on the Get **#LitterLiterate** page on the **National Schools Partnership website**, but we hope to build an online community of teachers who share ideas and resources. Here are some tips to help you use social media and the **LitterLiterate hashtag** to connect, find inspiration and inspire others:

- Tell other teachers about your **#LitterLiterate** activities and see what other schools have been doing about litter on **Glow Yammer**.
- Share resources and your experience of taking part in Get **#LitterLiterate** on **Tes.com**.
- Post images of the resources on **Pinterest** using relevant tags, e.g. secondary resources, activities. Search for resources to do with litter and recycling.
- Tweet using **#LitterLiterate** to help us spread the word about the project and what students have been working on. Share photos to demonstrate your examples.
- Post on other education **forums** and **Facebook groups** to generate discussion on how other educators have taught students about litter and related issues.

# Using YouTube safely

**YouTube** is popular with this age group and provides access to engaging content. However, it can be difficult to filter content and there are explicit, violent and disturbing videos you'll want to ensure students do not see. When used in a proper way, YouTube can be a great educational video resource. <http://edtechreview.in/news/611-tips-for-teachers-youtube-in-classroom> contains some tips for using YouTube safely in your classroom. If you need general support for using social media safely with students, we recommend accessing an expert organisation such as **ChildNet**. There are also lots of useful articles available online like <https://www.theguardian.com/teacher-network/2012/jul/26/social-media-teacher-guide>.





# Curriculum for Excellence links

This table is designed to show you where there may be opportunities to integrate your own litter prevention learning into the CfE curriculum.

<b>Health and Wellbeing</b> (levels 2,3,4)	<b>Social wellbeing</b> HWB 2-11a / HWB 3-11a / HWB 4-11a HWB 2-12a / HWB 3-12a / HWB 4-12a HWB 2-13a / HWB 3-13a / HWB 4-13a	
<b>Literacy</b> (Responsibility of All) (levels 2,3,4)	<b>Listening and talking</b> <b>Enjoyment and choice</b> LIT 1-01a / LIT 2-01a LIT 3-01a / LIT 4-01a  <b>Tools for listening and talking</b> LIT 2-02a / LIT 3-02a / LIT 4-02a  <b>Understanding, analysing and evaluating</b> LIT 2-08a / LIT 3-08a / LIT 4-08a  <b>Creating texts</b> LIT 2-09a / LIT 3-09a / LIT 4-09a LIT 2-10a / LIT 3-10a / LIT 4-10a	<b>Writing</b> <b>Enjoyment and choice</b> LIT 1-20a / LIT 2-20a LIT 3-20a / LIT 4-20a  <b>Organising and using information</b> LIT 2-26a LIT 3-26a / LIT 4-26a  <b>Creating texts</b> LIT 2-29a / LIT 3-29a / LIT 4-29a
<b>Technologies</b>	<b>Digital Literacy</b> TCH 2-01a / TCH 3-01a / TCH 4-01a  <b>Technological Developments in Society and Business</b> <b>Awareness of technological developments (Past, Present and Future), including how they work</b> TCH 2-05a / TCH 3-05a / TCH 4-05a  <b>Impact, contribution, and relationship of technologies on business, the economy, politics, and the environment</b> TCH 2-06a / TCH 3-06a / TCH 4-06a TCH 2-07a / TCH 3-07a / TCH 4-07a TCH 3-08a / TCH 4-08a  <b>Exploring uses of materials</b> TCH 2-10a / TCH 3-10a / TCH 4-10a	
<b>Social Sciences</b>	<b>People, place and environment</b> SOC 2-08a / SOC 3-08a / SOC 4-08a	
<b>Sciences</b>	<b>Topical science</b> SCN 2-20b / SCN 3-20b SCN 4-20a	
<b>Numeracy and Mathematics</b>	<b>Information handling: Data and analysis</b> MTH 2-21a / MTH 3-21a / MTH 4-21a	
<b>Religious and Moral education</b>	<b>Development of beliefs and values</b> RME 2-09d RME 3-09c RME 4-09e	

# Get #LitterLiterate carousel activity ideas

## Why carousel?

Kick-starting your Get **#LitterLiterate** programme with a carousel of engaging activities will help students quickly gain an understanding of the social, environmental and economic impacts of littering. Carousels generate debate, get students out of their seats and provide a range of different learning opportunities in one session. This section provides ideas to help you get started.

## Making it work for you

You could deliver your carousel as a standalone lesson or as part of a cross-curricular drop-down event, but we recommend using it to kick-start a larger-scale littering project, involving outdoor learning. There is no one-size-fits-all and the sessions in this resource are flexible, so you can adapt them to suit your pupil and curriculum needs. On [page 6](#), in the **Teachers' Notes** section, you can find a table listing the relevant experiences and outcomes of the CfE that you may wish to use to support your planning.

## Planning for successful delivery

There is a **Teacher planning grid** on [page 24](#) to help you develop a carousel session that is right for you and your learners. If you are new to carousels, consider the following:

- 1. Grouping:** How many students will you have in each group? How will you group students or differentiate the work? Is there enough to keep them all engaged? How will you scaffold activities to ensure all students can participate?
- 2. Activities:** What is the best way to capture your students' attention and really engage them in litter prevention? Is this encouraging your students to ask difficult questions? Reflect on their own attitudes and behaviours? Assess littering in their local area? Debate controversial perspectives? Activate their existing knowledge? Make them feel outraged? Inspire them to create change? Think of the desired effect and work back from there.
- 3. Set-up:** How can you maximise free flow around the carousel of activities? Are the stations labelled? Do they travel in a predictable way around the classroom? Can you take the learning outdoors or to a different, more exciting or relevant space?
- 4. Timings:** How long will students need to be engaged? Have extension activities to ensure there is enough to keep students on task.
- 5. Reviewing:** How will you record the outcomes of each activity? You may wish to use a variety of methods to record, such as writing questions, recording on a graffiti wall, illustrating ideas pictorially or creating clusters of sticky notes.

# Getting started

To plan your session you could:

1. Adapt one of the carousel ideas overleaf.
2. Explore the **Additional links and information section** on **page 23** and the **Curriculum for Excellence links** on **page 6** and develop your own carousel.

# Activity ideas and approaches

You can approach the carousel activities in a number of ways:

1. **Standalone carousel lessons** – students move around the carousels, learning about littering.
2. **Single-subject carousels** – students carry out a number of activities focusing on developing one subject area, such as Literacy, using littering as the context.
3. **In-depth discussions** – students are given stimuli for in-depth reflections and discussion at each station using a Philosophy for Children (P4C) approach.
4. **Using carousels to develop peer learning at primary** – students learn information by visiting stations and then plan how to share the learning with their peers at local primary schools.

We have provided some suggested ideas and content for the carousel activities overleaf.





# 1. Standalone carousel lesson (cross-curricular)

Set up a carousel of stations around the room for students to visit, each with a question or activity related to litter prevention written on A3 pieces of paper. Students move about in small groups, leaving their ideas/responses on the pages.

## Idea 1:

Ask your students to answer a question and come up with a solution, e.g. List the sort of litter they see on the way to school. What could you do to prevent that litter? Create a **5-step litter prevention plan**.

## Idea 2:

If you have access to the internet and online devices, you could split students into pairs and ask them to find answers to the questions included in this quiz sheet: [https://www.zerowastescotland.org.uk/sites/default/files/5\\_Quizsheet\\_secondary\\_RGB\\_V3.pdf](https://www.zerowastescotland.org.uk/sites/default/files/5_Quizsheet_secondary_RGB_V3.pdf).

## Idea 3:

Explore some content related to littering and fly-tipping on **Twitter** using litter related hashtags.

## Idea 4:

You could provide the class with some true and false statements about littering and fly-tipping. For example:

- Every year Scotland spends at least £46 million cleaning up after our litterers — that's around £20 for each taxpayer (**true**).
- Banana peel doesn't count as litter because it is biodegradable (**false – it takes up to 2 years to break down**).
- In Singapore, a man was charged \$15,000 for dropping a cigarette butt (**true – punishment in Singapore can even include a prison sentence**).

In small groups, students circulate the room and discuss which statements they believe are (in)correct. By discussing the topic, they are learning from each other.

Here are some simple ideas for carousel station activities (also included on **slides 2-11** of the supporting **Classroom presentation**, which you may wish to print or display on a device at each station):

## Station 1, PowerPoint Slide 3

- How would you define littering?
- What are the most commonly littered items you see?
- Where are the most-littered places in your local area? Why is this?

**Write a poem, song or rap aimed at people your own age that raises their awareness of littering in your local area.**

**CfE link: Literacy (Responsibility of All)**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. [LIT 2-26a](#)

## Station 2, PowerPoint Slide 4

Lots of our litter could be recycled. If something can be recycled, it's worth money. If we collected up all of Scotland's litter to be recycled, it would be worth at least £1.2 million. How could you use this information to persuade people in your local area to recycle more?

**Create a poster, a social media post or an open letter to your local newspaper that uses persuasive techniques to mobilise the readers into action.**

**CfE link: Literacy (Responsibility of All)**

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. [LIT 2-29a](#)

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. [LIT 2-26a](#)

## Station 3, PowerPoint Slide 5

There are indirect costs of littering. Look at the list below and explain how you think litter is impacting on each one, e.g. property value – why would litter affect the value of a house?

- Property values (£100 million loss)
- Mental health (£53 million)
- Crime (£22.5 million)
- Road traffic accidents (£1 million)
- Wildfires (£1 million)
- Punctures (£1 million)
- Rats (£1 million)

How could you educate people about the indirect costs of littering?

**Pick one cost and brainstorm three ways you could raise awareness about them in your local community.**

**CfE link: Health and Wellbeing**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. [HWB 2-13a](#) / [HWB 3-13a](#) / [HWB 4-13a](#)





## Station 4, PowerPoint Slide 6

How big is Scotland's litter problem? Match the correct number to the correct statement.

<https://www.zerowastescotland.org.uk/sites/default/files/ZWS1328%20Litter%20Infographic%20edited%20%28003%29.pdf>

Each year, Scotland's cleaning teams collect 15,000 tonnes of litter. That's:

- a. the same weight as **50** individual Kelpies.
- b. around **250 million** items of litter.
- c. enough to fill **570,000** wheelie bins.
- d. around **50** pieces of litter for every person in Scotland (on average).
- e. **475** items dropped every minute (on average).

**Take one of the figures from this list and think of how you could bring this fact to life for a teenager. How will you show them the scale of the problem, in a way that is relevant to them?**

### **CfE link: Social Sciences**

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a

## Station 5, PowerPoint Slide 7

Local authorities have to spend millions cleaning up litter – at least £46 million each year, around £20 per taxpayer. How would **you** spend that money? If you solved the litter problem in your local area, how much money could you save?

**Come up with a spending plan that uses that money to help people and wildlife in your local area. Then come up with an idea for how you could use your 'savings' as an incentive to make local people think twice about littering.**

### CfE link: Social Sciences

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. SOC 3-08a

## Station 6, PowerPoint Slide 8

**Look online and find at least two articles giving conflicting information about littering.**

One of these should be based on scientific fact, and the other should be opinion based. How does the portrayal of this topic vary? How does each article challenge or extend your understanding of the issue?

### CfE link: Topical science

By considering current issues of science, learners increasingly develop their understanding of scientific concepts and their capacity to form informed social, moral and ethical views. They reflect upon and critically evaluate media portrayal of scientific findings.

I can report and comment on current scientific news items to develop my knowledge and understanding of topical science. SCN 2-20b

## Station 7, PowerPoint Slide 9

Look at the 'things you can do right now',

<https://www.zerowastescotland.org.uk/litter-flytipping/things-you-can-do>.

Rank them according to which you think would have the biggest immediate impact on our school/local community.

**Pick the one you think is most needed and plan a campaign to promote this around school.**

**CfE link: Health and Wellbeing**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. [HWB 2-13a](#) / [HWB 3-13a](#) / [HWB 4-13a](#)

## Station 8, PowerPoint Slide 10

Read the statements about why people litter. Pick the one you think is most common amongst other young people in this school (adapt to explore different audiences such as younger, primary pupils or different groups of local adults).

**Think of three ways you could go about challenging and changing that perception.**

"The place is already full of litter so it doesn't matter if I add a bit more"

"Someone else will clean up after me – that's their job"

"I can't see a bin so there's nowhere to put my rubbish except on the ground"

"Litter isn't a big deal, it doesn't harm anyone"

"I don't care about litter, it doesn't affect me"

**CfE link: Health and Wellbeing**

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. [HWB 2-13a](#) / [HWB 3-13a](#) / [HWB 4-13a](#)

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. [HWB 2-11a](#) / [HWB 3-11a](#) / [HWB 4-11a](#)



## Station 9, PowerPoint Slide 11

Look at the word prompts. Each one is a clue to a wider impact of littering.

How do you think litter could be linked to that word? Using only pictures or symbols, illustrate how littering affects that word.

Can you think of any more impacts of littering? Draw them.

**Pick one word. Design a poster that helps people see the link between littering and your chosen word. Use only minimal text and try to show the link visually.**

<b>TOURISM</b>	It makes Scotland less attractive to tourists.
<b>CRIME</b>	There's a link between litter levels and crime rates.
<b>PHYSICAL HEALTH</b>	It can damage the physical health of people and animals – injury from broken glass, rusty cans and lit cigarettes. Litter in the road can cause car accidents.
<b>MENTAL HEALTH</b>	It can affect mental health and wellbeing.
<b>HOUSING</b>	It can negatively impact house prices.
<b>VERMIN</b>	Food waste can attract unwanted wildlife, such as rats.

### CfE link: Social Sciences

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. SOC 3-08a

## 2. Single-subject carousels

You may wish to use litter as a theme with a focus on a single curriculum subject as Literacy or Numeracy.

You could set more challenging activities, requiring students to spend longer at each station to develop a wider range of skills. The example below illustrates how you could use the [Zero Waste Scotland litter prevention materials](#) to develop students' persuasive language skills, empowering them to develop their skills to influence others and create behaviour change (especially useful if your students go on to create shareable YouTube content – see [pages 31-32](#)):

### Station 1: Reading for persuasion

Give students a range of litter prevention campaign communications that use persuasive language devices. Can they identify the techniques used? Could they pick the most effective devices and use them as part of their own litter prevention/behaviour change campaign?

<https://www.zerowastescotland.org.uk/litter-flytipping/behaviour-change-communications>

<https://www.zerowastescotland.org.uk/litter-flytipping/top-campaigns>

### Station 2: Writing to persuade

Students read a range of facts related to littering and write an open letter to the students in their school, persuading them to Get #LitterLiterate, using a range of persuasive language devices.

<https://www.zerowastescotland.org.uk/litter-flytipping/impacts>

<https://www.zerowastescotland.org.uk/litter-flytipping/facts>

<https://www.zerowastescotland.org.uk/litter-flytipping/things-you-can-do>

<https://www.zerowastescotland.org.uk/litter-flytipping/take-action>

### Station 3: Speaking to persuade

Introduce students to the most common excuses people use to justify their littering. Ask them to pick one statement, and prepare a role play or speech persuading that particular person to do the right thing with their waste.

“The place is already full of litter so it doesn't matter if I add a bit more”

“Someone else will clean up after me – that's their job”

“I can't see a bin so there's nowhere to put my rubbish except on the ground”

“Litter isn't a big deal, it doesn't harm anyone”

“I don't care about litter, it doesn't affect me”

A similar approach could be taken in Maths and Numeracy, by creating curriculum-linked Numeracy challenges around the littering and fly-tipping data that is readily available on the Zero Waste Scotland website: <https://www.zerowastescotland.org.uk/litter-flytipping/knowledge-network>.

# 3. Developing discussions through circle time

(Social Studies/Health and Wellbeing/Religious and Moral Education)

You may wish to use the carousel in a different way, as a stimulus for more in-depth, reflective discussions. Using the Philosophy for Children (P4C) approach, you could create stations around the room displaying provocative infographics and campaign communications provided by ZWS (see links below and [slides 13-28](#) of the supporting [Classroom presentation](#)). As students circulate in pairs or small groups, they formulate provocative open-ended questions they would like to discuss in a circle time format (or using alternative set-ups of your choosing, such as a Socratic Circle). Students pick their best question to put forward to the group, and students vote for the question(s) they would most like to debate and discuss.

Some advice for running a successful P4C enquiry:

(See <https://p4c.com/about-p4c/teachers-guide/> for more)

## Preparing the context

Ask your students to answer a question and come up with a solution, e.g. List the sort of litter they see on the way to school. What could you do to prevent that litter? Create a [5-step litter prevention plan](#).

- Sit in a circle or horseshoe, not only as an aid to good listening but also to indicate that everybody's participation is equally valued.
- Before beginning the first session, spend time deciding on a set of guidelines for good discussion. (These can be developed over time as groups gain experience.)

## Preparing the text

- Enquiry works best when dialogue is focused on shared experience. Use any of the following or a combination of them:
  - Reading stories, poems, news items or dialogues relating to littering.
  - Looking at images, watching short films or listening to music relating to littering.
  - Reflecting on artefacts relating to littering.
- Look for texts that have potential to lead into dialogue that is rich in concepts. Spend some time considering what concepts might arise from the text and how best to prepare for dialogue around those concepts.
- Provide time and structure for students' initial reactions to the text. For example:
  - Give students some thinking time in pairs to identify 'juicy concepts'.
  - Present students with a couple of images and ask them what they think are some significant similarities and differences.
  - Present students with words and pictures and ask them what they think the connections are between the two.
  - Ask students to identify 'hot spots' or parts of a text they find interesting or significant.
  - Ask students to write or draw some initial thoughts — perhaps using one of the previous points in this list as a structure.



## Creating and choosing questions

- Following the sharing of the text, ask students to create questions based on what they are curious about or interested in.
- Questions may reflect their ideas about the whole story or part of it. Students are encouraged to create questions that lead to a good dialogue, though their understanding of what this means in practice will develop over time.
- Students could be put into groups to discuss their questions and agree on one to put forward for the class.
- Finally, co-create an agenda for dialogue by choosing one or more questions. During this stage, the following practices are common:
  - Ask students for clarification about their question. What is it asking? Where might it lead?
  - Assumptions in the questions are identified and 'questions behind the questions' are recognised.
  - Similarities and differences between questions are noted.

## Encourage dialogue and argument

Encourage dialogue and argument around the chosen questions by:

- Having students sit in a circle so they can see each other and listen in a more focused way.
- Establishing some ground rules for good dialogue and helping students put them into practice.
- Establishing the idea of argument as a means towards finding the best answer to a question where possible answers are contestable. Encourage students to argue without rancour by testing claims and reasons in a spirit of collaborative dialogue.
- Giving students thinking time by allowing short 'breakouts' where they can converse with a partner to gather their thoughts or rehearse their arguments.
- Giving students examples of the sorts of moves they can make to get the dialogue to a deeper level. These would include:
  - thinking of alternative points of view and speculating about the consequences of each one,
  - giving examples,
  - noticing similarities and differences,
  - examining reasons and establishing whether statements about people and things apply to 'all', 'many', 'some' and/or 'none'.
- At the end of the dialogue there is a summary and an opportunity for students to have their 'last words', either in response to the content of the dialogue or to the process. Last words could be given as an oral response or in writing.

## Follow-up

- Highlight a concept that is worth exploring in greater depth through structured questions or examples before the next dialogue.
- Identify a behaviour, such as giving examples, that needs work or encouragement.
- Set some writing, artwork or research as a response to something that came up in the dialogue.
- Plan any follow-up sessions in the light of the last one.

# 4. Using carousels to develop peer learning at primary level

This programme helps students to develop their social influencer skills. Using peer learning where possible is an ideal way to consolidate these skills as it places the learning in your students' hands. Following the carousel and social media workshop (see [page 25](#)), you may wish to give your students the opportunity to run a peer education programme in a local primary school (see the [Get #LitterLiterate Peer Education Programme Guide](#)). If you decide to run this part of the programme, the approach below would be useful to help prepare your students:

- First, divide the topic of litter prevention into sections that apply to your subject or your learners. For example, you could look at the impact of littering from a variety of perspectives such as the social impacts, health impacts, economic impacts and environmental impacts.
- Design activities that enable students to learn about these sub-topics (e.g. some reading, a video, a practical activity).
- Allow students the time to tackle your activities in small groups.
- Once they have completed the activity, split up the groups to make new groups, comprising one student from each of the previous activities.
- Then, allow time for each group member to 'teach' the rest of their new group about what they've learned.
- If you are planning to send your students to peer educate local primary school pupils (see the [Peer Education Programme Guide](#)), you could challenge them to work in small groups to come up with their own activities to share their learning with a younger audience.







# Extending the learning: beyond the litter pick

Carousels are great for activating learning, but there are many ways you could extend the learning and move it out of the classroom and into the real world. Although litter picks are a useful way to do this, they are not the only way. Consider taking it even further by:

1. **Running your carousel outdoors** in the school grounds or out in the wider community. You could have various stations, encouraging active or enquiry-based learning, e.g. one group audit the school for litter, one group litter pick, one identifies wildlife that is at risk from littering, one group look for hidden impacts of littering, one group interview the caretaker. Students then share their insights with the rest of the school by planning an assembly or running tutor time activities.
2. **Running your litter prevention activity as a Citizen Science project** using inspiration and guidance found here: <https://www.zerowastescotland.org.uk/litter-flytipping/citizen-science> <https://vimeo.com/217807521>. If you want to explore this avenue then you can look at <https://www.environment.gov.scot/get-involved/> – your students' findings could even help to inform government policy. You could take it further by contacting the local council's street cleaning team to tell them what you are doing and to find out more about what they do.
3. **Conducting a scientific inquiry** that is decided upon, planned and led by the students themselves. What would students like to know about littering in their area? How will they collect, analyse and share the data?
4. **Inviting the wider community to get involved** in your litter prevention project. Ask students to conduct research in local community groups (e.g. retired groups, mother and toddler groups or those with learning disabilities) and come up with ideas for how they could get specific community groups involved in litter prevention programmes. Suggest students visit local businesses that supply their lunch, to encourage them to consider how they package their food to ensure the amount of packaging is minimised and is recyclable.

5. **Taking an artistic approach to your litter pick by creating a photo/video story** (or even an exhibition of these photos) of your area before, during and after your litter prevention activity. You could turn this into a monitoring activity by:
  - Selecting a number of points to take photographs from to ensure you can capture the level of littering.
  - Making sure you use the same photo points each time you monitor the area.
  - Taking photos of the area once per week, preferably on the same day and time.
  - Taking photos over a number of weeks following your activity to monitor how long it takes for an area to deteriorate.
  - Making sure photos have a time stamp to allow you to track them.
  - Using the photo story as part of your ongoing engagement with your wider community.
  - Carrying out a litter count of the number of items of litter in your area.
  - Getting feedback from your local community before and after.
6. **Joining the Litterati** by downloading the app and joining the community that is identifying, mapping and collecting the world's litter, <https://www.litterati.org/#home>.
7. **Creating a crime map** of littering offences in and around your school or local area, using <http://digimapforschools.edina.ac.uk/> to develop geography skills. More info can be found here: [http://digimapforschools.edina.ac.uk/schools/Resources/Secondary/crime\\_mapping.pdf](http://digimapforschools.edina.ac.uk/schools/Resources/Secondary/crime_mapping.pdf).
8. **Creating an art installation** inspired by their litter prevention learning, using recyclable materials found on the streets. 'Leithers Don't Litter' uses some innovative creative approaches that could provide creative inspiration: <https://www.leithersdontlitter.org/crapitalism-a-rubbish-exhibition/>.
9. **If you live near the coast, you could join The Great Nurdle Hunt:** <https://nurdlehunt.org.uk/>. New nurdles are washing up on our shores but we don't have detailed evidence of where they are coming from or how widespread the problem is. Findings from The Great Nurdle Hunt will help Fidra show the local plastics industry the extent of the nurdle pollution on our shores.
10. **Alternatively, you could support the Marine Conservation Society by taking part in a beach clean and survey:** <https://www.mcsuk.org/beachwatch/groups-and-schools>. Marine litter is a problem that we can all play a part in solving, and what better way to start than with a day at the beach?
11. **Back in the classroom, you could encourage students to compare Scotland's beach litter to other areas of the UK** by reading the Marine Conservation Society's annual Great British Beach Clean report: <https://www.mcsuk.org/media/gbbc-2018-report.pdf>.

If you do decide to organise a litter pick, the Eco-Schools website has lots of resources to help you get started and organise a clean-up of your own:

- <https://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/ten-topics/litter/>
- <https://www.keepsotlandbeautiful.org/local-environmental-quality/clean-up-scotland/>
- The **ZWS Beyond the litter pick guide** is also packed full of ideas of how you can extend your activities even further: [https://www.zerowastescotland.org.uk/sites/default/files/ZWS%20guide%20booklet\\_Beyond\\_Litter\\_pick\\_AW2.pdf](https://www.zerowastescotland.org.uk/sites/default/files/ZWS%20guide%20booklet_Beyond_Litter_pick_AW2.pdf).



# Digital learning apps

There is a range of immersive digital learning apps that can be used to enhance students' experiences without having to leave the classroom. You could try using some of these:

- [Padlet](#) – Padlet is a one-way or two-way collaborative wall that can integrate videos, documents and lots of other formats in either a grid, scattered or chronological formation.
- [TES Teach](#) – As a tool that allows curation from several predefined sites, TES Teach is brilliant for creating a dedicated space that students can interact with on any device type and without distraction.
- [Microsoft Sway](#) – Sway provides an alternative to PowerPoint and is dynamic, responsive and can be remixed to a new design, navigation and colour scheme in seconds, keeping the content feeling fresh. As a curation tool, it is designed to integrate video, images and even Twitter feeds, making it highly relevant and always connected to social media activity.
- [NearPod](#) – A NearPod gives teachers a new way to use presentation material, making it easy to connect students to an interactive and engaging process in the classroom or at home. NearPods link in VR/360 content as well as drag-and-drop activities, drawing activities and polls.
- [Google Forms](#) – Self-marking quizzes that are easy to build and reduce the burden of teachers making and assessing documents.
- [HP Reveal](#) (formerly Aurasma) – An augmented reality app where you can create triggers on existing content.

# Sharing ideas through social media

All resources are available for download on the [Get #LitterLiterate page](#) on the [National Schools Partnership website](#). These resources are starting points for teachers to build upon. [Get #LitterLiterate](#) is keen to build an online community of teachers who share resources that have worked with their students.

Here are some tips to help you use social media effectively to connect with other [#LitterLiterate](#) teachers, to find inspiration and to inspire others:

1. Tell other teachers about your [Get #LitterLiterate](#) activities, and see what other schools have been doing about litter, on Glow Yammer.
2. Share resources and your experience of taking part in [Get #LitterLiterate](#) on [tes.com](#).
3. Post images of the resources on Pinterest using relevant tags, e.g. secondary resources, activities, and search for additional resources about litter and recycling.
4. Tweet using [#LitterLiterate](#) to help us spread the word about the project and what students have been working on. Share photos to demonstrate your examples.
5. Post about your activities on other [educational platforms, forums](#) and [Facebook groups](#) to generate discussion on how other educators have taught students about litter and related issues.
6. Enter your students' [#LitterLiterate](#) clips into [Keep Scotland Beautiful's](#) annual [Young Reporters' Scotland competition](#) for the opportunity to share your work on a national and international scale with pupils from 35 other countries: <https://www.keeptoscotlandbeautiful.org/yrs>.

# Additional links and information

To enhance your teaching, there are a large number of materials that can be found on [Zero Waste Scotland's Litter Knowledge Network](https://www.zerowastescotland.org.uk/litter-flytipping/knowledge-network): <https://www.zerowastescotland.org.uk/litter-flytipping/knowledge-network>. This site provides a wealth of hard-hitting research, imagery, expert material and good practice advice on litter & fly-tipping prevention. It's a great first port of call for planning your own carousel activities.

Below are some quick links to useful and visual information that could be used as a springboard for your own litter prevention learning (some of which can also be found on [slides 13-28](#) of the [classroom presentation](#)):

## Research and strategies

**Litter and fly-tipping: the costs and the consequences** <https://www.zerowastescotland.org.uk/litter-flytipping/impacts>

**Code of Practice on Litter & Refuse (COPLAR 2018)** <https://www.zerowastescotland.org.uk/litter-flytipping/coplar-what-is-the-code>

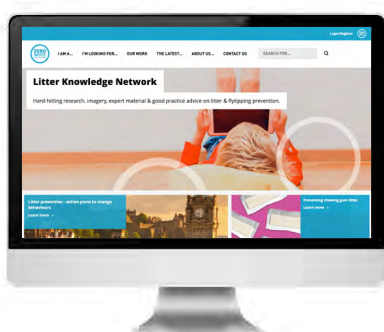
**National Litter Strategy** <https://www.gov.scot/publications/code-practice-litter-refuse-scotland-2018/>

**Marine Litter Strategy** <https://www.gov.scot/publications/marine-litter-strategy-scotland/>

**7 top litter prevention campaigns from around the world** <https://www.zerowastescotland.org.uk/litter-flytipping/top-campaigns>

**Deposit return scheme** <https://www.gov.scot/publications/deposit-return-scheme-scotland-consultation/pages/3/>

<https://www.zerowastescotland.org.uk/deposit-return-scheme/about>



## Facts, ideas and advice

**11 facts about litter** <https://www.zerowastescotland.org.uk/litter-flytipping/facts>

Factual overviews of the social, environmental, economic, and health implications of littering across Scotland.

**Recycling facts and figures** <http://www.recycleforscotland.com/facts-figures/facts-figures>

**Anti-litter campaign toolkit** <https://www.zerowastescotland.org.uk/litter-flytipping/targeted-messaging-toolkit>

**Tackle litter and fly-tipping: 11 things you can do right now** <https://www.zerowastescotland.org.uk/litter-flytipping/things-you-can-do>

**Take action on litter & fly-tipping** <https://www.zerowastescotland.org.uk/litter-flytipping/take-action>

Lots of ideas about achievable actions we can take today to start moving towards a zero waste Scotland.

**Preventing chewing gum litter** <https://www.zerowastescotland.org.uk/litter-flytipping/chewing-gum>

**Litter factsheet for secondary school teachers** [https://www.zerowastescotland.org.uk/sites/default/files/5\\_Factsheet\\_secondary\\_RGB\\_V3.pdf](https://www.zerowastescotland.org.uk/sites/default/files/5_Factsheet_secondary_RGB_V3.pdf)

**Working with schools to prevent litter: From early years to secondary** <https://www.zerowastescotland.org.uk/litter-flytipping/working-with-schools>

A comprehensive guide to integrating litter prevention into the curriculum and delivering learning to a range of students of all ages and abilities. Includes ready-made resources such as quiz sheets and fact sheets and links to existing education programmes such as Eco-Schools and Wrigley's Bin It.

## Infographics and videos

**The amount of litter in Scotland infographic** <https://www.zerowastescotland.org.uk/sites/default/files/ZWS1328%20Litter%20Infographic%20edited%20%28003%29.pdf>

**Litter: we're all paying for the clean-up infographic** [https://www.zerowastescotland.org.uk/sites/default/files/22\\_11-Facts\\_infographic%232.pdf](https://www.zerowastescotland.org.uk/sites/default/files/22_11-Facts_infographic%232.pdf)

**Littering: getting caught will cost you infographic** <https://www.zerowastescotland.org.uk/sites/default/files/11%20facts%20infographic%20%233.pdf>

**The Story of Stuff** <https://storyofstuff.org/>

These are some great, animated videos about the way we make, use and throw away the 'stuff' in our lives, e.g. water bottles.

# Teacher planning grid

Use this table to plan a carousel that is tailored specifically to your learners' needs:

Groupings	Activities/ intended outcomes	Differentiation/AfL	Timings	Resources required at each station	CfE links

# Get #LitterLiterate social media workshop

## What's included in this guide:

- **Teachers' notes** including using YouTube safely in the classroom and setting up an in-school YouTube competition
- **Workshop outline** divided into three parts:
  1. What is a social media influencer and how do they influence people?
  2. How to develop your own influential YouTube voice
  3. How to make influential content for YouTube
- **Extension activities** to further develop your students' skills
- **Useful links** videos and additional support for using YouTube successfully

## Notes for teachers

### Why use YouTube to influence behaviour change?

This programme seeks to change cultural values and attitudes. **The Young People's Cultural Journeys report** recently found that **YouTube** is a key cultural influencer and the core social media platform for sharing content for this age group (especially for boys). The same report also found that young people in this age group are most influenced, not only by their family and friends, but also by celebrities on social media. More information can be found here: <http://www.artconnect.co.uk/wp-content/uploads/2018/06/Arts-Connect-CCJ-report-FINAL.pdf>.

### What is a social media influencer?

A social media influencer is someone who has built a reputation for their knowledge and expertise on a particular topic. They make regular posts about that topic on their preferred social media channels and generate large followings of enthusiastic engaged people who pay close attention to their views. Brands love social media influencers because they can create trends and encourage their followers to buy products they promote.

The bulk of social influencer marketing today occurs in social media, predominantly with bloggers and celebrities, the original influencers. Bloggers and influencers in social media have the most authentic and active relationships with their fans. Brands are now recognising and encouraging this, and it is quickly becoming a much sought-after career by younger generations who are already highly active on social media. (Source <https://influencermarketinghub.com/what-is-an-influencer/>)



## Set up an in-school competition

**Get #LitterLiterate** wants students to create video content that will influence their peers to change their behaviour and their attitudes towards littering and to take personal responsibility for their waste. We're inviting teachers to set up an in-school competition to kick-start this initiative. We'd like as many students as possible to view and comment on the videos posted and share them with their friends and family to spread our message far and wide. Therefore, all videos posted to YouTube need to be given the **#LitterLiterate** hashtag. Apart from that, it is up to you how you wish to run your competition.

If you decide to set up a competition, here are some questions that may help you decide how you'd like to run it:

- 1. What are the rules for entering your competition?** We want students making content that engages their peers but we don't want them breaking school rules. What types of videos are students not allowed to make? Will you vet videos before allowing students to enter them with the hashtag?
- 2. How will you promote the competition in school?** Apart from using social media channels, assemblies, posters and tutor time are also effective ways of sharing the **#LitterLiterate** hashtag with the school to get everyone watching and sharing the content.
- 3. How will you decide on the winners?** Will you have a judging panel? Will it depend on the number of likes/comments/shares? Will everyone be able to vote for their favourite? Finding ways to put students in charge of this will increase their engagement.

## Using YouTube safely

**YouTube** is highly popular with this particular age group and provides access to lots of rich content that will engage your learners. However, it is sometimes difficult to filter educational content. YouTube also allows anyone to view your students' videos, so there can be privacy problems as well. There are also some explicit, violent and disturbing videos that students should not be exposed to. So, as a coin has two opposite sides, everything is a combination of pros and cons, but when used in a proper way, YouTube can be a great educational video resource. This link contains a few practical tips for using YouTube safely in your classroom: <http://edtechreview.in/news/611-tips-for-teachers-youtube-in-classroom>. Remember to check your school's policy regarding the sharing of images on all social media platforms (including YouTube), and be sure you have all of the correct permissions in place prior to sharing or posting.



## Some influential YouTubers your students may be watching

It is advisable to become familiar with some of these before delivering the workshop so you can confidently play video content that is suitable for your students.

- **Zoella** – is an English fashion and beauty vlogger, YouTuber, and author with 11m subscribers and a line of merchandise in Boots. <https://www.youtube.com/user/zoella280390>
- **Jake Paul** – is an American actor and YouTube personality with 17m subscribers. <https://www.youtube.com/user/JakePaulProductions>
- **Sara Dietschy** – is a YouTuber with 406k subscribers who describes her work as ‘Tech, Creativity, Vlogs, Documentary, Reviews/HowTo, Entrepreneurship, Travel & Lifestyle’. <https://www.youtube.com/user/saradietschy/featured>
- **Daniel Robert Middleton** – better known through his online pseudonym **DanTDM**, is an English YouTube personality and professional gamer with 20m subscribers. <https://www.youtube.com/user/TheDiamondMinecart>
- **Lily Singh** – writes books, acts on camera, creates [humorous Instagram videos](#) and runs the popular YouTube channel [IISuperwomanII](#). The Canadian superstar is one of the most powerful women on the internet. Singh ranked first in the entertainment category on the [2017 Forbes Top Influencers List](#) and continues to publish videos for her 13m subscribers. Singh leverages her powers for good and became a Unicef ambassador in 2017.

## Some Eco-YouTubers your students could start watching

- **Trash is for Tossers** – by Lauren Singer [https://www.youtube.com/channel/UCgJw6tZNyjR\\_8zIFDsIPpww/featured](https://www.youtube.com/channel/UCgJw6tZNyjR_8zIFDsIPpww/featured)
- **The Girl Gone Green** – by Manuela <https://www.youtube.com/channel/UC4sORY6tWJMcaplqvumMMdLQ/featured>
- **Living Waste Free** <https://www.youtube.com/channel/UCfYFvffR5LbJLSIzhKWD8ig/videos>
- **Going Zero Waste** [https://www.youtube.com/channel/UCM\\_g2f3EWOV-0EhG7cG\\_Lew/videos](https://www.youtube.com/channel/UCM_g2f3EWOV-0EhG7cG_Lew/videos)
- **ECO BOOST** – by Kate Arnell from London <https://www.youtube.com/channel/UC3pE1IqHqbdF3vqtaALL4nA/featured>





# Workshop outline

## Starter:

Ask students to think of the most memorable video they've ever watched on YouTube. What was it and why did it have such an impact on them? Using [slide 29](#), students think, pair, share. Elicit all the different types of videos they find engaging. Are there any patterns? Encourage students to consider the effect each different type has on its audience. Ask if students have seen anything memorable relating to litter prevention or to the impact of litter on the environment. Was it effective? If so, how did it make them feel/think/take action?

## Introduce the Get #LitterLiterate YouTube competition (optional):

**Zero Waste Scotland** wants students to become social media influencers and use **YouTube** to persuade their peers to take responsibility and do the right thing with their waste. After this workshop, students will have a go at making shareable video content that encourages other young people to **Get #LitterLiterate**.

Explain that the key to success here is to make their posts shareable. They should think creatively about how they can present their litter prevention message and make it funny, emotive or surprising because the more people who see their content, the wider the litter prevention message spreads.



## Part 1: What is a social media influencer and how do they influence people?

### Run a social media carousel to activate the learning:

Your students will be the experts on the subject of social media and between them they will have lots of useful knowledge and ideas. Using [slides 29-35](#) of the [classroom presentation](#), run another carousel to activate their existing knowledge and get your students discussing ideas and, most importantly, teaching you. They have also already undergone a carousel exploring litter prevention so they will be familiar with this form of learning. More tips on running a successful carousel can be found in the [Carousel Activity Ideas](#) on [page 7](#).

### Station 1

**Who influences you? Create a mind map of the people and things that have the biggest influence over your lives, thoughts, opinions and behaviour.**

Discuss and note down: How do these people/things influence you?

### Station 2

**What is a social media influencer? What do you know about them? What do they do all day? How do you become a social media influencer? Write down everything you already know!**

Discuss and note down: How do these people/things influence you?

### Station 3

**List the skills needed to be a good social media influencer.**

Discuss and note down: How can you develop those skills? Why might it benefit you to become a digital ambassador for a cause?

### Station 4

**Create a mind map of influential YouTubers you have seen or follow.**

What type of YouTube content do they make? What is it about them that makes them popular? How do they use their voice to raise awareness about certain issues or influence their audiences?

### Station 5

**Think about littering in your school/ local community. Apply your learning from the litter prevention carousel.**

Discuss and note down: What are the main challenges? What needs to change? What kinds of changes would you like to influence? How might you go about influencing those changes?

### Station 6

**What are the DOs and DON'Ts for making YouTube videos that other teenagers want to watch? Fill in both columns.**

Discuss and note down: How do you make sure your videos get likes and shares?

### Station 7

**Reflect: Think about your own interests, talents or skills. What type**

**of YouTube video content would you be good at making or presenting? Would you prefer to work alone or as part of a team?**

Use this space to share your interests and skills to find other like-minded YouTubers in the group.

### Review:

Once students have visited all stations, allow time for the groups currently at stations 1 – 3 (only) to present the collective notes from their stations. Draw out any key learning points on the board.





## Part 2: How to develop your own influential YouTube voice

### Understand how social media influencers use YouTube:

Ask somebody to present the collective notes for **Station 4** and spend some time discussing the following questions as a group:

- Most influential YouTubers that students have seen or follow. Why do they follow them?
- What type of YouTube content do they make?
- What is it about them that makes them popular?
- How do they use their voice to raise awareness about certain issues or influence their audiences?

You may wish to watch some of their videos as a class to facilitate discussions, if you have time. Beware though that some content may not be suitable for viewing in class. There is a list of popular YouTubers, that students may be watching, on **page 27**. It is advisable to become familiar with some of these before the workshop so you can play video content that is suitable for their age range.

Spend some time watching videos by the **Eco-YouTubers** listed on **page 27**. What do they do that is effective? How do they think these vloggers could make their litter prevention or environmental message even more appealing to young people?

### Develop their own, authentic voice:

- Display this quote from a social media influencer and blogger, on **slide 3** of the **classroom presentation**:

“I write about things in a specific niche or area, and in my own voice.

In order for me to champion a cause it needs to be close to my heart for it to be authentic and make the biggest impact with my audience.”

**Erin Niimi Longhurst, influencer and blogger behind Island Bell**

- Discuss what students think this blogger means.
- If you have time, you could allow students to research videos giving more tips on how to become a video influencer by using the **#videoinfluencers** on YouTube. Alternatively, you could set this as homework.
- Ask one of the students to present the collective notes for **Station 5**. Spend some time reflecting on the learning from the litter prevention carousel you delivered previously and discussing the following questions about littering in your school/local community, as a group:
  1. What are the main challenges?
  2. What needs to change?
  3. What kinds of changes would they like to influence?
  4. How could students go about influencing those changes?
- Highlight that YouTube vlogs, although seemingly conversational in style, are actually speeches. You may refer to specific examples you've watched to reinforce this.
- Give students a short amount of time to write a speech about one of the littering problems they'd like to address. The speech should be aimed at their peers, and be written in their own, authentic voice.
- Students write and then perform these in pairs, peer assessing to help each other improve.
- If there is time, students could film these on their phones/tablets so they can self and peer assess the authenticity of their voice on video.

# Part 3: How to make influential content for YouTube

There are lots of ways, in addition to vlogging, to use video to get people to think differently about littering. Allow students time to find, watch and share some effective litter prevention videos on YouTube. Here are some useful links that you could view as a class, also included on **slides 38-47** of the **Classroom presentation**.

## Litter prevention videos:

- <https://www.youtube.com/watch?v=CHIWmCuGSJo> Domics: A Canadian animator on littering.
- <https://youtu.be/9vCstrZ7ilk> 30 Days of Trash: Rob Greenfield decided to wear every bit of rubbish he produced – for 30 days. He documented the entire experience on social media: <http://robgreenfield.tv/trashme/>.
- <https://www.youtube.com/watch?v=jCjeNZquEPU> Factual Sky News Report.
- [https://www.youtube.com/watch?v=aHU3DLTa6\\_w](https://www.youtube.com/watch?v=aHU3DLTa6_w) Amazing ball tricks using litter.
- <https://www.youtube.com/watch?v=h4ezUvevjr4> A litter-loathing puppet in an anti-litter campaign from Northern Ireland.
- [https://www.youtube.com/watch?v=er3VhHtN\\_p0](https://www.youtube.com/watch?v=er3VhHtN_p0) 'Neat Streets' campaign in central London, using the latest thinking on behaviour change and awareness raising from around the world to trial a new approach to tackling littering on Villiers Street, Westminster.
- <https://www.youtube.com/watch?v=Q2Prz45rd0w> Hard-hitting video showing effect of plastic littering on birds and wildlife.
- [https://www.youtube.com/watch?v=\\_6xINyWPpB8](https://www.youtube.com/watch?v=_6xINyWPpB8) Ted-Ed traces the life cycles of three different plastic bottles, shedding light on the dangers these disposables present to our world. Accompanying lesson resources here: <https://ed.ted.com/lessons/what-really-happens-to-the-plastic-you-throw-away-emma-bryce>
- <https://www.youtube.com/watch?v=pF72px2R3Hg> TedXTeen talk. Lauren is an Environmental Studies graduate from NYU and the amount of trash that she has produced over the past three years can fit inside a 16 oz. jar.
- <https://www.youtube.com/watch?v=kQnkaYhE6ow> Plogging – a craze from Sweden for combining jogging and litter-picking.

## Making shareable content:

Ask a student to present the collective notes for **Station 6** and spend some time discussing the following questions as a group:

1. What are the DOs and DON'Ts for making YouTube videos that other teenagers want to watch?
2. How do you make sure your videos get likes and shares?

Then, watch the **ZWS How to Vlog Video** on **slide 48** of the **Classroom presentation**. As students watch, they should make notes about what makes this a successful vlog. At the end of the video, work with students to create a collective success criteria. Condense ideas down to five important things students need to remember when making shareable YouTube content. Give students a copy of the **Get #LitterLiterate** student guide.

## Influence others to Get #LitterLiterate!

Finally, allow time for students to plan their YouTube video competition entries. They will probably need support with:

- Getting into teams (optional – they could work alone if they wish).
- Deciding on their central litter prevention message (this should be something relevant to their area or something they're especially passionate about).
- Deciding on their approach/style – encourage them to spend time brainstorming ideas (anything goes here – within reason! Set any ground rules early on).
- Planning their shoot – locations, props, equipment, scripts (the great thing about YouTube videos is that they are often low-tech so this should be accessible to most students. Emphasise the importance of planning and having a good idea over anything fancy or expensive).

## Extension activities

Give students some extra practice at making YouTube content

### Have a go! #2minutecleanup

If you have time, you could introduce students to the Marine Conservation Society's #2minutebeachclean movement and Keep Scotland Beautiful's #2minutecleanup campaign and give them an opportunity to make some shareable YouTube content to support this campaign, using the #2minutecleanup or #2minutebeachclean hashtags.



# Additional links and information

## Links

<https://beachclean.net/>

<https://www.keepsotlandbeautiful.org/local-environmental-quality/clean-up-scotland/get-involved/2minutecleanup/>

This is a brilliant opportunity to apply their learning whilst also having fun collecting litter and making YouTube videos. Encourage students to think about how they can make their #2minutecleanup video entertaining and shareable:

- What interesting locations could they use?
- Funny costumes or props?
- Could they pick litter whilst doing something silly (within H&S guidelines of course!)?
- Can they use time-lapse or slo-mo or other editing apps on their phone?

Take time to watch and peer assess the videos afterwards, applying the learning from the social media workshop.

## Extend their development through Young Reporters' Scotland

<https://www.keepsotlandbeautiful.org/yrs>

Young Reporters' Scotland (YRS) could be the perfect opportunity for your students to extend their involvement by investigating and reporting on the environmental or sustainability issues that matter to them, thus empowering them to continue to make their voices heard. This programme allows them to build and develop their skills even further and creatively raise awareness of sustainability issues within their community and beyond. They will also get the opportunity to take part in the annual Young Reporters' Scotland competition, with the potential of being involved and working with an international network of like-minded young people with [Young Reporters for the Environment \(YFE\)](#).

## Useful links

**Zero Waste Scotland's guide to using social media to prevent litter and fly-tipping**

<https://www.zerowastescotland.org.uk/litter-flytipping/social-media>

**Uploading videos to YouTube**

<https://support.google.com/youtube/answer/57407>

**Using hashtags on YouTube**

<https://support.google.com/youtube/answer/6390658?hl=en-GB>

Growing your influence on YouTube: Nick Nimmin shares straightforward YouTube video tips, ideas and more that could help you and your students grow their YouTube influence by getting more subscribers and views. Here are five informational videos to get you (and them) started:

**Top 10 tips for new YouTubers**

<https://www.youtube.com/watch?v=WlnGwOF9yvY&index=15&list=PLsDhs0kbwsC6wix-Z4giWo7cAnTlg94Zp>

**How to make good videos for YouTube (5 tips)**

<https://www.youtube.com/watch?v=CgztqhMDh24>

**How to get views on YouTube with 0 subscribers**

<https://www.youtube.com/watch?v=32UJUKvmrIA>

**How to increase engagement and subscribers on YouTube**

<https://www.youtube.com/watch?v=kmzX-ULJFLs>

**How to be comfortable on camera**

[https://www.youtube.com/watch?v=\\_9t6KrsnQC8&list=PLsDhs0kbwsC6wix-Z4giWo7cAnTlg94Zp&index=12](https://www.youtube.com/watch?v=_9t6KrsnQC8&list=PLsDhs0kbwsC6wix-Z4giWo7cAnTlg94Zp&index=12)