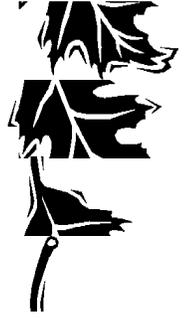


# The Is-It-Litter? Box



**Target Level:**  
Kindergarten and Grade 1

**SOLs:**  
*Science:* K.1, K.2, 1.1, 1.8

*English:* K.2, 1.1

**Materials needed:**  
A covered box containing natural and man-made (clean litter) items.

*Note:* there should be at least one item of each for each student.

Paper and crayons

**Time Needed:**  
30-45 minutes

## Summary

Students will use their senses of sight and touch to identify and respond to information about their surroundings. They will also increase their vocabulary skills and draw a picture as they relate their observations.

## Objectives

Students will be able to differentiate between items that are natural and those that are man-made. They will also understand that trash “out of place” (such as on roadsides or on the playground) is litter.

## Background

Natural items might be thought of as those objects that are “made by nature.” Man-made items refer to objects that are “made by man or by machine.” Those objects found in inappropriate places should be considered litter. If people use a proper waste container or recycling bin instead of dropping or throwing items just anywhere less litter and pollution would be generated. For young students, litter is a good example of pollution. (Pollution: things, often by-products of production, that are harmful to our health and to the environment.) Less litter and pollution would make communities more attractive and healthier places in which to live.

## Procedure

1. Lay all of the items on a table. Explain to the students that there are both “natural” and “man-made” items included. Holding up a natural object, ask the students if they think it was made by nature or by people. After a short discussion, repeat the question while holding up a man-made object. Summarize/establish a working definition for both of the words “natural” and “man-made.”
2. Have students think about being outside on the playground (or a place they are all familiar with). Pick two or three man-made objects from the table. Ask students if they would they think the playground was littered if they were to see these man-made items laying around. Discussion questions might include: Why? Would they be out of place? Is this pollution? Where should those items be placed so they are no longer littering the playground? What are some ways each of them can prevent pollution? Can any of the items be recycled? Are there recycling cans or bins in the school? Where are they?
3. Put the man-made items on the floor. Ask the students to imagine they are eating lunch and see these items on the floor. Add a few natural items from the table to the floor. Determine whether these items should also be removed from the floor and where they might be placed. Help students conclude that trash out of place becomes litter.
4. Put all of the items in the box and let students know they will play a game that will be very tricky so they should listen carefully. Explain that they will now pretend that all of the items in the box are laying along the side of a road. They will be able to pull out two objects - one that is natural and one that is man-made. But, the tricky part will be that they cannot use their eyes to see in the box to help them decide which items to pick up! Instead, they will carefully use their fingers to feel what the items are.
5. Give each student the opportunity to close their eyes and pull both a natural and a man-made object out of the box. Each student should explain which object might be naturally found on the side of the road and which might be considered litter. Have the students draw a picture of themselves throwing their litter into a trash can or recycling bin. The students should take their pictures home to help them remember what they learned about where their litter should be placed.

*Note: If the help of an assistant is available, the majority of the students can get started on their drawings while a few are pulling from the box. The students should finish their drawings after they know what pieces of litter they have picked out of the box..*