



Get #LitterLiterate Peer Education Programme Guide

Why run a peer education programme in a local primary school?

We understand that deciding to take your students to deliver a peer education programme in a local primary school has time and resource implications. However, we really hope you will undertake this part of the programme because it has the potential to deliver so many benefits, such as:

- Empowering S1 and S2 students to hone their social-influence skills by becoming both digital **and** IRL (in-real-life) role models to younger children.
- Ensuring younger students, who may not be active on YouTube, are also influenced to change their attitudes and behaviours around littering. Younger students look up to older peers and value their opinions.

- Increasing the impact of the programme in the wider community, through even more 'positive pester power' on parents, teachers and families.
- Attracting valuable publicity to the programme, promoting key litter prevention messages to an even wider audience.

More information on the benefits of peer education programmes can be found here:

<http://mypeer.org.au/planning/what-are-peer-based-programs/benefits/>

Planning a successful peer education project

This part of the programme works best if ownership is placed in the hands of your students, as the peer educators. Although your role is supervisory, aim to facilitate the process whilst empowering them to take the lead. Use the **Planning your primary school litter prevention programme worksheet** on **pages 4-7** of this **Peer Education Programme Guide** to help your students structure their time effectively.

Facilitating a peer education programme:

1. Following the carousel method, invite students to meet to decide which aspects of their own litter prevention learning they would like to share with primary pupils.
2. Encourage students to conduct more research to help them develop ideas for how they will teach their chosen message to primary pupils. See the **Additional links and information section** on **page 33** of the **Teacher Guide**. Support their idea development by offering your own experiences and insights as a teacher.
3. Suggest students divide up the lesson and each take responsibility for preparing and delivering a small part.
4. Allow students to practise delivering their lesson on their classmates to see how well it works, as this can lead to some fun opportunities for role play. Help students to

reflect and make improvements based on peer assessment feedback.

5. Support students to contact the primary school and introduce themselves and their programme to the school.
6. Facilitate a visit to meet the pupils and staff so students can outline their plans.
7. Ensure students agree timings, dates and format of session.
8. Support students to deliver their programme in a local primary school.
9. Ensure students receive feedback so they can evaluate the success of their programme (see the provided **Primary Pupil Evaluation Form** on **page 8** of this guide).

Some ready-to-go activity ideas

(See our **Extending the learning: beyond the litter pick section** on **page 20** of the **Teacher Guide** for more ideas):

- **Conduct an Eco-School Clean-Up Survey** and present the findings in an assembly: <https://www.keepsotlandbeautiful.org/media/1557697/clean-up-scotland-infopack-final-2018.pdf>.
- **Visit the Eco-Schools littering site** for ready-made lesson presentation and resources: <https://www.keepsotlandbeautiful.org/sustainable-development-education/eco-schools/ten-topics/litter/>.
- If you live near the coast, you could **encourage pupils to join The Great Nurdle Hunt**: <https://nurdlehunt.org.uk/>. Findings from The Great Nurdle Hunt will help Fidra show the local plastics industry the extent of the nurdle pollution on our shores. 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>.

- Challenge pupils to **take part in the Marine Conservation Society's #2minutebeachclean or Keep Scotland Beautiful's #2minutecleanup**, perhaps making it into a competition to collect the most pieces of litter. This could be filmed and shared on the school website or YouTube (as long as parental permission is obtained): <https://beachclean.net/> <https://www.keepsotlandbeautiful.org/local-environmental-quality/clean-up-scotland/get-involved/2minutecleanup/>.
- **Go plogging with primary pupils in the local community**: <https://www.theguardian.com/lifeandstyle/shortcuts/2018/feb/19/a-rubbish-way-to-get-fit-why-i-loved-going-plogging>.
- **Run a competition that invites primary pupils to** create their own litter prevention posters, stickers to put on bins, or pavement stencils ('clean graffiti' using pressure washers or environmentally friendly paint) using their learning from your peer educators, to influence their younger peers. This could be judged by your students.

More guidance and ideas about delivering litter prevention programmes in primary and secondary schools can be found here: <https://www.zerowastescotland.org.uk/litter-flytipping/working-with-schools>.



How to make contact

- Capitalise on your existing relationships with local primary schools, offering this activity as part of a transition programme, as well as a peer education litter prevention initiative. Your recently transitioned students could peer educate primary pupils about to transition to your school themselves.
- If trying to establish a new contact, call the main office and ask who might be best to approach. They should be able to signpost you to a suitable teacher that would be

interested. It is helpful to follow up any phone calls with an email detailing information about the programme.

Zero Waste Scotland will have a dedicated member of staff available to help you make contact with interested primary school teachers and attract local publicity for your event. You can get in touch with them by emailing litterliterate@nationalschoolpartnership.com.



Planning your primary school litter prevention programme

1. What do you want to teach primary pupils about litter prevention? Think about your own learning. What would have the biggest impact on them? Record your ideas and discussions here.

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2. Pick your best idea(s) and write them in the table. Conduct some more research. Record your findings in the table.

Best idea(s):	Research findings:

3. Use this space to mind map ideas for how you could teach your chosen message to primary pupils. You may want to ask your teacher for suggestions for things that work well here.

4. Plan your lesson here. Try and break it down into smaller chunks.
 Top tip: ask your teacher for their advice.

Lesson outline

Starter (something to get the pupils interested in your anti-littering message)

Main activity (fun activity/activities that teach your anti-littering message to pupils)

Review (how will you know if your pupils have understood your anti-littering message? Your teacher could help here!)

5. Once you have planned your lesson, share it out so each person takes responsibility for preparing and delivering a small part. Use this table to allocate sections.

Lesson section	Person in charge	Things to prepare/plan

- 6. Practise delivering your lesson to your classmates to see how well it works. How did it go? Ask each of your 'pupils' to give you a WWW (what went well) and an EBI (even better if...). Record your feedback and ideas for improvement here.

WWWs (What went wells)

EBIs (Even better ifs...)

Improvements (and who will make these):

- 7. Contact your chosen primary school and introduce yourself and your programme to the school. Arrange a visit to meet the pupils and staff and outline your plans. What information do you want to give to the school? List the key points as bullet points below:

Primary school contact name.....

Phone number

Information we need to give:

-
-
-
-
-
-
-

8. Record your plans for your primary school programme here:

What is the date of your programme?

What are the timings?

How many pupils are you going to be teaching? What age are they?
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How does all of this affect the format of your session? What changes
need to be made (and who will make these)?
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9. Come up with some questions you'd like to ask pupils before and after your session to assess how successful you've been. Some suggestions are provided on the **Primary Pupil Evaluation Form on page xx**.

Before the session:

After the session:

Primary Pupil Evaluation Form

Before your lesson:

1. How much do you know about littering?

A lot A bit Nothing at all I don't know what littering is

2. What do you think littering is?

Littering is

3. What do you think about littering?

I think littering is



After your lesson:

1. How much do you know about littering?

A lot A bit Nothing at all I don't know what littering is

2. What is littering?

Littering is

3. What do you think about littering?

I think littering is

4. What have you learned today?

I have learned that

Primary Teacher Evaluation Form

Year group:

1. How helpful has this peer education programme been in engaging your pupils in litter prevention?

- a. Very helpful
- b. Quite helpful
- c. Somewhat helpful
- d. Not very helpful
- e. Not at all helpful

Why?

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2. Did today's session help your pupils develop any new skills or new knowledge about littering?

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3. Following today's session, would you be willing to run more peer education programmes?

- a. Yes, definitely
- b. Yes, probably
- c. Maybe
- d. No, probably not
- e. No, definitely not

4. What did the student peer educators do really well today? How were they influential?

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5. What could the student peer educators have improved, in order to have an even bigger influence on your pupils?

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6. Anything else you'd like to add?

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Thank you!