

# Inspioráid Éicea-Scoileanna Bruscar



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Holy Trinity College Eco-Warriors clean up Cookstown. Back: Chris Callan, Eco-Schools Coordinator, Holy Trinity College and Cathy Gorman, Eco-Schools Project Officer, Keep Northern Ireland Beautiful. Middle: Eco-Warriors Eoin Kelly, Martin Loughran and Ethan Quinn from Holy Trinity College. Front: Malachy Cash, Regional Sales Manager Wrigley and Marcus Blemmings, Neighbourhood Officer, Cookstown District Council.



“TÁ LÚCHAIR AR FHONDÚIREACHT AN CHOMHLACHTA WRIGLEY BHEITH AG TACÚ LE HÉICEA-SCOILEANNA TRÍD AN FHEACHTAS *LITTER LESS*. IS BEALACH IONTACH É *LITTER LESS* LE DALTAÍ I DTUAISCEART NA HÉIREANN A CHUMHACHTÚ LE BEARTA A DHÉANAMH LE LAGHDÚ AR AN MHÉID BRUSCAIR INA GCEANTAR ÁITIÚIL. DÉANANN SÉ DIFEAR OLLMHÓR DO PHOBAIL NUAIR A FHAIGHTEAR RÉITITHE DE BHRUSCAR GO FREAGRACH, AGUS LÉIRÍONN TIONSCADAIL AMHAIL *LITTER LESS* GUR FÉIDIR TIONCHAR MÓR A BHEITH AG ATHRUITHE BEAGA.”

MALACHY CASH, REGIONAL SALES MANAGER FOR THE WRIGLEY COMPANY FOUNDATION

## Intreoir

Is é is aidhm le topaic an Bhruscair feasacht a ardú ar an tionchar a bhíonn ag an bhruscar ar an timpeallacht s'againn. Tá sé tábhachtach go gcuirfeadh do scoilse polasaí bruscair i bhfeidhm d'fhonn caighdeán timpeallachta na scoile agus an cheantair áitiúil a fheabhsú. Ar a bharr sin, trí thopaic an Bhruscair, bíonn daltaí in ann a léiriú gur próiseas leanúnach é laghdú agus cosc an bhruscair, a mbíonn baint ag an phobal scoile ina iomláine leis.

Is é an cur síos is fearr is féidir a dhéanamh ar bhruscar gur dramhaíl é ach é san áit chontráilte. Is é sin, seachas í a chur i mbosca bruscair nó i gcoimeádán dramhaíola eile, go gcaitear an dramhaíl seo ar an chosán, i bpáirc nó ar thailte na scoile. Is rud mí-néata gránna é an bruscar a chuireann as don dearcadh a bhíonn ag daoine ar chaighdeán agus ar shábháilteacht ceantair. Tá go leor cineálacha bruscair ann; rud ar bith ó rapar beag milseáin nó bosca folamh ceapairí go dtí tocht a bheadh caite ar leataobh i bpáirc phoiblí. Tagann ann do bhunús mór an bhruscair nuair a chaitheann daoine é, d'aon turas nó de thimpiste, cé go dtagann roinnt bruscair ó fhoinsí eile, mar shampla bruscar gaothshéidte nó bruscar nádúrtha.

## Tús Maith, Leath na hOibre

Bíonn fadhb bruscair, go dtí pointe, i roinnt mhaith scoileanna. Is tosaíocht thábhachtach é bruscar a rialú agus a dhéanamh cinnte go dtógtar an bruscar ar bhonn rialta ar thailte na scoile.

Ach is amhlaidh, i gcás scoil a bhfuil fadhb thromchúiseach bruscair aici:

- Go mbíonn gearáin ó áitritheoirí agus ó ghnólachtaí áitiúla
- Nach mbíonn an scoil chomh tarraingteach céanna ag cuairteoirí
- Is féidir go gcuirfeadh sé laghmhisneach ar bhaill foirne agus ar dhaltá

- Is féidir é a bheith contúirteach, go háirithe dá mbeadh goine bhriste nó cannaí ar an pháirc imeartha
- Tá sé in éadan an dlí

Ó thaobh an dlí de, tá sé de fhreagracht ar gach scoil státmhainithe a chinntiú go gcoinnítear tailte na scoile saor ó bhruscar. Is ceadmhach d'aon saoránach aonair ar bith an dlí a chur ar scoil as ucht bruscar a bheith ar na tailte s'aici. Is féidir fíneáil de suas le £2,500 a ghearradh ar scoil mar aon le fíneáil laethúil ar a bharr sin go dtí go nglantar an bruscar ar shiúl.

Is eol go maith d'fhorhmór mór na ndaoine nach ceart bruscar a chaitheamh agus bíonn aiféala ar bhunús na ndaoine fásta nuair a chaitheann siad é. Tá léirithe le taighde, áfach, gurb amhlaidh go gcaitheann bunús na bpáistí (go háirithe na páistí sin atá in aois a 12+ bhliain) bruscar agus nach mbíonn aon aiféala orthu é seo a admháil. Is dóchúla go gcaithfeadh páistí a gcuid bruscair sa bhosca bruscair agus iad i gcuideachta a dtuismitheoirí nó múinteoirí seachas ná nuair a bhíonn siad leo féin nó i gcuideachta cairde. Cionn is gur gnách go mbíonn níos mó maoirsithe ann i mbunscoileanna, is minic nach mbíonn na fadhbanna bruscair i mbunscoileanna chomh holc leis na fadhbanna in iar-bhunscoileanna.





Ó thaobh an Bhéarla de, tá léirithe chomh maith nach bhfreagraíonn páistí, déagóirí go háirithe, don téarma 'litter', is fearr leo an téarma 'bruscar'. Samhlaítear an téarma *litter* a bheith bainte le daoine fásta agus iad ag tabhairt amach, cé gur cuid den stór focal laethúil s'acu an focal *rubbish*. Ní hann don fhadhb seo sa Ghaeilge, ar ndóigh.

Roghnaíonn go leor Éicea-Scoileanna dul i ngleic leis an bhruscar i measc na gcéad tosaíochtaí acu i ndiaidh an Athbhreithnithe Timpeallacha. Is fadhb iontach feiceálach é an bruscar, fadhb a thuigeann gach aoisghrúpa go furasta. Bíonn sé iontach furasta scoil atá saor ó bhruscar a aithint agus feabhsaíonn sé íomhá na scoile sa phobal áitiúil. Bíonn go leor bealaí ann le dul i ngleic leis an bhruscar sa Phlean Gníomhaíochta s'agat. Áirítear anseo feachtas a ardú sa rang agus ag tionóil; monatóirí bruscair a cheapadh le cuidiú le daltaí agus le daltaí a stopadh de bheith ag caitheamh bruscair agus níos mó boscaí bruscair a thabhairt isteach nó boscaí bruscair atá ann cheana a bhogadh chuig na háiteanna is mó fadhbanna.

## Fondúireacht an Chomhlachta Wrigley: An Feachtas *Litter Less*

Is é is aidhm leis an fheachtas *Litter Less* laghdú a dhéanamh ar bhruscar agus athrú fadtréimhseach san iompraíocht a thabhairt i réim i measc óige an domhain.

Seo a leanas na príomhchuspóirí:-

- Feachtas a ardú ar an tionchar a bhíonn ag bruscar ar an timpeallacht áitiúil agus ar an mhórphobal.
- Cur le heolas agus scileanna praiticiúla na ndaltaí maidir le cosc agus bainistiú bruscair.
- Comhpháirtíocht le scoileanna eile d'fhonn oideachas um fhorbairt inbhuanaithe a chur chun cinn.
- Tuairisc a dhéanamh ar dhul chun cinn an fheachtais laistigh de chreat na seacht gcéim.
- Buaicthoradh a bheith ann a ndéanfar é a thuairisciú trí na meáin.



## MÓR-Ghlantachán Earraigh

Is é an MÓR-Ghlantachán Earraigh an feachtas obair dheonach is mó i dTuaisceart na hÉireann agus tá sé dírithe ar cheantair áitiúla a ghlanadh suas agus ar an timpeallacht s'againn a fheabhsú. Seo an feachtas obair dheonach agus ardú feachta suaitheanta de chuid *Keep Northern Ireland Beautiful* lena gcuirtear chun cinn deiseanna obair dheonach do scoileanna, grúpaí pobail, gnólachtaí agus daoine aonair. Tacaíonn an feachtas le glantacháin áitiúla pobail i ngach ceann den 26 ceantar comhairle sa tuaisceart agus tacaíonn an 26 comhairle, mar aon leis an Roinn Comhshaoil, leis.

Bhí breis agus 50,000 duine páirteach sa MHÓR-Ghlantachán Earraigh in 2013, agus fuair siad réitithe den mheáchan chéanna bruscair is a bheadh in 26 d'Eilifintí Afracacha fásta, agus tá muid ag dúil le go ndéanfaidh muid líon na n-oibríthe deonacha a dhúbailt i bhfeachtais amach anseo. Tá sé furasta páirt a ghlacadh sa MHÓR-Ghlantachán Earraigh, níl le déanamh agat ach d'imeacht glantacháin féin a eagrú. Nuair a chláróidh tú, gheobhaidh tú Pacáiste Glantacháin Saor in Aisce ina mbeidh eolas ar dhóigheanna leis an ghlantachán a eagrú mar aon le málaí bruscair, greamaitheoirí do na páistí, póstaer agus veist shofheicthe don chomhordaitheoir. Cuirfear an scoil s'agat isteach ar chrannchur fosta faoi choinne duaise má thagann tú ar ais chuig an suíomh gréasáin lena insint dúinn cad é mar a d'éirigh libh. Is cuma cé chomh mór nó cé chomh beag is a bheas an glantachán s'agat – pé acu tógáil bruscair i gclós súgartha nó an pobal ar fad ag tógáil bruscair sa cheantar áitiúil – thig leatsa a roghnú cá huar agus cá háit a ndéanfar é. Ba cheart smaoineamh fosta ar thionscadal ginearálta Glantacháin amhail ceantar trochailte a phéinteáil nó a ghlanadh suas, graifítí a bhaint ar shiúl nó gairdíní fiáine a ghlanadh suas rud beag.

Is féidir breis eolais a fháil ar an dóigh a gcláraíonn tú don MHÓR-Ghlantachán Earraigh, mar aon le heolas ar an chrannchur s'againn ach cuairt a thabhairt ar: [www.bigspringcleanni.org](http://www.bigspringcleanni.org), lean muid ar Facebook agus Twitter nó déan teagmháil le *Keep Northern Ireland Beautiful* ar 028 9073 6920.



## Case Study

School: <b>St Joseph's Primary School, Tyrella</b>	Teacher: <b>John McVeigh</b>
No. of pupils: <b>68</b>	Eco-School status: <b>Green Flag</b>

### Background Information

**Q: Why did you choose Litter as an Eco-Schools topic? What was your Action Plan?**

A: As a rural and coastal school we are located next to a farmer's field and the sea. It was noted by the children that litter from our school was entering into the farmer's field and therefore endangering animals. This was an area we wanted to tackle. We then developed the idea of animals and litter and this raised the issue of the impact of litter on Marine wildlife and we decided to do something about it.

**Q: How do you integrate Litter into the curriculum?**

A:

- Data from surveys analysed in class
- Drawing graphs to show amount of litter in playground
- Looking at material discarded throughout school, group items into manmade, natural and biodegradable.
- Drama: children have been creating short plays highlighting the dangers of littering.
- Art/design: children have been designing posters and banners.

**Q: How do you co-ordinate with other teachers to ensure a whole school approach?**

A: The school is quite small. Nearly 20% of the pupils are on the Eco-Committee.

This group of children have been reporting back to their teachers and class in assemblies, newsletters, Webpages and class councils.

**Q: How did you encourage pupil participation? How did they have ownership of the project?**

A: Due to the outdoor nature of the action plan all the children wanted to be involved. The Eco-Committee met with the school council to create a competition for poster making. All Keystage 2 pupils took part in litter surveys and clean ups. The after schools Drama club have worked to create short sketches for assemblies and the wider school use.

Reusing some of the litter items we have found around the school.  
*Right and Below*





## Case Study

### During Implementation of Eco-Schools Inspiration case study

#### Q: How will pupils/whole school benefit from the Eco-Schools Inspiration project?

- Big beach clean-up at Tyrella Beach
- Input from Down District Council
- Raise money to purchase equipment which will help the school maintain the high standards we have set in litter management.

#### Q: What is your overall aim and what actions are you going to take?

- We hope to take part in several clean ups and get parents involved
- We want to create a series of videos which highlight the good practice in our school
- Poster competition
- We hope to liaise with other schools and share ideas



Here we are sorting the litter into different materials and finding which items can be used for Junk art. *Above*

#### Q: How are you going to spend the £500 funding?

- Anti-Litter banners
- Clean up kits
- New bins
- Video/ICT equipment

#### Q: Are you going to receive any support or resources from parents, staff or outside agencies?

- Down District Council
- Keep Northern Ireland Beautiful – Eco-Schools
- Translink
- McDonalds





## Case Study

### Reporting on impact of action(s)

**Q: Did you encounter any problems and, if so, how did you overcome them?**

A: Everything has ran quite smoothly. Some parents were concerned about the beach clean up due to adverse weather conditions and the fear of what litter we might actually find! Parents have on the whole been very supportive of the healthy snack and bring your rubbish home from lunch ideas as this has enabled them to have some idea about what their children are eating at school.

**Q: Is there any advice you could offer to schools undertaking the Litter topic? Do you have any useful suggestions for other teachers embarking on the topic?**

A: Just go for it. The more support you have the more successful your campaign will be. Don't miss the wonderful opportunities for teaching other areas of the curriculum in a very beneficial and real way.

**Q: Has doing this topic driven other Eco-Schools ideas? What are your future plans regarding Eco-Schools?**

A: We want our Eco project to be more expansive and include the community more.



### St Joseph's Litter action Plan 2013/2014

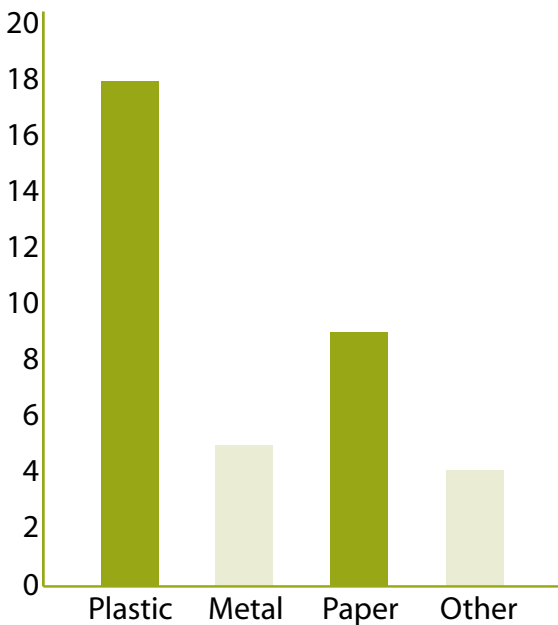
Action	Measure	Timescale	Responsibility	Cost	Monitored	Progress
Acquire/purchase litter pickers/gloves and bags	6 litter pickers bought	Sept 2013	Mr Mc Veigh	£36	Receipts	Rubber gloves purchased
Train Eco committee in the correct manner to pick litter	All groups Trained	Sept 2013	Mr Mc Veigh		Completed Litter Questionnaire	
Litter picking assembly/ Farmer's field.	Assembly held to inform wider school	October 2013	Senior Eco Council		Photos	Pupils aware of the need to wear gloves and when to enter the field.
Create Litter policy	Litter policy displayed in school	October 2013	Senior Eco Council		Pupils following litter policy	Parents need to be informed of policy
Litter picking squads work	All pupils working in Litter Squads	Nov 2013	All Pupils		Photographs displays	LESS LITTER IN THE SCHOOL
Share our project	Beach cleans Video Competitions Contact other schools	Jan- April 2014	Mr Mc Veigh	Price for prizes	Photographs Displays/ video Emails	People are more litter aware



# Case Study

## Litter

	<b>Start date</b> <i>for period over which litter collection was monitored</i>	<b>Finish date</b> <i>for period over which litter collection was monitored</i>	<b>No. of Clean-Ups</b>	<b>No. of Bags of Rubbish Collected</b>	<b>Weight of Bags of Rubbish Collected</b> <i>(avg bag of rubbish weighs 6.6kg)</i>	<b>No. of People involved in Clean-Ups</b>	<b>Please tick to add your Results to the BIG Spring Clean Total*</b>
<b>Previous Year</b>	01/01/13	28/02/13	2	8	52.8	23	
<b>Current Year</b>	01/01/14	28/02/14	2	10	66	42	



“ THIS IS A GRAPH OF THE LITTER WE FOUND IN OUR SCHOOL IN THE MONTHS OF JANUARY AND FEBRUARY. MOST OF THE LITTER IS MADE OF PLASTIC. ”

LAURA P4





# Curriculum Links and Skills

The Litter topic allows you to incorporate and promote **Thinking Skills & Personal Capabilities** and **Cross-Curricular Skills** into your lessons.

## Lesson Suggested Learning Intentions

(taken from W.A.U. strands on Northern Ireland Curriculum website)

### Strand 1: Interdependence

'to be aware that human waste can be harmful for living things in the environment (S&T); that human activity can create waste in a variety of ways (G); how people's actions can affect plants, animals and places (G); that some waste materials can be recycled and that this can be of benefit to the environment (S&T); about the effects that people's actions have on the natural environment (S&T) (G); about issues associated with the conservation, preservation and regeneration of the environment (G).

### Strand 2: Movement and Energy

'How human activities affect habitats and ecosystems (S&T) (G); that the journey of a product can affect the environment both locally and globally (G); how natural events can impact on the environment and habitats of animals (S&T) (G).

### Strand 3: Place

'about the properties of everyday materials and their uses (S&T); how the actions of people in the past and the present impact on their locality (H); that human activity affects the environment, both locally and globally (G); that people can improve the places where they live (G); about the origins of materials (S&T); how natural and human events / disasters can cause changes to the landscape and

environment (G); how human activities create a variety of waste products (S&T); about the importance of recycling and its benefits (S&T); that some materials decay naturally while others do not (S&T); about the ways in which people may conserve and change the environment both locally and globally (G).

### Strand 4: Change Over Time

'how we can reduce, reuse and recycle (S&T); about the impact of human activity on our environment (G); about problems with litter in the environment (G); about the impact of litter on living things and their habitats (G, S&T); about their part in protecting the earth (G); about the environmental benefits of reducing, reusing and recycling (S&T); about organisations who work to protect the environment and wildlife (G); about the importance of conserving the environment including protection of habitats and wildlife (G); that there are things we can do to prevent pollution and the production of waste (G); about desirable and undesirable change at home and in the environment (S&T).

### Managing Information

Example: Investigate litter issues such as marine litter. Ask what impact litter has on the environment and animals. What happens to our waste when we put it in the bin?

### Thinking, Problem-Solving and Decision-Making

Example: Investigate the problem of litter in society. Why do people litter? What are the consequences of littering? Can littering be prevented?

### Using ICT

Example: Research litter on the internet, are there any campaigns that the school can get involved in? Make anti-littering posters using publishing software. Create an anti-littering video.

### Self-Management

Example: Work to make the school litter free, promote anti-littering messages to the whole school and wider community.

### Working with Others

Example: Organise a clean-up event to tackle a littered area in the community. Get the Local Council to assist in the event. Conduct a litter survey of the school and/or local area. Visit a local waste plant.

### Being Creative

Example: Make practical items from recycled material e.g. bird feeders or Christmas decorations. Make up an Eco-Code for the Litter Topic.

### Using Mathematics

Example: Survey litter levels in school, use this information to make graphs and track changes in litter levels over time.

### Communication

Example: Organise an anti-littering campaign in school. Make presentations at assembly, present to other classes about littering issues.



# Primary Activity Ideas

## Language & Literacy

### Writing

- Create presentations on a Litter theme such as a plan for tackling a Litter issue.
- Write a report or article e.g. on recycling or about the problem of litter at the school.
- Create a Litter poem such as an acrostic.
- Phonic work and spellings – high frequency Litter topic words.

### Talking & Listening

- Discuss video clips related to Litter.
- Storytelling and performance poetry relevant to the Litter theme.
- Interview locals about the litter problem in the area.

### Reading

- Fiction and non-fiction books on litter and recycling e.g. Eco-Schools Rubbish Monster Books (Keep Northern Ireland Beautiful). Put these in to a display.
- Follow instructions on products on how to recycle or dispose of them.

## Mathematics & Numeracy

### Number

- Undertake counts of litter levels in the school; apply knowledge of percentage calculations to problem solving e.g. percentage reduction or increase in school litter and recycling figures.
- Discuss and be able to assess “value for money” in relation to shopping, e.g. when purchasing waste and recycling bins, buying products with less packaging.
- Use the four operations to solve more complex word problems and puzzles involving numbers and measures related to a litter investigation.

### Measures

- Undertake monitoring of litter levels and amount of waste produced by the school.
- Record measurements of “weight” e.g. bin bags and convert from one metric unit of weight to another.
- Read and interpret simple timetables and graphs and apply knowledge to solve related problems e.g. litter levels in school or using national statistics.

### Shape & Space

- Discuss the shape of junk models, bins etc.

### Handling Data

- Calculate averages related to litter statistics.
- Discuss, plan, collect, organise and represent data in response to a question or statement such as what materials are we recycling? Interpret information and evaluate the effectiveness of the process.

## Religious Education

- Explore the importance of plants, animals and rivers, which are affected by poor waste management and landfill, to human spirituality and wellbeing.
- Stewardship-care for the planet.



# Primary Activity Ideas

## The World Around Us

### Geography

- Find out how litter affects our seas and oceans.
- Find out about litter levels in other countries.
- KWL exercise on Litter.
- Pinpoint particular local habitats on maps and the human impact on them from dumping litter.
- Draw a map/plan of the school grounds noting waste and recycling points.

### History

- Research a local recycling centre/landfill site and how it was and is used etc.
- Create a log of how the grounds have developed over the project in regards to waste efficiency.
- How the process of recycling and removal of waste has changed over time with improvements in technology.
- Discover how litter was dealt with in the past.

### Science & Technology

- Find out how litter affects animals and plants.
- Investigate how long it takes products to break down.
- Investigate the school's recycling habits, taking measurements etc.
- Research a priority species of plants or animal and investigating possible threats of inefficient waste management on people, plants and animals.
- Research and investigate problems of landfill.

## Personal Development & Mutual Understanding

- Understanding health and safety on site.
- Actively taking care of self and others.
- Applying findings to the wider community.
- Developing care for their local environment through playing an active and meaningful part in the life of the community.

## The Arts

### Art & Design

- Collect, examine and select recycling materials to use in the development of ideas; re-use items for practical or fun activities. Make planters or bird feeders.
- Look at and talk about the work of artists, who use litter or recycled materials for their art projects.
- Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction.

### Music

- Create musical stories, pictures, patterns, conversations etc. based on a litter theme or issue e.g. sounds in the forest.
- Sing and perform a song about the litter topic.

### Drama

- Role play situations such as how litter pollution from human activities has a long-term effect on people.
- Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feeling about issues, and by negotiating situations both in and out of role.
- Use the litter topic to develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience alley.

## Physical Education

- Preparing for outdoor work.
- Taking part in physical tasks. Such as a litter pick.
- Playing nature games.



# Post-Primary Activity Ideas

## Environment & Society

### Geography

- Create a study of how litter impacts upon ecosystems on the planet, such as Oceans and Seas.
- Mapping school grounds to show the location of waste and recycling points.
- Mapping rivers and associated habitats etc.
- Develop a sense of place through the study of a range of local, national, European and global contexts; and issues of topical significance.

### History

- Investigating how litter has been dealt with historically.
- How has the packaging of goods changed over time?

## Language & Literacy

### English/Irish Medium with Media Education

- Carrying out an awareness raising campaign, on the litter topic.
- Compare different articles on the Litter theme.

### Modern Languages

- Making and maintaining links with other International Eco-Schools.

## Physical Education

- Taking part in responsible outdoor field work.
- Taking part in responsible outdoor practical work.

## Learning for Life & Work

### Local & Global Citizenship

- Actively engaging and participating in a local project/issue. Organise a Big Spring Clean.
- Engage and participating in an action project.

### Education for Employability

- Learning about the work of those involved in Waste Management. Find out about the growth in this sector over recent times

### Personal Development

- Managing own personal health and safety in field and lab, sharing ideas and working as a team.

### Home Economics

- Looking at food packaging.



# Post-Primary Activity Ideas

## The Arts

### Art & Design

- Communicating graphically, producing engaging presentations e.g. posters.

### Drama

- Employing drama strategies for engaging with and responding to environmental issues and promoting solutions.

### Music

- Composing and performing music in response to the Natural World and environmental issues.
- Music Composing and performing music used to promote an anti-littering message.

## Mathematics

- Record litter levels in the school and see how these change over the course of a campaign.
- Recording site details, plotting measurements on site etc.
- Discuss examples of data represented in newspapers, magazines and multimedia sources.

## Science & Technology

- Study of materials and their properties.
- Develop a scientific approach to problem-solving.
- Encourage responsibility for the environment and promote sustainable development.
- Promote communication of ideas, report writing and presentations.

## Religious Education

- Look at other religions' view of nature.
- Stewardship-looking after our planet.



## Useful links

[Wrigley Litter Less Campaign](#)



[The Big Spring Clean](#)



[Keep Northern Ireland Beautiful](#)



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