

Great British Beach Clean for Schools

Ages 11+



About the project

Every year we run the [Great British Beach Clean](#), with thousands of people getting involved by heading to the beach to clear litter and record what they find. If you can't make it to the coast, no problem! That's where the [Source to Sea Litter Quest](#) comes in. All the data you collect on the beach, on your street or in a local park helps us campaign for change.

We've used data collected in previous years to make the case for the single-use carrier bag charges across the UK, and we're campaigning for a Deposit Return Scheme for all types of drinks containers.



Why get involved

Taking part is simple – all you need to do is download the survey form, grab some gloves or litter pickers and head outside. The survey gives students a great opportunity to see the impact of litter in the environment first-hand.

It's also a great way to help your school or group reach its sustainability goals and takes advantage of outdoor spaces for learning. By improving their local environment, young people will develop a sense of social responsibility and awareness of how to take personal action.



Curriculum links

This project links to learning in Geography, Science, Social Science, English, ICT, PSHCE and Maths. It's a great opportunity to run an innovative cross-curricular project through the week, building on knowledge and skills at each stage.

For example, pupils could start by gaining subject knowledge in Geography, survey techniques could be written and evaluated in Science, data used and presented in ICT and analysed in Maths. The project could then culminate in a citizenship class with a discussion and debate on societal behaviour and how political movement could make a positive change to our environment.

Sustainability Goals:



Plan your litter survey

It's time to head out on a litter pick and survey your local area! Use our [beach clean guidance](#) if you're by the coast, or our [Source to Sea guidance](#) if you're inland.

Guidance and advice

Beach cleans

Use our [beach clean survey form](#) to record litter and download our [beach clean advice](#) for guidance on how to run a beach clean and health and safety information. If you have any questions about leading a beach clean, please contact beachwatch@mcsuk.org.

Source to Sea

Head out to your local river, street, park or even school grounds. Collect litter and tally it up or tick it off on the [Source to Sea survey form](#). This data can then be added to our national dataset via our [website](#). Head to our [Source to Sea page](#) for risk assessments and other advice.

Alternative activity

If you're unable to take your school or group out into the local area, you could discuss the litter items included on the [survey forms](#). Which items have learners seen in the local area? Which ones do they have in their homes that could end up as litter?

Discussion could then centre around which items are 'new' types of litter (e.g. Covid-related items), how items end up as litter, and which items could be recycled or avoided completely. Older learners could debate whether single-use items should be banned.



Credit: Aled Llywelyn



Credit: Emlyn Miles

Plan your litter survey

Before

- Choose the location for your litter pick and survey to suit the age and ability of your group, working away from roads.
- Equipment list:
 - Sturdy shoes
 - Gloves – ideally gardening-style gloves
 - Litter pickers or metal tongs, which make good improvised pickers
 - Bin bags
 - Hand sanitiser
 - Waterproofs or sunscreen – whichever is needed!
 - First aid kit
- Check and update your risk assessment on the day, running through the safety guidelines with the group and setting clear expectations for behaviour. Have a rule regarding alerting a supervising adult if anything sharp, dangerous or nasty is found and make sure any cuts are covered up.
- Use either the [beach clean form](#) or [Source to Sea form](#) to record the litter. Run through the survey forms before you start to ensure everyone knows how to record the data.
- If using our [Source to Sea form](#), learners should use the [fact file](#) in this pack to understand why we're asking them to record these items and follow this up with a group discussion.

During

- Remind learners not to touch their faces when litter picking and to use hand sanitiser often.
- Put any sharp items in a separate bucket or container and not in your bin bag whilst litter picking.
- Make sure you take photos and share them with us using [#LitterQuest](#) or [#GreatBritishBeachClean](#) or email education@mcsuk.org including your group name.

After

- Everyone should wash their hands with soap and water as soon as possible.
- Clean your litter picking kit thoroughly with household disinfectant.
- Snap a photo of your Source to Sea survey card and post it on social media using the hashtag [#LitterQuest](#).
- Upload your data to our national [Source to Sea](#) or [beach clean](#) databases. Explain to your group that the data they collected will be analysed and used to inform our campaign work.

Curriculum-linked activity suggestions



Geography

- Discuss possible routes that litter from your local area could take to end up the ocean.
- To understand the concept of 'source to sea,' follow a local river on its journey to the coast – this is a great way to connect the topics of rivers and place. Pupils could use online maps like [Google Earth](#) to locate the nearest river, estimate how many miles it is from the sea and explore physical and societal factors along the river which could influence the amount of litter entering the waterway.
- Discuss the longevity of plastics and their pervasive nature once they break into microplastics. It's important to emphasise here that waste can become litter unintentionally, and reducing the amount of waste we produce is key. Encourage learners to identify ways we can stop litter reaching the coast and link this to the need to have a circular economy.



Science

- The Source to Sea Litter Quest is a great research project to develop and enhance learners scientific report writing skills. The data collection method could be written up, with students evaluating the methods and discussing opportunities to build on the data collection techniques used.
- Students could design their own scientific experiment on marine litter to build on what they've learnt. For example, they could carry out a degradation study exploring how long it takes various forms of litter to begin to degrade in landfill conditions and in saltwater conditions.



ICT

- Using the [10-year beach clean dataset](#) provided, along with data you collected during the week, learners could use software to input, analyse and manipulate data in a spreadsheet. They could select appropriate graphs (pie chart, line chart, bar/column chart) and format the data accordingly.

Curriculum-linked activity suggestions



Maths

- Use the 10-year beach clean [dataset](#) or data collected by the group to construct and interpret tables, charts and diagrams like line graphs, pictograms and box plots, and statistically analyse and evaluate the data.



Citizenship

- Discuss the findings of the group's litter survey. Encourage learners to add their personal views on what the data suggests and debate the wider issue of marine litter.
- Learners could use this project as a case study to research how citizens can make a difference in society. Thinking creatively, they should suggest problem-solving ideas and develop a campaign to highlight the litter problem in their local community. Litter data that has been collected and analysed should be included in the campaign to highlight the problem on a local level.



Sociology

- Explore the societal behaviours that have led to the problem of plastic pollution in our environment. For example, students could discuss the environmental impacts of product choice, consumerist culture and a throwaway society. Have a group discussion about opportunities to influence personal and societal behaviours and effect positive change.



Politics

- With experience and knowledge gained in the litter pick and research in other subjects, discuss and debate the political opportunities to reduce the impact of marine litter on the environment.

Use the Marine Conservation Society as a case study to research how our past and current [campaigns](#) aim to bring about political change. What methods are used and what influence have these campaigns had?

Curriculum-linked activity suggestions



10-year dataset

- We've collated 10 years' worth of GBBC data in areas around the UK for your group to explore. Download the dataset [here](#).

The data has been standardised to show average litter totals per 100m of beach. This is because in some cases our surveys are conducted over more than the standard 100m in our survey protocol, and to compare results, they need to be standardised. This should make the data a bit easier to interpret and manipulate, but you could also tailor this further depending on your current focus and the age of your group.

If you'd rather work with a raw dataset, please get in touch with the team at education@mcsuk.org.

Please note that by downloading our data you're agreeing to our terms and conditions, namely that you will only use any data as part of Source to Sea and for no other purposes.



Suggested analysis

- Data could be used to explore patterns in a particular litter item over time, identify patterns in litter sources or look at frequency of different materials.
- Pivot tables are useful to help compare various elements of data and are a key tool we use in our analysis.
- After a walkthrough of the data and how to sort it, young people could then work to interrogate the data, in collaborative groups (if possible), to identify a particular issue with an item, source or type of material, and then develop an action plan to reduce the issue.

Access the secondary-level datasets by clicking the links below:

[UK](#)
[England](#)
[Northern Ireland](#)
[Scotland](#)
[Wales](#)
[Channel Islands](#)

Curriculum-linked activity suggestions



Don't forget to submit your survey results



Reflect

Take time to reflect on what students have learnt by asking the following questions:

- Why is it important that we all reduce the amount of waste we produce?
- How does collecting data help create positive change?
- What do you think is the most impactful change you personally could make: reduce, reuse or recycle?
- Are there any changes you are going to make to your life to reduce your personal impact on the environment?
- How are you going to share what you've learnt with others?



Follow up

If you're interested in engaging your students with more ocean topics, explore our lesson plans and YouTube videos for secondary that cover topics including climate change, careers in conservation and biodiversity.



Keep in touch

- If you have any questions about the activity suggestions or resources provided, please don't hesitate to contact us at education@mcsuk.org
- We'd love to see photos of your school or group out and about collecting litter – you can share them with us via email or social media
- Please also share examples and celebrate the amazing work of your learners using [#LitterQuest](#) or [#GreatBritishBeachClean](#)

Contact details

Email: education@mcsuk.org

Twitter: [@mcsuk](#)

Facebook: [@mcsuk](#)

Instagram: [@mcs_uk](#)

Marine Litter Fact File



From source to sea

It is estimated that 11 million tonnes of plastic ends up in the sea worldwide each year (1), and that 80% of litter found in the sea is from inland sources. (2)

Sources on land can include intentional and accidental littering, items flushed down toilets, sinks and drains, windblown litter from bins and landfills, and litter carried by rainwater into drains, rivers and eventually the sea. Litter is also a problem at sea, with sources like fishing, sailing, speed boats, commercial ships and container spills causing litter pollution.



Credit: Natasha Ewins



Credit: Natasha Ewins



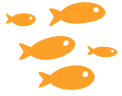
Litter timeline

Litter in the ocean takes longer to degrade than litter on land, but will eventually start to break up due to wave action, currents, saltwater and sunlight. Degradation time varies greatly from 1–450 years depending on the properties of the litter.

Microplastics are a serious environmental issue. They are plastics that have broken up into pieces less than 5mm, as well as pieces that enter the environment this size like microfibres or plastic nurdles, which are the small plastic pellets used in the production of plastic products.

1. Pew 2020
2. Europa 2016

Marine Litter Fact File



Marine life and litter

Litter items can cause harm to all sorts of marine life, from tiny plankton to whales.

Animals can become entangled in litter, causing injury, reduced mobility and even death. Ingestion of litter, particularly plastic, is very problematic for marine life who are unable to digest it. Large amounts of plastic ingestion can lead to starvation, as there is no room left for food. One study found 100% of turtles to have plastic in their stomach. (3) In some areas, the extreme amount of plastic on the sea floor can suffocate the animals and plants living there.

Invasive species

Ocean currents can move plastics around the world. Small animals and plants can hitch a ride on the surface of plastic and travel with the currents, introducing non-native species to new areas. The introduction of non-native species could cause harm to the ecosystem.

Plastic chemicals

Several chemicals used in the production of plastic materials are carcinogenic. Toxic contaminants can also accumulate on the surface of plastic materials that have broken up and been underwater for a long time. When marine animals ingest plastic accidentally, these toxic contaminants enter their digestive systems and could build up in the food web over time.



Gannet carrying fishing rope. Credit: JHS Archer-Thomson



Microplastic pieces amongst seaweed. Credit: Natasha Ewins

Marine Litter Fact File



Litter surveys

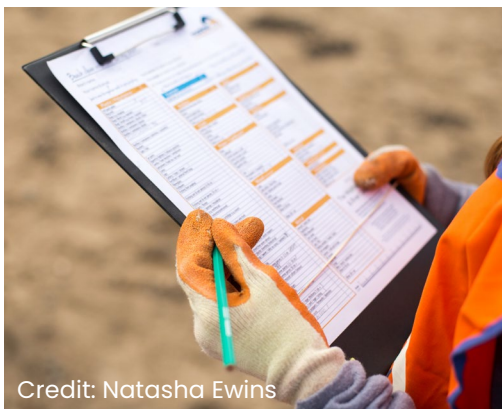
Litter surveys are not only important for clearing rubbish, but also for gathering data on the types of litter polluting our environment. [Beachwatch](#) is our national beach clean and survey initiative, and has been running for nearly 30 years. Our brilliant volunteers head out to beaches across the UK to clean and survey our coastline, collecting and recording the rubbish they find in a 100m stretch of beach. This litter data helps inform our campaigns and lobby government, and has led to influential changes like the UK-wide carrier bag charge, microbead bans and changes to wet wipe packaging.

We also use the data to determine the sources of litter. For example, if a significant amount of sewage-related debris (SRD) is found in an area, we work with local sewage treatment companies to try to improve treatment plants, and with communities to raise awareness of what should and shouldn't be flushed down the toilet.



Reducing litter

We all need to do our bit to reduce litter in the environment. By rethinking how we shop and what we use in our daily lives, we can all make a difference. Refusing unnecessary plastic and other materials, reducing the amount of products we consume, and repairing rather than replacing are all important actions we can take. Through education, we can help raise awareness, encourage positive consumer behaviour, and campaign for change from businesses and the government.



Credit: Natasha Ewins



Credit: Aled Llywelyn

Marine Litter Fact File



Recycling

Even if we reduce the number of items we use, we will still need to throw some away. This is where efficient recycling is key. Download a guide from your local council to help students understand what can be recycled at home and at school. Many items can be recycled, but if your local council has limited recycling options check out Terracycle's website for local drop off points.

Plastics can only be recycled at best 2-3 times before they lose their strength, so we still need to move away from plastics to materials that can be recycled time and time again. We need to change how products are recycled, and how we incentivise best practice to ensure materials and resources are valued. This can include redesigning products or calling for economic incentives like Deposit Return Schemes (DRS), where a small deposit is paid when people buy a single-use drinks container and is refunded when they return it to a store or dedicated recycling point.



Circular Economy

We currently have an economy which is linear, which means we make, use and dispose of products using up finite resources. It's estimated that only 9% of all plastic ever made has been recycled, (4) so we know that recycling alone isn't the solution. Instead we need to move towards a circular economy, where products are designed to be used time and again, repairable, or re-designed into new products. The whole life cycle of the product has been considered so very little ends up in landfill.



Litter collected at a beach clean.
Credit: Natasha Ewins



Single-use plastic straws.
Credit: Natasha Ewins

4. Geyer et al 2017

Source to Sea Fact File

Why your help matters

We know that litter from towns, parks and even the remotest country lanes often make their way into our ocean. **Every item dropped in the street has the potential to pollute our seas** by travelling down rivers and streams, being washed down drains or by being blown onto our beaches.

As part of our litter cleans, we collect data to track rubbish back to its source - our survey results are then used to find solutions to ocean pollution, and to campaign for measures to bring positive change.

We've used data collected in previous years to make the case for carrier bag charges across the UK, and are campaigning for Deposit Return Schemes for all types of drinks containers.

Great British Beach Clean

15th - 24th September 2023

Take part in Source to Sea Litter Quest as part of the Great British Beach Clean. This September, there's something for everyone, everywhere. No matter where you live across the UK, you can help keep our seas clean.



Source to Sea Fact File

The Litter Quest items

This year we've chosen **14 items** to find out more about. By taking part in inland cleans, we can work together to keep our seas safe and healthy – for us all to enjoy.

What we're looking for – Food & drink containers

1. Plastic drink bottles – 9 billion drink containers are wasted each year by not being recycled, with many ending up in the ocean.



2. Loose plastic cases/lids – In the UK there is currently no legislation for lids to be tethered to bottles. We believe this small change could help reduce litter.



3. Plastic drink cups – An estimated 500 billion plastic cups are used each year around the world. They make their way from land sources into our ocean and harm marine life.



4. Glass bottles – Glass can easily be recycled back into glass. In the environment it can get broken and become pieces which can harm us and wildlife.



5. Metal drink can – Scotland will introduce a deposit return scheme in 2025 on glass, metal and plastic (PET) bottles – we want all UK governments to continue taking urgent action and bring in their own schemes.



Source to Sea Fact File

6. Polystyrene fast food container –

Polystyrene is a type of plastic. These containers break up into small pieces which are easily carried by the wind. Polystyrene can float at the surface and be eaten by marine wildlife.



7. Polystyrene cups – Polystyrene is very difficult to recycle and we want to see it banned across the UK.



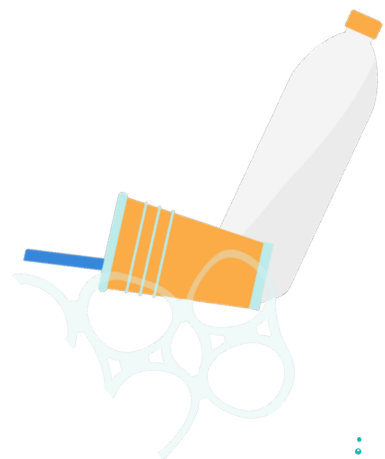
8. Paper cups – It is estimated that the UK uses over 7 million disposable coffee cups every day. Lots of paper cups have an inner plastic lining and can be difficult to recycle.



In 2022, we found an average of 14 drinks-related litter items for every 100m of beach, and all these items were also found on 97% of inland cleans.

We want to see **Deposit Return Schemes (DRS)** introduced across the UK. A DRS works by charging consumers a small deposit on drinks-related items when they buy them. Customers then receive their money back when they return them for recycling, essentially giving these common litter items a value.

Scotland was due to introduce a DRS in 2024, but this has now been delayed and we hope to see compatible deposit return schemes implemented across the UK by 2025.



Source to Sea Fact File

What we're looking for – Plastic bags

9. Single-use plastic bags – Since carrier bag charges were introduced, there has been an over 50% drop in the amount we find on our beaches.



10. Plastic bags for life – Bags for life are made from thicker plastic and are designed to be used multiple times. However, we think some are still being disposed of, and could find their way into the sea.



Since charges were introduced across the UK, we've seen an over 50% drop in single-use plastic carrier bags on our beaches. We want to know if this drop can also be seen inland. Although there's been a charge on single-use plastic carrier bags for at least 5 years (Wales introduced it in 2011, Northern Ireland 2013, Scotland in 2014, England in 2015), 'bags for life' have been encouraged as a reusable alternative. But we suspect that these may still be used as a single-use item, and so still harming our environment.

What we're looking for – Wet wipes

11. Wet wipes – Wet wipes are often found on beaches after being flushed down the toilet and finding their way to our ocean through drains. But they're also used and found around towns and cities.



In 2022, we found wet wipes on 61% of beach cleans and 44% of inland cleans. By tracking them back through the sewage system and their journey from our streets and parks, we can help put a stop to pollution.

Source to Sea Fact File

What we're looking for – **Personal Protective Equipment (PPE)**

12. Single-use face masks – We didn't see many people wearing these in everyday life before the pandemic, but now it's common place. Since the pandemic began there has been an increase in the amount of PPE found in our public spaces.



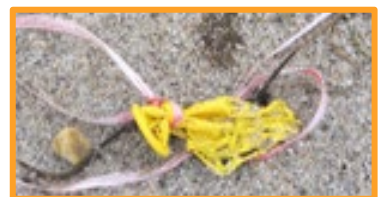
13. Single-use plastic gloves – Like face masks, we rarely saw these being used outside of medical settings and specialist jobs until 2020, when lots of people started wearing them.



PPE was really important during the pandemic, but unfortunately it wasn't always disposed of properly. In 2020, PPE was found on almost 70% of inland cleans. Thankfully, this has reduced to 27% in 2022 as PPE guidance has eased.

What we're looking for – **Balloons**

14. Balloons – In 2022, balloons were found on 29% of inland clean and 50% of beach cleans. Let us know how many you find.



Even balloons marketed as 'biodegradable' can last up to 4 years in the marine environment. Marine animals can ingest balloons or get tangled in balloon ribbons, restricting their movement and ability to eat. To reduce this threat, we want to get outdoor balloon and sky lantern releases stopped. Over 80 local authorities in the UK have banned balloon or sky releases on their land.

Plastic/polystyrene

All items on this side of the sheet are identified as plastic or polystyrene



4/6 pack yokes

Four or six-pack rings/yokes are connected and hold together multi-packs of drinks cans



Bag ends

The part that remains after tearing-off single-use carrier bags in supermarkets



Biobeads

Tiny plastic pellets used in filtration process in wastewater treatment plants. Usually wrinkled, knobby or ridged



Biofilm support media

The plastic material upon which microorganisms grow, typically used in waste water treatment



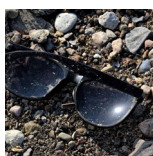
Caps/lids

Plastic caps and lids from bottles/containers, used to seal drinks. Includes plastic to which they are tethered



Cigarette stubs

The remaining part of a cigarette, commonly made from synthetic plastic cellulose



Combs/hair brushes/sunglasses

Plastic items used for untangling hair, as well as plastic glasses



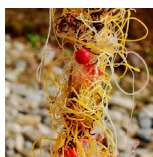
Cutlery/trays/straws

Single-use plastic knives, forks, take-away trays and straws



Fishboxes (polystyrene)

Used for packaging fish or other seafood. There's also a place on your form for wooden and plastic



Fishing line (angling)

Colourful, thin and wiry nylon thread, sometimes attached to a bait hook, used for catching fish



Fishing net/net pieces: 0-50cm

Plastic twine, cord, or something similar, used typically for catching fish



Fishing net/net pieces: 50cm+

Plastic twine, cord, or something similar, used typically for catching fish



Foamed polystyrene fragments

Unidentifiable polystyrene items. Use the ruler at the bottom of the form to record the size



Food container - foamed polystyrene

Containers storing food, such as fast food containers, lunchboxes, etc



Food container - plastic

Plastic containers used for carrying or storing food, such as fast-food containers, Tupperware, lunchboxes, etc



Injection gun cartridge (e.g. sealant)

Cartridge made of plastic for devices used to inject grease, silicone, or other fluids. Includes their nozzles



Jerry cans

Containers with a handle used for storing or transporting liquids, typically petrol or water



Lobster & fish tags

Used to mark fish and shellfish such as lobsters, often with a serial number



Lobster/crab pots & traps

Used to catch crustaceans. Most feature a net covering and a cone-shaped entrance tunnel



Nurdles

Small, colourful plastic pellets, about the size of a lentil - 'virgin' plastic from which nearly all plastic goods are formed



Octopus pot

Pots made of plastic or PVC tubing, weighted with concrete, and typically having a volume of 4 litres



Oyster nets/mussel bags

Plastic net sack for growing (underwater) shellfish. These bags can have different sizes and shapes



Oyster trays

Tray made of square mesh for growing oysters. Sometimes stacked, with or without feet, doors, v-braces and hooks



Packaging/plastic sheeting

Large plastic packaging or sheeting used for the protection/covering/wrapping of cargo objects



Packets: crisp/sweet/lolly (incl. sticks)/ sandwich

Plastic food packets and wrappers in various styles and shapes



Plastic fragments (range of sizes)

Unidentifiable plastic items. Use the ruler at the bottom of the form to record the size



Sheeting from mussel culture (Tahitians)

Plastic sheeting which is cut on one side into strips. Used to protect mussel farms from animals



Shoes/sandals

Various types of footwear such as shoes and sandals made of plastic



Shotgun Cartridges

These consist of a plastic tube mounted on a brass base and can come in a range of colours



Strapping bands

Used for fastening any type of package. Usually made of quite hard plastic. Comes in a range of colours



String & cord (diameter <1cm)

Threads made of plastic twisted together into a length. Not to be confused with fishing net pieces.



Tangled dolly rope

Tangles of blue, black or orange rope that are used to protect bottom trawling nets against wear and tear



Tangled nets/cord/rope/string

Tangled pieces of plastic open-meshed material made of twine, cord etc. Typically used for fishing



Toys/party poppers/fireworks/dummies

Any plastic object that children play with, as well as toys used on the beach

Rubber



Tyres used as fenders
Rubber tyres used as boat or dock bumpers will often be pierced with rope or metal chains

Cloth



Clothing/shoes/towels
Any type of clothes, garments and headwear made of natural or artificial materials



Furnishings
Fabric used for furniture, fittings, and other decorative house accessories such as curtains



Sacking
Sacks and other packaging items that are made of a strong, coarse fabric

Paper/ cardboard



Cartons (Purepak e.g. milk)
Containers made of carton with a plastic-lining used for food products. Check for logo



Cartons (Tetrapak e.g. juice)
Similar container made of paperboard with a plastic-lining used for food products. Check for logo

Wood



Crab/lobster pots and tops
Stationary wooden traps used to catch crustaceans such as lobsters and crabs. Usually covered in a net



Fishboxes
Boxes used for packaging fish or other seafood. There's separate options for plastic and polystyrene



Lolly stick/chip fork
Includes sticks from ice-creams, small wooden forks from fast food suppliers (chip forks), chopsticks and toothpicks

Glass



Glass (other)
Fragments of glass items that cannot be identified should go in other and be recorded as 'pieces'

Metal



Caps/lids
Metallic caps and lids from bottles and containers, including the pull tabs from cans



Fishing weights/ hooks/lines
Weights increase sink rate of lures/hooks. Lures are metal hooks with bright mounts

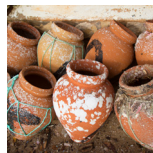


Loxster/crab pots & tops
Wire or metal and netting with opening for lobster or crab entry into tunnel

Pottery/ ceramics



Construction material (e.g. tiles)
Ceramic materials used in construction, such as bricks, roof tiles, floor tiles, and cement



Octopus pots
Pots made of pottery, weighted with concrete, and typically having a volume of 4 litres. Used to trap octopus

Medical



Containers/tubes (inc. pill packages)
Any packaging of pharmaceutical solids and liquids e.g. pain killer packets or blister packs

Sanitary



Condoms
A thin rubber sheath. Within this category also any packaging should also be recorded



Cotton bud sticks (plastic or cardboard)
Short stick with parallel notches at each end where cotton wool would have been attached



Tampons & applicators
Tampons and plastic applicators that have been incorrectly flushed down the toilet



Toilet fresheners
Attached inside toilet bowls to keep it smelling fresh. Usually made of plastic



Towels/panty liners/ backing strips
Can be found on beaches when being incorrectly flushed down the toilet



Wet wipes
Disposable synthetic cloth, often found on beaches when incorrectly flushed down the toilet

We know some items are hard to categorise - here is a photo guide to some common tricky items and where to put them on your form



Disposable vape
Plastic - other



Dental floss stick
Sanitary - other



Receipts
Paper - other



Tissues
Paper - other



Hair bands & bobbles
Cloth - clothing



Goggles, arm bands, snorkels
Plastic - toys



Balls & sports equipment
Plastic - toys



Metal nails
Metal - other (0-50cm)



Dog poo bags (empty)
Plastic - bags (small)



Nitrous oxide
Metal - other (0-50cm)

Source to Sea Litter Quest

80% of the litter we find in our ocean comes from inland sources.
Your survey will help track litter items from source to sea.



About your survey

Where did you clean?

- | | | | |
|-------------|--------------------------|----------------|--------------------------|
| Town | <input type="checkbox"/> | River | <input type="checkbox"/> |
| Countryside | <input type="checkbox"/> | Playground | <input type="checkbox"/> |
| Park | <input type="checkbox"/> | Office grounds | <input type="checkbox"/> |
| Street | <input type="checkbox"/> | School grounds | <input type="checkbox"/> |

First half of your postcode:

How many bags of litter did you fill?

Weight of litter (kg):

About your group

How many people are in your group?

Is your group taking part as a:

School group? Youth group?

What is the age range of those taking part?

Are you taking part as part of an organisation?

What is the weirdest thing you found?

Try to recycle the litter you collect if you can, but always keep yourself safe!


What to do – Spot the litter, write down what you found, then pick it up.
You can use a tally to keep track as you go along. ||||

Plastic drink bottles




How many?

Loose plastic bottle caps/lids




How many?

Plastic drink cups




How many?

Glass bottles




How many?

Metal drink cans




How many?

Polystyrene fast food container



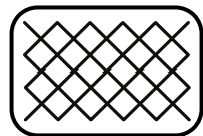
How many?

Paper cups



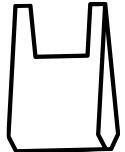
How many?

Disposable BBQs




How many?

Single-use plastic bags



How many?

Polystyrene cups




How many?

Plastic bags for life



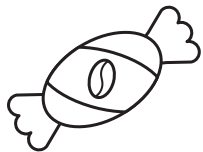
How many?

Wet wipes



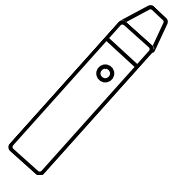
How many?

Packets e.g. crisps, sweets



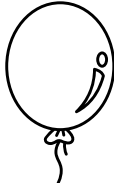
How many?

Vapes



How many?

Balloons



How many?