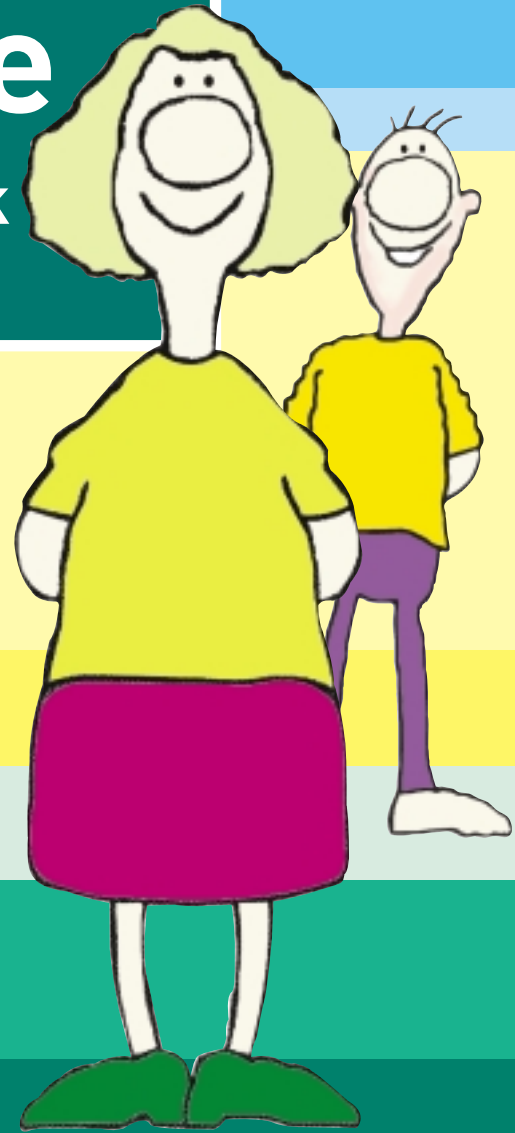


Active Citizenship

# The Waste Interactive

Teachers' Handbook  
14-16 year olds



Active Citizenship

## About Active Citizenship

*“Active citizenship can be as straightforward as helping a neighbour. It can be as challenging as orchestrating a major campaign. For some, it comes naturally, perhaps as a result of family traditions, a chance meeting, or an inspirational teacher. For many, it needs to be encouraged, practiced, developed and informed. We can’t be active citizens without doing something. We also can’t become active without some practical experience.”*

**Institute of Citizenship**

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Members of the Citizenship Advisory Group;

Staff of ENCAMS.

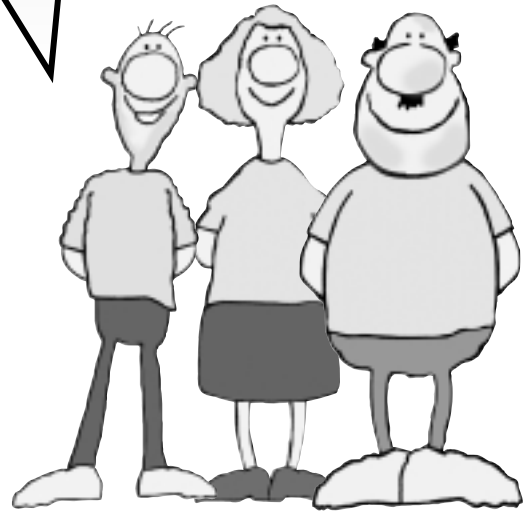
Written and produced by Wayne Talbot (Wayne Talbot Associates) in association with John Baines (Bureau for Environmental Education and Training).

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The opinions expressed in these materials are those of the authors and do not necessarily reflect the views of ENCAMS or any of those involved in testing the materials.

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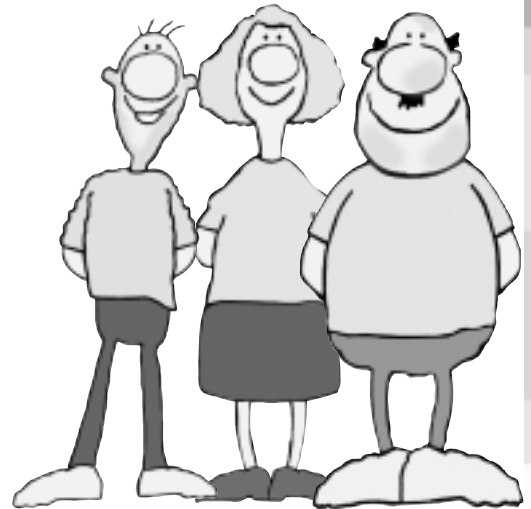
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# 1. What's it all about?

**Welcome to the ENCAMS Citizenship project.**

**This project aims to encourage the active participation of young people in environmental projects that reduce waste and promote anti-littering strategies that tackle issues from sweet wrappers to gum residue. It is directly linked to citizenship but also offers opportunities for curriculum links and out of school activities to encourage further positive action by young people.**



The aim of this booklet is to aid the involvement of young people in the creation of waste action plans, and is designed to be used with an interactive exercise - The Waste Interactive. The activities translate the discussion points and ideas by The Waste Interactive into practical action for the school or community. They examine issues that need to be considered in creating community or school action plans, and the preparing, planning and conducting of research required for such a plan.

The exercises contained here have been drawn from a series of successful activities undertaken with upper schools and youth groups. They are designed for use by teachers or youth workers, with support materials to be used with young people. It is assumed that the teachers involved to be able to use and adapt the materials to their circumstances. There are handout sheets for use with your group. All the materials will be available on the website [www.schools-citizenship.com](http://www.schools-citizenship.com) for you to download and edit.

## The materials are:

- 1) The Waste Interactive - an interactive exercise.
  - The first part of The Waste Interactive should be completed by all students.
  - Faster and more able students can continue onto the second level.
  - Each question requires groups to discuss different aspects of waste issues before considering a real issue.
- 2) A series of activities expanding discussion points contained in The Waste Interactive
- 3) Activities for developing

During the testing of the activities, groups with reading difficulties enjoyed the challenge and the Interactive approach for the school plan - but worked best with an adult helper with good reading skills acting as 'narrator' and scribe. The materials can be used with pupils to create actions plans and introduce the skills and ideas required for waste



## 2. Why waste?

**Waste is an issue that affects everyone. Most household rubbish is currently disposed of at landfill sites, although the government has recently set new targets to reduce the amount going into landfills, as well as new targets for recycling. Each of us has a responsibility to maintain our local environment by promoting improvements such as anti-littering strategies.**

Groups interested in citizenship and environmental improvement, personal and social responsibility have got together to look at how this may be used as a focus for young people to explore how they can contribute to the solution of the problem within their school, youth group and community.

This project gives young people a chance to put forward their views and ideas on how we should deal with our waste in the future, and begin to develop the skills to become an active member of a community.

## 3. How the materials work?

**We have designed short sessions that can fit evening, lunchtime, and lesson lengths. The activities have been designed to be used in the following way:**

- 1) The Waste Interactive is to be used in the first session, which can last from 30 to 60 minutes. Working in groups of three, the students need to complete the school-based discussion. Quicker students can complete the second half.
- 2) A series of activities to discuss some of the points raised in the first session are contained in the second session, including discussion of aims and objectives, research requirements and other people's views. A summary of the competency is given in Table 1 on page 6.
- 3) A series of handouts and activities for young people to begin to define their own projects. These may be used with or without the activities in Section 2.

## 4. National Curriculum relevance?

**Involvement in the project will introduce the following types of activity that are relevant to the National Curriculum such as:**

- communication skills including discussion, reporting, and structured debate;
- collecting, recording and interpreting data;
- learning about resource use
- understanding the needs and values for intended users;
- applying knowledge to understand and control risks;
- understanding the conflict of social, economic and natural issues in designing solutions;
- understanding the patterns in a locality and how people shape them;
- experimenting with presenting data and visions of the future.

Specific competencies can also be seen from involvement in the activities. The overall aim for skills development is to develop the skills that allow an assignment to be undertaken to improve the school or local community environment.

Table 1 shows the skills that will be encouraged.

**Table 1**

Competency	Skill	Session 2 Activity
Ability to set aims and objectives	<ul style="list-style-type: none"> <li>• Produce clear and specific aims</li> <li>• Objectives with reference to a particular outcome</li> </ul>	Define the aim
Recognise the rights of respondents	<ul style="list-style-type: none"> <li>• Identify two rights of respondents</li> <li>• Explain how these rights have been recognised</li> <li>• Show sensitivity to needs of research respondents</li> </ul>	<ul style="list-style-type: none"> <li>• Who to access</li> <li>• Being in a group</li> <li>• Listening skills</li> </ul>
Understand importance of reflecting different views	<ul style="list-style-type: none"> <li>• Identify a range of community viewpoints and interests concerning an issue and explain their importance</li> </ul>	<ul style="list-style-type: none"> <li>• Who to access</li> <li>• Listening skills</li> <li>• Being in a group</li> </ul>
Ability to produce a basic plan	<ul style="list-style-type: none"> <li>• Produce a plan</li> <li>• Produce a timetable</li> </ul>	What do we need to find out?
Research methods	<ul style="list-style-type: none"> <li>• Identify range of methods and tools</li> <li>• Understand how to design a research questionnaire</li> <li>• Distinguish between open and closed questions</li> <li>• Identify when the above is appropriate</li> <li>• Produce examples of different questionnaires</li> <li>• Produce questions for self-completion</li> <li>• Produce clear and unambiguous questions</li> <li>• Identify leading questions</li> <li>• Understand how to use a probing question</li> </ul>	<ul style="list-style-type: none"> <li>• What do we need to find out?</li> <li>• Designing a questionnaire</li> <li>• Interviews</li> </ul>

## 5. Session Two Activities

**These activities are designed to bring out some points raised during the Waste Interactive session. Select from the menu of options and questions.**

### Define the aim (Linked to Decision 17)

#### Competencies:

- Ability to set aims and objectives
- Produce clear and specific aims
- Relate back to research

#### Step 1: Brainstorming rules

Introduce the principles of brainstorming to the group, namely:

- 1) List all the ideas - no idea is wrong
- 2) Do not be judgmental - no laughing!
- 3) Discuss to make sure any idea is fully understood
- 4) Allow repetition and similarity of ideas
- 5) Let everyone take part
- 6) Explore ideas as they appear

#### Step 2

Write up the broad aim of the project, e.g. to reduce waste and litter in the school. Then set up discussion pairs, work in twos, ask the group to discuss what they are trying to achieve.

The discussion needs to focus on:

- What will we do?
- In what order do we need to do it?
- How will it be done?
- Who will do it?
- What resources are required?
- When will it be done?

#### Step 3

After two to three minutes move round to another group. Report on group's ideas. Then summarise them into objectives that are specific, measurable, achievable, relevant and timely. You can discuss how the objectives satisfy these criteria.



## What is my attitude? (Link to Decision 2)

### Competencies:

- Equality of opportunity
- Recognise links between personal feelings and involvement
- See how views can have an effect - even a lack of them

### Step 1

Provide list of statements for ordering from the problems in Decision 1 in the Waste Interactive.

### Step 2

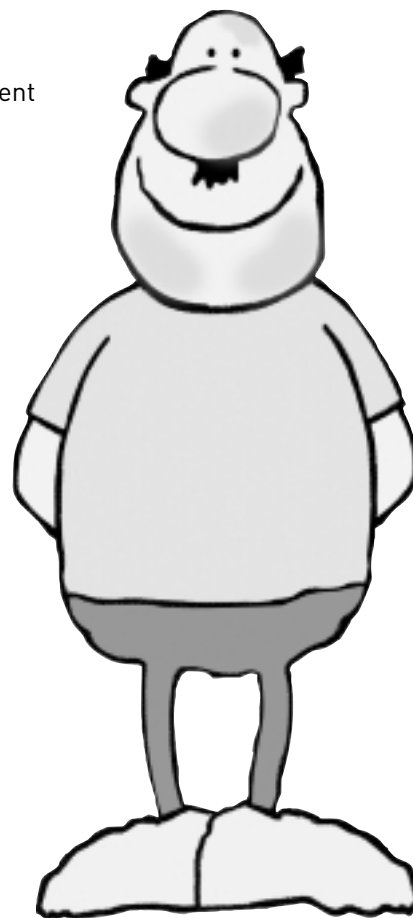
In small groups ask the students to prioritise statements, Which are most important to be tackled? Then get the groups to feedback and explain why the issues were placed in that order.

### Step 3

Now ask the group:

- Do you have any strong views on particular issues?
- Where do your viewpoints come from?
- What has influenced these views?
- How could this affect the results of the project?

Tip - not having a view and why, is a valid discussion point.



## What do we need to find out? (Link to Decision 8 and 13)

### Competency - Ability to produce a research plan:

### Step 1

Remind the group of the aims and objectives they have suggested. Then ask them to decide what information they need to help them. Suggest examples related to the objectives - such as researching potential funding, the extent of litter problems in a school, the types of eco-friendly products available.

### Step 2

Give the survey and sheets available in the Activity Sheets as examples if the group needs ideas. Then ask them to design a means to collect the information they require next to each objective.

### Step 3

Feedback the ideas to the group. There are sample support sheets in the Activity Sheets offering different types of survey. Beware - sometimes plans for finding out information can be made very complicated.

## Stakeholders (Link to Decision 10)

### Step 1

Get the group to list the people involved in making the school run, the different types of people attending and using it. Feed back the list and then ask the students to group them.

- What communities do they come from? Decision makers, governors?
- Are any groups missing?

### Step 2

Discuss which people need to be involved and why? How can they be accessed? What problems might you face? How can these problems be resolved?

## Understand how to design questionnaires (Link to Decision 13)

### Step 1

Get into groups of three and decide what questions should be asked of each group that is to be involved. Get the groups to design a questionnaire.

### Step 2

Introduce the concept of open, closed, and leading questions. Ask the group to classify their questions, and swap with another group and classify theirs.

### Step 3

Compare and categorise the questions - answers help or hinder.



## Conduct interviews (Link to Decisions 10, 13, 15, 18)

### Competency - The ability to use listening skills

#### Step 1

Discuss how you know if someone is listening. How do they hold their body, how do they sit, what environment makes them want to listen, what circumstances?

#### Step 2

Make a list of answers and suggest topics that people may wish to discuss  
- get pairs to select one at random.

#### Step 3

Discuss the issue in pairs.

#### Step 4

Try the ideas out to see how you can tell if someone was listening. Discuss what made them listen.

## Recording date

### Competency - The ability to record information

- 1) Brainstorm different ways to record information.
- 2) Try them out.
- 3) Look at the results - how complete and accurate is each method?

## Being in a group

### Competency - The ability to conduct a group discussion

- 1) Divide the students into groups of five or more and ask each group to discuss an issue.
- 2) Discuss what was helpful or not in getting a view heard.
- 3) Discuss what would help solve the problems of hearing everyone's views.
- 4) Decide on settings that would encourage people to share their views.



## 6. Session Three Activity Briefing

**This project is about reading the signs and gauges, and plotting the course for your school or area, with young people in the driving seat.**

It is a set of sequential activities that will allow them to create an action plan based upon their concerns, research, and discussion with their peers.

### Step 1: Making the headlines

This introductory activity encourages young people to define and describe waste problems in their area. They are asked to work in groups of between three and five. The groups should sit quietly for a few minutes, and think about what happens to waste where they live.

- 1) What are the waste issue and problems in their area?
- 2) Think of three good things and three bad things.
- 3) Each group should use a copy of the Good News/Bad News Grid to record their thoughts.

### Step 2: Hanging the news out to dry

This is introduced as a brainstorming session to share ideas and build up a picture of the problems most often mentioned. The group should not laugh or offer opinions about the points suggested. They could generate new ideas later. This activity builds upon the group's definitions of the best and worst aspects of waste in their area.

- 1) The group should sit in a circle with their Good News/Bad News Grids in front of them. Go round the circle, writing down points from each group. If they are mentioned more than once put a tick next to them. Some points might be considered good and bad depending on the group. Create a third column for these.
- 2) Collate all the "good" things onto one list. Tick an item each time it is mentioned.
- 3) Repeat for the "bad" things.
- 4) If an issue occurs in both lists, put these in a separate column.
- 5) See which issues are mentioned most often.  
Use these ideas for the next activity.



### Step 3: The Great Green Grid

Once the whole group has defined the issues, the young people need to consider the reasons why. Considering positive points can generate interesting discussions, as young people realise that we need to manage the good parts as well as the bad. The students should follow these steps to identify the effects and to generate solutions to the issues they have highlighted.

- 1) Working in the same small groups again, the young people should look at either the most popular issues from the whole class, or the list they created in their small group.
- 2) Each group should be given a large sheet of paper with the "Great Green Grid" on it.
- 3) The problem or issue should be written in the "problem" column.
- 4) The group should write down in the columns how each issue affects them, the area they live in, and the whole town.
- 5) In the final column they should put their ideas for a solution to the problem. They should be encouraged to try to keep the solutions simple, e.g. devising a campaign highlighting 'gum - don't drop it, bin it'.

### Step 4: Finding the indicators

Following on from this session there is a simple audit for the group to do until the next session. They can undertake the audit, implement their solutions and see the effect.

- 1) Review the Action Ideas. Create a diary of events to implement and test the ideas. Get the children to think about the ways they can test their plans.
- 2) Undertake the Waste Survey and Home Audit if appropriate, or use the questions to create a simple survey of the school or youth group using the handouts provided. This will give you a baseline to test the success of the project.

### Step 5: Creating the action Plan

- 1) Using the results of the surveys, a simple action plan can be created. The objective should be the solution from the Great Green Grid, and the results of the surveys are the means to monitor the outcome. There is an activity suggesting how to further brainstorm your action plan.
- 2) The action plan handout provides a list of questions for the group to consider. With younger groups, the questions should be discussed. The groups should write a simple action plan based upon the answers to these questions. There is an additional sheet of ideas for people to prioritise and consider as a warm up exercise for discussion if your group requires it.
- 3) As the action plan is implemented, simple graphs can be created to show how the estimated results change over time.



# Activity Sheet 1

## Making the headlines

Think about what type of waste there are where you live.

- What are the problems concerning waste in your area?
- Think of three good things such as litter bins.
- Think of three bad things.
- Write your ideas in the grid below.



GOOD NEWS	BAD NEWS
1.	1.
2.	2.
3.	3.

## Activity Sheet 2



### Hanging the news out to dry

- Get into a circle with your Good News - Bad News Grids in front of you.
- Go round the circle writing on one grid or a board what everyone says is "Good News".  
If something is mentioned more than once put a tick to the problem.
- Now repeat for the "Bad News".
- Look at the number of ticks. Which problems cause more concern?

GOOD NEWS	BAD NEWS
<p><b>Your favourite group plays a gig in town.</b></p>	<p><b>All town centre entertainment is banned.</b></p>

## Activity Sheet 3

### The Great Green Grid



How do the issues affect you? What can be done?

- Get into small groups to discuss the most popular issues.
- Use a copy of the "Great Green Grid" to write your ideas in.
- Write the concern in the "Issue" column.
- Write down the effect this issue has on you in the next column.
- Write down the effect this issue has on the place where you live in the next column.
- Write down the effect this issue has on the town where you live in the next column.
- In the final column try to think of a solution and write that down.

Try to keep it simple and easy.

Issue	Effect on me	Effects on the place where I live	Effects on the town	Simple solutions

## Activity Sheet 4

### The Dustbin Dare



- Who collects waste from your school/youth club?
- Does your school or youth club reuse any of its waste? Yes/No
- If yes - which waste, and how is it reused?
- Does your school or youth club sort any of its waste? Yes/No
- If "yes", into what categories is waste sorted at your school/youth club? (Please complete below)

Category	Sorted? (Tick if yes)
Newspaper	
Cardboard	
Glass bottles	
Plastic	
Fabrics (such as old clothes)	
Aluminium cans	
Steel cans	
Kitchen waste	
Garden rubbish	
Hazardous chemicals (oil, paint, spray cans, etc.)	
Batteries	
Medicines	
Others, please specify:	

## Activity Sheet 5

### Collecting the Sorted Waste



- Is your sorted waste collected?      **Yes**       **No**
- If "yes", please tick which sorted waste is collected and put who it's collected by:

Sorted Category	Collected?	Collected by
Newspaper		
Cardboard		
Glass bottles		
Plastic		
Fabrics (such as old clothes)		
Aluminium cans		
Steel cans		
Kitchen waste		
Garden rubbish		
Hazardous chemicals (oil, paint, spray cans, etc.)		
Batteries		
Medicines		
Others, please specify:		

Can you create a reuse target tally sheet? It should have a list of things that can be reused, the number of people reusing, and how the waste is going to be used again.

## Activity Sheet 6



### What happens to waste?

What do you think happens to the waste from school, youth club or home?

Take a vote and put the answers in this grid:

Treatment	Waste					
	Paper	Organic	Glass	Metals	Plastics	Others
Recycled						
Collected						
Landfill						
Burned - open fire						
Reused						
Incinerator						
Composted						
Others						

Check to see if your school or youth club has recycled any of the following:

(please tick the relevant box)

	In the last week	In the last month	In the last year
Plastics			
Paper			
Glass			
Metal			
Engine Oil			

# Activity Sheet 7



## Setting Objectives

Objectives: a purpose that is clearly defined and measurable.

1) List the objectives of your project here:

Objectives

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2) How will you know if you have achieved your objectives?

How will you know if you are successful?

Success criteria

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## Activity Sheet 8

### Action Plan



### Write the answers to the questions below:

The answers will help you to write an action plan for waste.

- 1) What issues is your action plan for? For example: litter problems in your area.
- 2) How much waste is produced by this problem? (You should have measured this.)
- 3) What is your solution?

Now you have the information to create your own action plan.

### Your action plan needs to have:

- 1) An objective: what do you want to achieve?
- 2) How are you going to achieve it?
- 3) Who needs to be involved?
- 4) How will you involve them?
- 5) How will you get support for your idea?
- 6) How will you get other people's ideas?
- 7) How long will it take? What has to happen in what order?
- 8) How will you know if it's worked?

### How do you know if your project has worked?

- 1) How did you decide your project was successful?
- 2) Have you achieved success?
- 3) What other measures might you use now?



# Activity Sheet 9



## Litter Survey

This survey can be distributed to many community groups. If the group is small, you may want to ask some of the questions in person.

1. Do you believe that our community has a litter problem?      **Yes**       **No**

If yes, where is the worst area? \_\_\_\_\_

If no, why not? \_\_\_\_\_

2. Do you think litter is a fire hazard?      **Yes**       **No**

If yes, why? \_\_\_\_\_

If no, why not? \_\_\_\_\_

3. Is there a rodent problem in our community?      **Yes**       **No**

If yes, where? \_\_\_\_\_

4. Along roadsides, have you seen any:

a. Abandoned cars      **Yes**       **No**

b. Furniture      **Yes**       **No**

c. Illegal dumping (tyres, building materials)      **Yes**       **No**

5. Do you think our shopping areas, parks and playgrounds are well looked after?

**Yes**       **No**

6. What items do you see lying on the ground most often? \_\_\_\_\_

7. Are there enough places to put rubbish at parks, shopping centres, public buildings, etc.?

**Yes**       **No**

8. If asked, would you take part in a litter clean up?

**Yes**       **No**

# Main Citizenship Organisations

## Centre for Citizenship Studies in Education

School of Education, University of Leicester,  
21 University Road, Leicester LE1 7RF.  
Tel: 0116 252 3681.

The Centre exists to promote research and education for citizenship, human rights and the teaching of democracy in schools. It is committed to be developing more democratic and inclusive approaches to education, based on the principles of freedom, equality, justice and peace. It aims to support schools as model communities, in which there is respect for the individual and for difference, and for equality of rights. It aims to develop and disseminate good practice in this field. Full details of its resources and work are found on the website [www.globaloutlook.org.uk](http://www.globaloutlook.org.uk)

## The Citizenship Foundation

Ferroners House, Shaftsbury Place,  
Aldersgate Street, London EC2Y 8AA  
Tel: 020 7367 0500

The Citizenship Foundation is an independent charity funded by grants from charities, business, commerce, government and private donors.

Founded in 1989, it encourages understanding of:

- the rights and duties of citizenship;
- the workings of the political, social and legal systems and the democratic process;
- the provision of experiences which enable citizens to become caring, confident and effective members of society.

In particular, the Foundation seeks ways of enriching provision for those for whom the quality of citizenship would otherwise be poor. For detailed information go to the website at [www.citfou.org.uk](http://www.citfou.org.uk)

## Institute for Citizenship

62 Marylebone High Street, London W1U 5HZ  
Tel: 020 7935 4777

The Institute is an independent non-partisan charitable trust. Its aim is to promote informed, active citizenship and greater participation in democracy and society. It is developing support materials and training for teachers in citizenship. Project they are working on include two guideline books for teachers at Key Stages 1 and 2, a multi-national project and in-service training. For up to date information about its activities go to the website [www.citizen.org.uk](http://www.citizen.org.uk)

## Other Relevant Organisations

**Contact your local authority to find out what waste education programmes and materials they can offer. They will be able to tell you how to contact the local company that disposes of the local household waste.**

### Aluminium Packaging Recycling Organisations (ALUPRO)

Information Office, 1 Bank Square, Bidford on Avon, Warwickshire B50 4NL  
Tel: 08457 227722

At the website [www.alupro.org.uk](http://www.alupro.org.uk) you can order free information about aluminium can and foil recycling. The website has an education section with ideas for using aluminium and can recycling in several subject areas. There are also details of how to run recycling schemes that can earn the school money. For information about recycling aluminium foil, go to: [www.alufoil.org.uk](http://www.alufoil.org.uk)

### Centre for Alternative Technology (CAT)

Machynlleth, Powys SY20 9AZ  
Tel: 01654 703743

Produces education materials but most valuable is an education visit to see sustainable development in action - waste is a useful resource at CAT. For ideas and more information visit the website at [www.cat.org.uk](http://www.cat.org.uk)

In particular, the Foundation seeks ways of enriching provision for those for whom the quality of citizenship would otherwise be poor. For detailed information go to the website at [www.citfou.org.uk](http://www.citfou.org.uk)

### Eco-Schools (managed in UK by ENCAMS)

Elizabeth House, The Pier, Wigan WN3 4EX  
Tel: 01942 824620

Eco-Schools is a Europe-wide project designed to encourage and acknowledge whole-school action for the environment. Eco-Schools offers a well-defined, controllable way for you to take environmental issues from the curriculum and apply them to the day-to-day running of your

school. This process will help your pupils recognise the importance of environmental issues and take them more seriously in their personal and home lives. Pupil involvement in decision-making regarding action to be undertaken is at the core of the Eco-Schools programme. Eco-Schools is both a programme and an award scheme. Any school using the guidelines given can adopt the programme. The award will be given to schools that complete all the essential elements of the Eco-Schools programme. Eco-Schools is designed to make environmental awareness and action an intrinsic part of the life and ethos of a school for all its pupils. It does not aim to reward specific environmental improvement projects such as making a pond or developing a wildlife area. It is a flexible programme and different schools will find different routes to achieving Eco-Schools status. Visit the website at [www.eco-schools.org.uk](http://www.eco-schools.org.uk) to find out more, see examples of what schools have done and link to other useful sites.

## **Royal Society for the Prevention of Cruelty to Animals (RSPCA)**

Wilberforce Way, Southwater, Horsham,  
West Sussex RH13 9RS Tel: 0870 0101181

RSPCA Education encourages and supports animal welfare education for students, teachers and youth organisations across England and Wales. The Education Department produces resources for teachers and children. There are regional education officers who can arrange for a Schools Liaison Officer to come to a school to give a talk on animal issues. For more information and a Kids' page full of interesting facts and things to do, visit their website at [www.rspca.org.uk](http://www.rspca.org.uk)

## **Scottish Society for Prevention of Cruelty to Animals (SSPCA)**

Braehead Mains, 603 Queensferry Road,  
Edinburgh EH4 6EA Tel: 01403 264181

SSPCA covers the whole of Scotland and has a variety of education materials. It is also possible to arrange for school visits by education officers.

All the information can be found on their website at [www.scottishspca.org](http://www.scottishspca.org)

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Elizabeth House, The Pier, Wigan WN3 4EX  
Tel: 01942 824620

ENCAMS is a national charity campaigning to create a litter-free, high quality local environments. It works closely with councils, volunteers and businesses. It carries out surveys to see how clean Britain is, and wards those who are helping to keep the nation tidy. ENCAMS has nine regional offices in England. It also runs Keep Scotland Tidy and the Keep Wales Tidy and Tidy Northern Ireland campaigns. For more information visit the website at [www.encams.org](http://www.encams.org)

## **Other National Offices: Tidy Northern Ireland**

1st Floor, Studio A, 89 Holywood Road,  
Belfast BT4 3BD  
Tel: 02890 471144

## **Keep Wales Tidy Campaign**

33/35 Cathedral Road, Cardiff,  
South Glamorgan CF11 9HB Tel: 029 2025 6767  
and  
2 Slate Quay, Caernarfon,  
Gwynedd LL55 2PB Tel: 01286 674081

## **Keep Scotland Tidy**

7 Melville Terrace, Stirling FK8 2ND

## **Ulster SPCA**

PO Box 103, BT6 8US Tel: 02820 742788

The Ulster society for Prevention of Cruelty to Animals offers a full education service through its Education Department. The website is [www.uspca.co.uk](http://www.uspca.co.uk)

## **Waste Watch**

96 Tooley Street, London, SE1 2TH  
Tel: 020 7089 2100

Waste Watch is the national organisation that educates, informs and raises awareness on waste reduction, reuse and recycling. Waste Watch provides useful information and materials for use in schools. Their website has a special education section providing full details of the education resources and the School Waste Action Club. the Kids' Page, as well as having lots of things for children to do, provides good ideas and information for teachers too.

For more information visit the website at [www.wastewatch.org.uk](http://www.wastewatch.org.uk)

For further information please contact the Regions & Programmes Department,  
ENCAMS, Elizabeth House, The Pier, Wigan WN3 4EX.

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