THE GUIDE BOOK TO CHILDREN'S DAY
WITH
WASTE WARRIORS
REDUCE RE-USE RECYCLE
The Guide Book to Children’s Day with Waste Warriors

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Introduction
Why we created this guidebook

When we first decided to start conducting programs and workshops to teach people about sustainable solid waste management, we had no idea where to begin.

Our initial endeavours as an organization included a number of community clean-ups in different locations. We would gather large groups of people and work together to clean up an entire area. From here onwards we started teaching people about segregation and how to manage waste responsibly. We also began door-to-door waste collection services. However, though we could see a reduction in the amount of garbage being dumped, we quickly realized we needed to do more to bring about sustainable change.

We believed it would help greatly if people understood WHY we were working with waste. Too often, people would hand us their bag of trash and say, "look how much garbage we collected for YOU!" Clearly, they did not truly understand the problem of waste.

We knew we had to work towards changing their pre-conceived notions about waste. And so, we felt that education and awareness programs were an absolute must. Silently collecting and processing waste was not enough. We needed people to understand why littering and burning garbage was harmful for everyone. We wanted to change the perception people had of us as "koodawallahs," that we were cleaning not simply for cleanliness's sake, but for a larger purpose. We could foresee a crisis, that demanded action - the garbage crisis.

Our goal became to empower people to start taking responsibility for their trash. When people asked us, "Well, what am I supposed to do?", we understood the urgency to educate them. If we wanted to make an impact, we had to teach people how to deal with their waste in a responsible manner.

We saw children and young people as "key" to bringing about the major, mindset change that was sorely needed. Unfortunately, children were learning bad habits from adults. We wanted to reverse this learning. The idea of teaching children sustainable solid waste management was to ensure they would go home and teach their parents!

And so, since the inception of Waste Warriors in 2012, we have been running workshops for children on sustainable solid waste
management. At first, we had little to no formal material to work with—just a lot of ideas. But after working with children over the years, on a trial and error basis, we were able to develop effective games and activities that taught children about waste management in a fun, yet informative way.

As a culmination of our efforts over the past five years, we have created this guidebook to share what we do with everyone interested in teaching young people about waste management. Whoever and wherever you are, we want you to have the tools to be successful in doing so!

About Us

Founded in 2012, Waste Warriors is a not for profit organization and registered society committed to tackling India’s garbage problem. Through a combination of direct action, liaising, education and awareness-raising, we are working towards cleaning up India.

We currently manage three projects: a rural project in Dharamshala, Himachal Pradesh, an urban project in Dehradun, Uttarakhand and our first initiative in a protected area around the Corbett Landscape, Uttarakhand. Apart from this, we also offer services of sustainable solid waste management of large gathering, events, marathons, IPL matches, music festivals and the like.

Our main objective is to promote and provide affordable, sustainable solid waste management systems that are designed to improve the health of our environment and the quality of our lives. We also aim to reduce the social stigma attached to waste and strive for equal pay and respect for waste workers.

Our Vision:

- A clean India with systems in place to ensure every citizen manages their waste responsibly and cultivates a sense of civic responsibility and national pride in maintaining a clean and green environment.
- A healthier India with improved living standards and a better quality of life, where waste workers are valued and respected for their work.

Our Mission:

- To be a catalyst for practical and community led Solid Waste Management (SWM) initiatives in rural, urban, and protected areas and to pioneer replicable models of resource management,
innovative practices, research and education in the field of solid waste management.

- To improve working conditions for waste workers and take positive steps towards integrating the unorganized waste sector into the formal Solid Waste Management (SWM) industry whilst reducing the stigma attached to waste.

What We Do?

We provide a wide array of consultancy services and education and awareness programs in the field of Sustainable Solid Waste Management.

Consultancy & Sustainable Solid Waste Management Services:

- Offering waste management consultancy and waste audits which include providing organizations with useful, practical information and guidance on how to manage their waste responsibly.
- Providing door-to-door waste collection services to businesses, households and villages in all our designated project locations, ensuring that all the waste we collect is segregated and dealt with responsibly.
- Installing dustbins in order to mitigate littering and helping beneficiaries form good habits such as using dustbins and maintaining a clean environment.

Awareness & Education on Sustainable Solid Waste Management:

- Conducting regular workshops and training sessions for young people and professionals.
The Guide Book to Children's Day with Waste Warriors

- Conducting clean up drives with volunteers to clean an area or dumping site and work towards keeping it clean.
- Beautifying and transforming spaces where we work, to highlight the importance of caring for our environment, and ensuring the spaces are maintained.
- Giving presentations on local and national level platforms about our work over the years in the sustainable solid waste management domain.

How to use this guide book?

Who is this guidebook for? Anyone who needs ready material to teach others about Sustainable Solid Waste Management.

- If you are a Teacher or Teacher’s Assistant who needs a lesson plan, go to OVERVIEW, look at the topics and learning objectives and pick up that lesson for your class.
- If you are an NGO or Educational Institute, you can use this guide as a supplement to your curriculum. Choose a lesson and conduct it in the form of a workshop. You can use the Lessons which are marked for Adults as well.
- If you are an Organization, you can go through the guidebook and learn more about our work. Join us if you’re interests and objectives match ours. We always looking for partners to collaborate and work with.

We have divided this guidebook into three sections:

- **Section 1** Introduction: Why and how to use this guide with general instructions, an overview of the lesson plans and information about us.
- **Section 2** Lesson Plans: 10 lesson plans that progressively cover and reinforce the topics covered under sustainable solid waste management.
- **Section 3** Resources: Although each lesson plan contains enough material, this is an extra section for additional resources in case you need more options.
Use the Overview:

 Quickly find what you are looking for: Lesson Plan Titles, Topics, Sub-Topics, Learning Objectives, Orientation, Games, Craft and/or Story and Resources.

 Each lesson plan contains:
 Conducting the Lesson: (To be used by the Teacher)

• Learning Objectives of the Lesson
• Suitable for Ages
• Duration
• Outline of the Lesson with Materials Required
  ° Orientation about the Topic/Sub-Topics ° Games & Clean-up (Learning by Doing)
  ° Crafts and/or Story
  ° Break for Refreshments
• Resources: Filler Games
• Action for Home Work

 Documenting & Recording the Lesson: (To be filled out by the Teacher)

• Total Number of Students
• Level of Learning – What did they learn prior to this?
• Learning Effectiveness Check
• Photos
• Feedback

 All lesson plans focus on a certain aspect of sustainable solid waste management. Each contains everything you will need to conduct a lesson.

 The flexible design of this guide allows you to choose and build your own lesson to custom fit your class needs, size, age and duration.

 Please note: the orientation section is, for the most part, specific to the Corbett Tiger Reserve, provided as an example, since this guidebook has been created by the Corbett Chapter of our organization. However, please feel free to set the context as per your location, cultural setting, type of organization and current matters as you see fit.

 Each lesson plan also includes 2 filler games. Filler games are used when you have extra time. The game can begin and end at any time, and requires no props.
You will notice that “Game 3” is always a ‘clean-up.’ We believe in “Learning by Doing”. Conducting a clean-up is one of the best ways to educate the learners on why they should reduce waste and stop littering.

We recommend that if the area you are in is covered with litter, do conduct a clean-up with the learners. This is a practice that we follow as a rule. We want our children to learn to always keep their surroundings clean, respect their learning environment and strive for cleanliness as an example to others.

You will also notice a “story bag” is referred to whenever there is a story included. Story bags include a copy of the story, puppets of the characters as well as any of additional props you may use to make the story interactive and engaging for the learners.

**Important note:** Some games require specific materials. We have crafted many of these ourselves. Also, we have revised and included some games created by other organizations.

If the material listed has an asterisk (*) sign next to it, this means it can be found in the resources section.

Under Resources, we have placed a lot of additional and useful aids to learning. You will find new or variations of games, crafts, stories and videos. Many of these are directly related to waste management and all of them fall under the broader theme of environmental conservation.

We have mentioned references and sources of information and images used throughout the book. We gratefully acknowledge the original authors and creators of the same.

**General instructions for conducting the lesson**

Please refer to these when conducting one of the lessons from this guidebook.

- All the Lesson Plans fall under the larger module of Sustainable Solid Waste Management.
- Learning Objectives of the Module are:
  - to understand waste is a resource, to learn to recognize types of waste, how to segregate waste for recycling and how long waste takes to decompose,
  - to learn to create products/toys from waste,
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- to learn to keep the living environment clean

- Use the following introduction for the Lesson • Plans:
  - Smile! “Namashkar/ Namaste/ Good morning/ Good afternoon!”
  - Introduce yourself and the team and share more information about where you are from –
    “My name is X and I’m from Y!” (For e.g.: Pavan is from Ramnagar, Shraddha from Pune, Minakshi from Bhakrakot, and so on. Use a map of India to show where these places are located.
  - Introduce your Organization for e.g. Waste Warriors: “We are from an organization called ‘Waste Warriors. We help people learn how to manage their waste responsibly and sustainably. We work in 37 villages in and around the Corbett Tiger Reserve (CTR). We also have two other projects – one in Dehradun and one in Dharamshala (show both on the map).
  - Show the map of CTR: Ask: “Do you know what the CTR is? It’s India’s first national park that was opened in 1936 – 80 years ago! Now, there are over 500 national parks in India alone. A national park is an area that is protected so that the wildlife live safely in their natural home and people are able to enjoy the park. Since it is a protected area, people are not allowed to live in the park or hurt the animals. People from all over the world and across the country travel to CTR because of its diverse wildlife. There are many different species of animals and plants here! In this area alone, you can find over 500 different types of birds. Show the children where their village is located on the map in relation to CTR.

- Signal for Silence: Inform the learner of the signal for silence. If the teacher raises her/his hand over the head, it is the signal for everyone to keep quiet/remain silent!

- Here is a suggested list of materials to carry with you: (it’s only a suggestion)
  - Learning Aids: DRY waste school dustbin, Cardboard & Newspaper to work on, Jerrycans, Soap and Soap dish, Waste presentation box, Map of the area/country
  - Learning environment: Rugs to site on, First aid kit
  - Documenting & Recording: Camera, Data entry file
  - For the Break: Parle G biscuits, Orange squash, Container to make the drink, Glasses to drink from, Mixing spoon/ladle, Plate for biscuits.
# Lesson Plans Overview

<table>
<thead>
<tr>
<th>Title</th>
<th>Lesson Plan 1</th>
<th>Lesson Plan 2</th>
<th>Lesson Plan 3</th>
<th>Lesson Plan 4</th>
<th>Lesson Plan 5</th>
</tr>
</thead>
</table>

**Topic / Subtopics**
- Waste as a Resource, Types of Waste, Importance of W. Management, 3 Rs, Segregation, Products from Waste, Animals, Cleanliness
- Types of Waste, Segregation, Decomposition, Products from Waste, Cleanliness
- Segregation, Disposal (burning & dumping), Health, Trees, Waste Pickers, Litter, Cleanliness
- Nature & Wildlife affected by Waste, Disposal-Landfill, Cleanliness, Grow Plants
- Packaging Waste, Sugar affecting Health, Impact of Waste, Journey of Waste, Cleanliness, Products from Waste

**Additional Learning Objectives per Lesson**
- To learn about Animals
- To learn the Importance of segregation in sustainable solid waste management
- To learn about waste pickers, to learn about local trees in the surrounding area
- To understand the impact of waste on nature and wildlife, proper ways for disposal and about Landfills, and to grow plants
- To learn about sugar in products, packaging and the affect on health, To learn and understand the journey of the resource as waste

**Orientation**
- Waste Presentation Box
- Waste Presentation Box V. 2
- Waste Collection & Segregation Process
- The Waste Problem in Gorbett
- Sugar in Packaged Waste Items

**Game 1**
- Relay Race 1
- Relay Race 2
- Waste Tic-Tac-Toe
- Nature Scavenger Hunt
- Waste - Yes, No, Maybe So Board Game

**Game 2**
- Animal Groups
- Trees/Plants Watching
- Hug a Tree
- Landfill Quiz
- Web of Garbage

**Game 3 / Learning by doing**
- Clean up
- Clean up
- Clean up
- Clean up
- Clean up

**Craft 1**
- Tetra Pak Masks
- Plastic Rope Making
- Origami Crane earrings and Necklaces
- Spot the Difference in Images
- Tea Coaster from a Newspaper

**Craft 2**
- How long does it take to decompose - memory game and Coloring sheet
- Sub Irrigation Planter

**Story**
- Anjali & Garbage Prince
- Tiger Checha and the Waste Picker Fairy
- Red Light! Green Light! And Fox and Rabbit
- Bali and the Colorful Packages

**Filler Games**
- Musical Statue and Pass the Energy
- Haan, ja and nee and Simon says
- Tongue Murdered and What time is it Mr. Wolf
- Avoid the Octopus and Musical Frogs
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<table>
<thead>
<tr>
<th>Title</th>
<th>Lesson plan 6</th>
<th>Lesson plan 7</th>
<th>Lesson plan 8</th>
<th>Lesson plan 9</th>
<th>Lesson plan 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic / Subtopics</strong></td>
<td>To learn about the adverse impacts of plastic waste To learn to choose alternatives to using plastic</td>
<td>To learn about the adverse impacts of plastic waste To learn to choose alternatives to using plastic</td>
<td>To learn about birds in their natural environment, about littering and about ocean debris</td>
<td>To learn about trees, fruit trees, etc.</td>
<td>To learn about the ecosystem, to learn to meditate</td>
</tr>
<tr>
<td><strong>Additional Learning Objectives per Lesson</strong></td>
<td>Reduce First - The Zero Waste Movement</td>
<td>Waste Presentation Box</td>
<td>Wee Reggile and his recycling friends</td>
<td>Dirty Dutches</td>
<td>Recycle Alphabet</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>My Eco Footprint</td>
<td>Garbage</td>
<td>Search the dustbin</td>
<td>Trash is for Tossers</td>
<td>One Sentence Story</td>
</tr>
<tr>
<td><strong>Game 1</strong></td>
<td>Nature Poems Recitation</td>
<td>The World of Plastic Song</td>
<td>Wastelands card game</td>
<td>Birds Watching Game</td>
<td>Web of Life</td>
</tr>
<tr>
<td><strong>Game 2</strong></td>
<td>Nature Poems Recitation</td>
<td>The World of Plastic Song</td>
<td>Wastelands card game</td>
<td>Birds Watching Game</td>
<td>Web of Life</td>
</tr>
<tr>
<td><strong>Game 3 /Learning by doing</strong></td>
<td>Clean up</td>
<td>Clean up</td>
<td>Clean up</td>
<td>Clean up</td>
<td>Clean up</td>
</tr>
<tr>
<td><strong>Craft 1</strong></td>
<td>Tetra Pak Basket</td>
<td>Paper beads bracelet</td>
<td>Tetra Pak Wallet</td>
<td>Tetra Pak Puppet</td>
<td>Chip packet flower necklace</td>
</tr>
<tr>
<td><strong>Craft 2</strong></td>
<td>Tetra pak wallet</td>
<td>Sea Turtle Puppets</td>
<td>Sea Turtle Puppets</td>
<td>Sea Turtle Puppets</td>
<td>Sea Turtle Puppets</td>
</tr>
<tr>
<td><strong>Story</strong></td>
<td>Vulture Puppet, Vulture Coloring Sheets and Litter Red Riding Hood</td>
<td>Travis Track and Wes Son and Coloring pages</td>
<td>Jala and the Plastic Eating Sea Turtle</td>
<td>Rani’s Story</td>
<td>Chinese Whisper and Aliens vs Romans</td>
</tr>
<tr>
<td><strong>Filler Games</strong></td>
<td>Land, Air and Sea and Land Tag</td>
<td>December and Mud Tag</td>
<td>Kuda Wat Phenko and Sun, Moon and Barsh</td>
<td>Aton and Pass the Clap</td>
<td>Chinese Whisper and Aliens vs Romans</td>
</tr>
</tbody>
</table>
Lesson Plan 1: Waste as a Resource

Learning Objectives of this Lesson:
1. To learn the importance of sustainable solid waste management
2. To learn about animals in the natural environment

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:
- Orientation: Waste Presentation Box
- Game 1: Relay Race 1
- Game 2: Animal Groups *
- Game 3: Clean-Up (Learning by Doing)
- Craft: Tetrapak masks
- Story: Anjali and the Garbage Prince *
- Break for Refreshments
- Resources: Filler Games Musical Statue and Pass the Energy!
- Action for Home Work: Write out a list of different things in your house. In another column write down what part of nature they were made from. For e.g. Chair: Trees, Thali: Metal from Earth, Light Bulb: Metal & Glass from Earth and Sand and so on.

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced
Photos: During and After

After the Lesson:

Learning Effectiveness Check:
- What are things/products made from?
- After we finish using a product, what do we do with what remains?
- What are the different types of waste?
- Why should we manage our waste?
Feedback:

- Did you enjoy the lesson?
- Did you learn anything new?
- What are you going to do differently when you go back after this session?
- Who are you going to tell or share this lesson with?

Orientation: Waste Presentation Box

- Introduce yourself, your organization and the work you do.
  For e.g.: “Now that you know about the work we do and where we work – let’s talk about waste management! What do all of you do with your waste?” If it’s a village Waste Warriors already works in, ask them: “Do you have bags in your home for waste collection?” “How many bags should you have in your home for your waste? That’s right – three! One for recyclable, one for non-recyclable and one for food waste.”

- Speak about the importance of waste management: “If we don’t manage our waste – it hurts us! When you burn waste, or dump it in the open, the toxins from the waste leaches into our soil, and then into our water. We depend on soil and water for our food. If we pollute these then how will we live off it?”

- Speak about the 3Rs: “Reduce, Re-Use, Recycle. Why are they in that order? Because, first we need to REDUCE the amount of waste we create in the first place. Then, try to re-use as much as possible, and then finally recycle anything that can’t be re-used. What does it mean to recycle? It means to break down the...
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material that the item is made from, and make something different from it."

Speak about Waste as a Source: "All things are made from resources taken from Nature. After we use a product and throw it as waste, we are throwing resources. Discuss with the students the things in school which are made from Nature and which is then thrown out.

Waste Presentation Box:

Materials Required: Waste Presentation Box (contains various waste items, a bag for recyclable items, a bag for non-recyclable items, a list of how long it takes the various items to decompose - see Fig.1).

The waste presentation box is a box of waste items. Go through different waste items (see examples in Fig 1) with the students. Hold up two bags - one for recyclable items and one for non-recyclable items, and ask the students to tell you which bag each waste item should go in. Once they have told you the correct bag (e.g. Paper goes in the recyclable bag), share with them how long the various items take to decompose (break down). Explain what the process of decomposition is and what it means. The intention is to encourage students to reduce the amount of waste they are generating in the first place.

<table>
<thead>
<tr>
<th>Items</th>
<th>Time it takes to decompose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>1 month</td>
</tr>
<tr>
<td>Cardboard box</td>
<td>2 months</td>
</tr>
<tr>
<td>Chips packet</td>
<td>75 years</td>
</tr>
<tr>
<td>Plastic bag</td>
<td>10-100 years</td>
</tr>
<tr>
<td>Plastic bottle</td>
<td>450 years</td>
</tr>
<tr>
<td>Aluminium</td>
<td>200-500 years</td>
</tr>
<tr>
<td>Tetrapak</td>
<td>500 years</td>
</tr>
<tr>
<td>Glass</td>
<td>1000 years</td>
</tr>
<tr>
<td>Thermocol</td>
<td>Never</td>
</tr>
</tbody>
</table>

Fig 1.
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Game 1: Relay Race 1 - Waste Segregation Game

Materials Required: Four bags (2 yellow recyclable, 2 white non-recyclable), all relay race items and two scarves to use as blindfolds.

Relay Race Items/Quantity:

Recyclable Items:
1) Paper/Newspaper (x2)
2) Chips/biscuit packet (x2)
3) Cardboard (one white and one brown) (x2)
4) Plastic bags (two different colours) (x2)
5) Plastic bottles (two different colours) (x2)
6) Metal (x2)
7) Aluminium (x2)
8) E-Waste (x2)
9) Tetrapak (x2)
10) Hard plastic (x4)

Note: Try to get a variety of each item (metal, e-waste, hard plastic) to show the children different types.
11) Thermocol/Styrofoam (x4)
12) Rubber (e.g. chappals, shoe soles, etc.) (x4)

Other Items:
13) Scarves for blindfold (x2) *for blindfold variation

- Group the children into two teams (approx. 10 children in each team)
- Position one person from each team at the finish line. Each will hold two bags (one recyclable and one non-recyclable, for each team). Decide on the distance of the finishing line based on the age group the children are in.
- Keep all the items that need to be sorted in front of the bags.
- Position two WW team members (teacher's assistants) at the starting point, one with each team.
- The children have to run up to the items, pick one up, and put it in the right bag - then run back to the line. They do this until they have managed to put all the items into the bags. The next child in line starts only when the child before them has returned.
- *For the blindfold variation: The children play with partners - one person is blindfolded, and the other is in charge of leading their blindfolded partner to the correct disposal bag. The children need to be taught how to guide their partners (go to your right, left, forward, back, etc.)
After both teams finish putting all the items into the bag – it's time to find out which team won.

The WW team counts how many items are in the correct bag, for each team. The winning team is the one that puts the greatest number of items into the correct bag.

Game 2: Animal Groups


Materials Required: Animal cards, which must have strings attached to them*, if playing the version with pairs, if not, must have TWO cards of each animal.

Version 1

The WW team assigns an animal card to each child. The “card” with the drawing and name of an animal on it, is placed on the child’s back, so that the child cannot see what card it is.

Once all the children have an animal card on their backs, they must go around and ask each other “Yes or no” questions (questions that you can only answer yes or no to) to try and figure out what animal they have on their back. They can only ask each person one question.

Once they think they can correctly guess the animal – they ask: “Am I a (elephant?)” If the answer is yes, the child can flip their card to the front.

If there is enough time, you can do a few rounds of this game (switching the cards between the children).
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Version 2
(for primary school children) Since the group is younger, make the game more movement oriented and less about asking each other questions to guess the animal.

Ask the children to stand in a circle.
All the children wear the animal card on their front, so that everyone can see it.
Then, in a circle, the WW team member gives them some information about the various animals - and then asks them: What sound does this animal make? Make the sound! Move the way this animal moves! Until they have all the animals in the circle.
Then, continue the games suggesting the animals move around in the forest - looking for something to eat. Demonstrate an animal walking and making their "animal sound" without moving from their place in the circle. Then suggest that the WW team member yells "Food!" each child must switch places with another child in the circle (and it cannot be the person beside them).
The child who doesn't get a place is 'out' of that round.

Version 3 (for primary school children): for this you need TWO CARDS of each animal!

Each child is given a different animal card to wear on their back. Each animal card has a "pair." The goal of the game is for each child to find their animal pair. (For e.g. one child will be given the "elephant" card, and so will another child with the second "elephant" card).
When the game starts, in the first round, the children must make the sound that their animal makes, and keep making it until they have found their pair.
In the second round, WW team member takes everyone's cards and switches them, so everyone has a new animal. For this round, the children must make the movement their animal makes, and keep making it until they find their pair.
Children can keep switching animal cards, and play different rounds of this game.
Game 3: Clean Up - Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box

- Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.

- Then give the kids the equipment they need to conduct the clean-up.

- Take the kids to the designated clean-up spot, and begin!

- On completion of the clean-up, weigh all the bags of collected waste and record the weight.
Craft: Tetrapak Mask Making

Materials Required: Tetrapak, sample Tetrapak mask, scissors, strings, hole-puncher, sketch pens.

1. Cut the tetrapack from three sides: the top, bottom and one side.
2. Clean the tetrapack from inside.
3. Outline on the tetrapack.
4. Then, cut around the edges of the mask and crown outline.
5. Punch two holes on both sides, and attach the string.
6. You can also decorate the silver side of the mask and crown, and it’s ready to wear!
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Story: Anjali and the Garbage Prince

Resource: https://tinyurl.com/Anjali-and-the-Garbage-Prince

Materials Required: Anjali and the Garbage Prince Story (*) and puppets of each character.

Read to the children the story of “Anjali and the Garbage Prince,” about a girl, Anjali who meets a boy who, she thinks may be her Prince Charming, at first. But instead, he turns out to be a litterbug! Use puppets to make the story interactive.

Refreshments and Group Photo:

Take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

Musical Statue

All the children sit in a circle.

One is chosen (the “guesser”), and is asked to leave the room or turn away from the circle.

In the meantime, the group decides on a “musical leader” from among those sitting in the circle.

The “musical leader” will be in charge of starting some kind of musical sound (using their hands, whistling, etc!) The other children must follow the leader, and change the sound when the leader changes it.

The “musical leader” starts a sound, and then the “guesser” is asked to stand in the middle of the circle. The game ends when they correctly identify the musical leader in the group.

Pass the Energy

Ask all the children to stand in a circle.

Say – “I have an energy in my hands, and the goal of this game is to pass the energy on to each other. An important part of this game is that you have to be silent and focus!”

“Now, show me your right side!” All the children should hold their hands out to their right. “This is the direction that you will be passing the energy in.”

Put your hands up in the air, and tell the children the goal is for everyone to clap at the same time. Practice this together. Work as a group to clap at the same time. Once you have learnt to clap together, the game starts.
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Version 1:

▼ The WW team member starts the game, by turning to the person on their right. The person with the energy must clap at the same time as the person on their right, in order to successfully “Pass the energy.”

▼ Do this until the energy is successfully passed around the circle once.

Version 2:

▼ Pass the energy around the circle again, but this time try to keep one smooth, steady rhythm. Keep doing this until the children are able to successfully follow the rhythm, and increase the pace.

Version 3:

▼ If you have a big group of children for this game – create two teams. One child is in the middle of the two teams. The first team to get their energy to the child in the middle is the winner! Ensure that one WW team member is watching each team, as the energy cannot be passed on unless the children have clapped at the same time.

Version 4:

▼ Start passing the energy on across the circle (the energy can go in any direction, so long as the children make eye contact with one another and clap at the same time).
Lesson Plan 2: The Importance of Segregation

Learning Objectives of this Lesson:

1. To learn the importance of segregation for responsible waste management
2. To learn about trees in their natural environment

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

- Orientation: Waste Presentation Box V2
- Game 1: Relay Race 2
- Game 2: Trees / Plants Matching Game *
- Game 3: Clean-Up (Learning by Doing)
- Craft 1: Plastic Rope Making
- Craft 2: How Long Does It Take to Decompose - Memory Game * and Colouring Sheets
- Break for Refreshments
- Resources: Filler Games: Haan, Ja and Na and Simon Says
- Action for Home Work: Write out a list of waste

* Indicates activities for older age group.
items generated in your house in one day and categories them into recyclable, non-recyclable and compostable. Show your family and friends this list and ask them what they think. Or make a list of Trees that grown in your neighbourhood or around your house. And write down their uses, ask your parents, family and friends to help you.

Documenting & Recording:

Before the Lesson:

Total Number of Students:

Level of Learning: Beginner, Basic, Adequate, Advanced Photos: During and After

After the Lesson:

Learning Effectiveness Check:

What are the different types of waste?
Why should we segregate our waste?
Name some of the Trees in this area? (How does keeping the area clean, help trees and how do trees help us)

Feedback:

What did you like most about this lesson?
Did you learn anything new?
What are you going to do differently when you go back after this session?
Who are you going to tell or share this lesson with?

Orientation: Waste Presentation Box (V.2)

Introduce yourself, your organization and the work you do.
Speak about Waste, the importance of Segregation and the 3 Rs. If you have already completed LP 1 with the students, then recall/repeat the lessons learnt.

Explain ‘Segregation’: Waste is generated from things we use. All of these things are made from natural resources. We think that waste is not useful but since it is made out of natural resources,
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it is very useful. For e.g. paper is made from wood from trees, we can always reuse waste paper! We need to segregate waste so that we can reuse it. If the paper we throw is made dirty by mixing it with other waste, then we will not be able to reuse it.

Introduce the waste streams for segregation: You must always use at least two dustbins for segregating or separating waste. Wet waste is from the kitchen and dry waste which includes things like paper, packaging, plastic, cardboard etc.

Materials Required: Waste Presentation Box (contains various waste items, a bag for recyclable items, a bag for non-recyclable items, a list of how long it takes the various items to decompose – see Fig.1).

<table>
<thead>
<tr>
<th>Items</th>
<th>Time it takes to decompose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper</td>
<td>1 month</td>
</tr>
<tr>
<td>Cardboard box</td>
<td>2 months</td>
</tr>
<tr>
<td>Chips packet</td>
<td>75 years</td>
</tr>
<tr>
<td>Plastic bag</td>
<td>10-100 years</td>
</tr>
<tr>
<td>Plastic bottle</td>
<td>450 years</td>
</tr>
<tr>
<td>Aluminium</td>
<td>200-500 years</td>
</tr>
<tr>
<td>Tetrapak</td>
<td>500 years</td>
</tr>
<tr>
<td>Glass</td>
<td>1000 years</td>
</tr>
<tr>
<td>Thermocol</td>
<td>Never</td>
</tr>
</tbody>
</table>

Take the waste presentation box, and hold up the yellow recyclable bag and white non-recyclable bag. Tell the students why it is important to separate our waste, and recycle as much of it as possible. We recycle our waste so that we avoid taking more resources from nature to make new things. We demonstrate that waste is a resource in itself.

In the waste presentation box, there are various waste items. One by one, invite different students from the group to come forward and place the different waste items in what they think is the correct bag. The students will learn by separating these items into recyclable and non-recyclable.
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Game 1: Relay Race 2 – Waste Segregation Game

Materials Required: Laminated sheets of the items mentioned in Fig-1, laminated sheets of their time to decompose, 2 litter pickers, sample wastes of the items mentioned in Fig-1 – 10 pieces of each waste (5 per bag), 4 pieces of rope, limestone, 2 yellow WW recyclable bags (each having samples of waste)

The children are grouped into 2 Teams (A & B). There should be approximately 10 children in each team. Explain about how long it takes the various items to decompose (e.g. chip packet takes 75 years, etc).

For Team A, using limestone, 9 lines are drawn on the playing area to create sections for each kind of waste. Then, laminated sheets of the different waste items are put in each of these 9 sections. The same process is followed for Team B.

WW team members will then give a demo of how to play the game, before the teams start the race.

Two kids from each team will come forward to their respective starting lines. Their legs will be tied using ropes and with the help of litter pickers (on the count of 3) they have to pick up the waste and put in its correct section. The same procedure is to be followed for the next two kids in line.

The team that puts the greatest number of waste items in the correct sections is the winner.

Game 2: Trees Matching Game


Materials Required: Laminated tree matching game cards.

Ensure that all the tree cards have a pair. Put all the cards, face down, on the floor.

The game is a memory game. The goal of the game is to find the pairs. In a circle, each child gets a chance to flip over two of the cards, to try to find a pair. (If the child flips over the “Mango Tree” card, the goal is to find the other “Mango Tree” card.) The game ends when all the pairs have been found.
Game 3: Clean Up - Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box.

Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.

Then give the kids the equipment they need to conduct the clean-up.

Take the kids to the designated clean-up spot, and begin!

On completion of the clean-up, weigh all the bags of collected waste and record the weight.
Craft 1: Up Cycling Chips Packets to Rope & Bracelet

Materials Required: chip packets, scissors, rope-making wooden board, Beads, Sample of already made bracelet.

1. Cut it from both ends.
2. Clean the chips packet

3. Begin to fold it over from one side and stop when you have one-inch space left.

4. Using the scissors, make ½ inch cuts all along the fold leaving the one-inch space uncut.
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Cut through the first strip to make one end of the strip.

Then cut across to the next strip above it to lengthen the first strip creating one long strip.

Continue to cut across till you have one long strip. Cut more packets as per the steps above to make more long strips.

Attach two or three strips to a wooden block or a clip or use an extra person’s help to hold the chains in place and then braid them.
You could make them as thick as you want using more or less strips. Your rope is ready!

For the bracelet, put a bead from one end till the middle.

Then fold the Plastic rope in half, start braiding it again.

Tie a knot at the open ends
Craft 2: How Long Does It Take to Decompose – Memory Game and Colouring Sheets

Resource: Matching Cards – https://tinyurl.com/y4o27nc9
Answer chart – https://tinyurl.com/y5xhbjtw
Colouring Sheets – https://tinyurl.com/yyf2h2nl

Materials needed: Matching cards (items and decomposing times (*), How Long Do I Take to Decompose Colouring Sheets, cardboard pads to draw on, sketch pens.

This game is called “How Long Do I Take to Decompose.” What does “decompose” mean? When something breaks down completely, and becomes part of nature again.

Show the children the different matching cards that have various waste items on them (banana peel, newspaper, diaper, etc). Tell them how long the items take to decompose. Tell them to try and remember these times because they will need it for later on in the game!

Lay down all the different items on the ground, and select children to come up and match the “decomposing time” to the item.

Lastly give the “How Long Do I Take to Decompose” colouring sheets to the children to colour and to write down the time each item takes to decompose.

Refreshments and Group Photo:

Take a group photo, and give the children juice and biscuits!
Resources: Filler Games:

Haan, Ja and Naa

- Instruct all the children to stand together in a circle.
- In this game, it is important that the children understand their right side, and their left side.
- Ask them to “Point to the person on your right! Point to the person on your left!”
- To start the game, say “I have an energy in my hands and I want to pass it around the circle. If I want to pass it to my right, I can only pass it by clapping my hands, in the direction of the person on my right while saying HAAN.
- “If I want to pass the energy to my left, I pass it by clapping my hands in the direction of the person on my left, while saying NAA.”
- “If I want to pass the energy across the circle, I clap my hands and say JAA.”
- Now demonstrate how to do this together: Point to your right – and say HAAN.
- Point to your left – and say NAA.
- Point to someone across from you, and say JAA.
- Complete another practice round to make sure the children understand when to say HAA, NAA and JAA.

Simon Says

- Appoint one person as the leader. The leader is instructed to stand facing the rest of the group. Everyone stands facing them.
- The leader begins the game by saying “Simon (or insert the leader’s name here) says... put your hands on your head!” “Simon says, touch your hips.”
  “Simon says, touch your nose.” Everyone in the group follows the instruction. The leader also does the same along with the group.
- However, if the leader does not use the words Simon Says, the group is not to follow. Whoever does follow, is out! For e.g. if the leader just says “touch your nose” whoever touches their nose is out.
- Keep playing the game until there is only one winner.
Lesson Plan 3: Waste Pickers, Our Friends in Deed

Learning Objectives of this Lesson:

1. To learn about the critical role waste pickers play in sustainable solid waste management,
2. To learn about local trees in the surrounding area

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

- Orientation: Waste Management Process
- Game 1: Waste Tic-Tac-Toe
- Game 2: Hug a Tree
- Game 3: Clean-Up (Learning by Doing)
- Craft: Origami Crane Earrings and Necklaces
- Story: Tiger Chacha and the Waste Picker Fairy *
- Break for Refreshments
- Resources: Filler Games: Tongue Murderer and What Time is it Mr. Wolf
- Action for Home Work: Do you know anyone who picks up waste? Speak to them and ask them how they do this job. Or make a list of Trees that grown in your neighbourhood or around your house. And write down their uses, ask your parents, family and friends to help you.

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced Photos: During and After

After the Lesson:
Learning Effectiveness Check:

If you were in charge of your school or your home or village, how would you keep it clean?

How many types of waste do you as a person gene ate? Or your family?
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How does keeping the area clean, help trees and how do trees help us?

Feedback:

What did you like most about this lesson?
Did you learn anything new?
What are you going to do differently when you go back after this session?
Who are you going to tell or share this lesson with?

Orientation: Waste Management Process

Introduce yourself, your organization and the work you do.
Provide an introduction. For e.g. “All of you already know that we collect waste from your village once a week. But did you ever wonder what we do with the waste?”
Depending on what village, refer to the closest waste store. “Have you seen our waste store in X? What do we do with the waste?”
Speak about the entire process: “Well, first we segregate/separate everything that is recyclable into many different categories such as hard plastic, cardboard, newspaper/paper, Tetrapak, Thermocol, chip packets, etc. And then, we sell the waste to the closest kaabariwala in Ramnagar. Then, what does he do with it? He sends it for recycling (meaning, it will be re-used and made into the same item again!) This way we can re-use the resources we already have, without taking more resources from Nature!”

Explain the link to health: “We work in 50 different locations in this area. Once a week we visit these places and collect waste. Why do we do this? To stop people from openly burning and dumping their waste, which ensures that it doesn’t affect our health. That is why it is important that everyone in your family separates their waste into the proper bags. Waste should never be burned or dumped outside.”
Discuss the role of waste pickers:
Ask the students about waste pickers, check if they know what they do and share with them the critical role of waste pickers in sustainable solid waste management. Waste pickers perform the function of picking up litter, collecting and segregating it. They recover useful materials from the waste which they then sell to a recycler. These materials are then re-used in new products.

Game 1: Waste Tic-Tac-Toe

Materials Required: Limestone, 5 plastic bottles, 5 Tetrapak

- Group the children into two teams (approx. 10 children per team).
- With limestone, draw a 5 x 5 table (5 across, 5 below) to create a "tic-tac-toe" table.
- Tell each team to stand in a line, a fair distance away from the "tic-tac-toe" table.
- One team is the "plastic bottle" team. Place 5 plastic bottles in front of them.
- The other team is the "Tetrapak" team. Place 5 Tetrapak in front of them.
- The goal of the game is for one team to get "5 in a row" before the other team (5 items in a row).
- Children in each team go one by one to place their items in the tic-tac-toe table, and keep moving them until one team is able to place five in a row.

Game 2: Hug-A-Tree

Source: Environmental Games and Activities for Rangers and Schools by Heritage Woods Online UK.

Materials Required: Blindfolds
Go to an area with a lot of trees. Ensure that there are no obvious hazards such as water, nettles, brambles, holes, thorns and the like.

Also ensure that there are enough, reasonably sized trees fairly well spaced, and that the trunks, or a part of them, are fairly accessible, i.e. not covered in scrub.

Group the children in pairs or threes. If possible, or if the kids are younger, then pair an adult

(teacher's assistant) with a child. Use one blindfold per pair. It is easier to demonstrate this game than explain it.

One child wears the blindfold, and the other leads them by a circuitous route to a tree. The blindfolded child feels, smells, even tastes the tree until they think they really know it, and all its shapes and features. They are then led away, the blindfold is removed, and they find 'their' tree. Then the next child tries it out. Keep swapping and trying different trees. You could try this in different areas with different types of tree and see if it is easier or harder.

Be sure to mention safety when leading blindfolded partners. If needed set boundaries, to keep dangerous areas out of bounds.

This is a good way to talk about different types of trees, who lives off them, what types of trees are local to the areas, what are the many benefits etc.

Game 3: Clean Up - Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box

Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.

Then give the kids the equipment they need to conduct the clean-up.

Take the kids to the designated clean-up spot, and begin!

On completion of the clean-up, weigh all the bags of collected waste and record the weight.
Craft: Origami Crane Earrings and Wall Hanging

Materials needed: Paper (use newspaper, paper that you wish to recycle, etc), glue, earring hooks (or wire and pliers), a pin, clear/metallic nail polish (ensures the crane maintains its shape), string, scissors

Step 1: Make a paper crane (see: Img.1)
Step 2: Make them into earrings (see: Img.2)
Step 3: Make a paper crane wall hanging!

Steps to Create Origami Crane

1. Start with a square sheet of paper. Fold it in half diagonally, then fold it in half again.

2. Place your thumb under the top sheet, pulling it to the right to form a square. Crease the folds.

3. Turn the paper over and repeat step 2.

4. Fold the right and left corners to the center line, crease the folds, and reopen.

5. Grasp the lower tip and pull up as shown by the arrow. Fold at the horizontal dotted line. Note that right and left corners will swing to the center. Fold along creases.

6. Turn the paper over and repeat step 5.

8. Fold the right flap to the left, turn the paper over and once again fold the right flap to the left.

9. Fold the two lower points up between the two flaps on each side.

10. Swing the two tips out slightly, and crease. Fold one tip downward to form the head.

11. Spread the wings and crease below a little to fill in the body you’ve done.

Image source: paperworks.biz
Make a paper crane earring!

1. Make a smaller size paper crane.
2. Lacquer them with clear/metallic nailpolish use several coats. Wait for them to dry between coats.
3. Take small piece of metallic wire and a plier.
   Make a loop in your wire. Cut a pin and stab your crane. Feed the wire inside the back of the crane. Make another loop. Its done.
4. You can buy or make some jump rings, ear wires, beads, little bells etc. to decorate the earring further more.

Img.2
Or: Make a paper crane wall hanging!

Take a pin, and poke a hole in the middle of the paper crane. You can use a needle and thread, to thread the string through, or you can just make the hole big enough to string it through without a needle.

Use a string that is long enough to create a wall hanging. Cut loose the needle and tie a knot. Your crane is ready to be hung.

Make as many cranes on the string as you like!
Story: Tiger Chacha and the Waste Picker Fairy Source / Adapted from:
Garbology 101, Wasteless, Auroville - https://tinyurl.com/y6k6qesad
Materials needed: Tiger Chacha and the Waste Picker Fairy - Story (*) and puppets

-read to the children the story of Tiger Chacha, who goes on a vacation to the beaches of Goa, where he meets a young woman who is a waste picker - and learns about the importance of the work that Waste pickers do for us!

Refreshments and Group Photo:

- take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

Tongue Murderer!

- All the children sit around in a circle.
- One of the children is chosen as "the detective" and is asked to leave the room or turn around away from the circle.
- In the meantime, all the children close their eyes. The WW team member taps one of them on the head. This person is the "tongue murderer."
- The "tongue murderer" must "kill" as many people as possible, without getting caught by the detective.
  The "tongue murderer" kills someone by sticking their tongue out at them. Then, the person who is "killed" must fake a dramatic death, to let everyone know that they have died.
- The "detective" must try to find out who the "tongue murderer" is before they kill everyone in the group! They have three guesses (depending on the size of the group).

What time is it Mr/Mrs. Wolf?

Source: Kidspot.au: https://tinyurl.com/ybcpfsvyv

- One child is chosen to be Mr/Mrs Wolf, and then stands at one end of the playing area.
- The other players stand in a line at the other end.
- The Wolf turns his/her back to commence the game.
The players call out, "What's the time Mr/Mrs. Wolf?" and the Wolf turns and answers with a time (e.g. 3 o'clock). Then, the children must take that many steps forward (3 steps for 3 o'clock).

The wolf then turns around while the children ask the same question again "What's the time Mr/ Mrs Wolf?" To which the Wolf continues to respond until the players come very close.

Once the line of players is close to Mr/Mrs Wolf, he/she can respond to the question with "It's dinner time!" at which point, he/she will chase the players back to the starting line with the aim of catching one of them, who will then become Mr/ Mrs Wolf for the next round of the game.
Lesson Plan 4: Impact of Waste on Nature & Wildlife

Learning Objectives of this Lesson:

1. To understand the impact of waste on nature and wildlife,
2. To learn the proper ways for disposal of waste and about the issues with Landfills,
3. To learn to grow plants

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

- Orientation: The Waste Problem in Corbett
- Game 1: Nature Scavenger Hunt
- Game 2: Landfill Quiz (*)
- Game 3: Clean-Up (Learning by Doing)
- Craft 1: Spot the Difference in Images (*)
- Craft 2: Sub Irrigation Planter
- Break for Refreshments
- Resources Filler Games: Red Light! Green Light! and Fox and Rabbit
- Action for Home Work: Observe the animals around your house and school. Make a list of them and note what they eat. Do you think they sometimes eat waste? Why?

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced
Photos: During and After

After the Lesson:
Learning Effectiveness Check:
- Why should we manage our waste?
- Who do we share this area where live, with?
- What happens when there is waste in the areas where animals live?
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- Why should we ensure their habitat is clear?
- Have the animals generated the waste? So, whose responsibility is it to manage?
- What is a landfill? Why is it harmful?

Feedback:

- What did you like most about this lesson?
- Did you learn anything new?
- What are you going to do differently when you go back after this session?
- Who are you going to tell or share this lesson with?

Orientation: The Waste Problem in Corbett

Share the following information with the students:

- “Garbage is a big problem everywhere, because we are all creating a lot of it and, we are not managing it properly.

- The problem of waste in Corbett: Over the past 16 years (probably, most of you were not even born), a lot of hotels have come up in this area. The increase in the number of tourists visiting this area has also meant that the amount of garbage generated has increased. People come here to spend time in nature and watch animals and wildlife. But by throwing garbage they don’t realize they are polluting nature and causing harm to wildlife. We need to make them aware of the dangers of improper waste disposal.

- Stop littering: It is important that you, as the future generation of CTR area, make sure that tourists coming here do not dirty and litter the place! When you see someone littering - say something! It is a bad habit, and needs to be stopped.

- The danger of dumping waste: Many of these hotels are also dumping their waste into the water bodies all of us including animals rely on this water. Polluting water resources of this area completely destroys the ecosystem and the natural surroundings they have come here to see. This area needs to be protected and managing garbage responsibly is a big part of the solution.

- Explain the adverse impact of waste on wildlife: Ask them if they have seen animals eating garbage at the roadside. What do they think will happen to the animals who have eaten garbage including plastic? Have they heard reports of wild animals getting sick or injured after eating rubbish? Show them photos of such occurrences.
Game 1: Nature Scavenger Hunt

Materials Required: Pencils and pieces of paper, cardboard to write on

- Group the children into teams of 2 or 3.
- Ask the children to sit down in a circle.
- Tell them that they are going to go on a nature hunt! Explain what it means to go on a “hunt?” It means to look for something.
- Show the children the list of the things that they are going to be looking for. Get them to write it out to ensure they remember what they are looking for.
- Here is a suggested list of items for the nature hunt: 10 different kinds of leaves, 5 rocks of different colours, shapes and sizes, 5 petals of different flowers, one big leaf and one small leaf, one big rock and one small rock, one thin stick and one thick stick, 5 dry leaves and 5 pieces of waste (3 recyclable, 2 non-recyclable).
- You may change the items on the list, depending on the area.
- After the hunt is completed, gather together and go through the items on the list and make sure that everyone has collected everything.
- Point out to the children the varieties of leaves/flowers they have collected, asking them if they know the names?
- Make a note of all the different types of leaves and flowers that the children found.
- Next, begin a mini-quiz/spelling test with the children, so that they remember the different kinds of leaves they have found.
- Call out the names of the leaves and flowers asking the children to place those on the papers in front of them. Do this for all the leaves and flowers that the group knows the names of.
Game 2: Landfill Quiz

        Quiz Sheet - https://tinyurl.com/yyjymxsa

Materials Required: Sheet of landfill quiz questions, 3 laminated landfill pictures.

- Show the children the photos of the landfill.
- Ask the children different questions about the landfill from the quiz sheet.
- For every answer, initiate a discussion on the basis of what they share so that they understand the impact of waste being thrown into the landfill.

Game 3: Clean Up - Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box

- Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.
- Then give the kids the equipment they need to conduct the clean-up.
- Take the kids to the designated clean-up spot, and begin!
- On completion of the clean-up, weigh all the bags of collected waste and record the weight.
Game 4: Spot the Difference

Resource: Cards to be used - https://tinyurl.com/y3n9ttc8
Materials Required: Laminated spot the difference sheets (4 different sheets), pebbles.

Give each pair of children a different "spot the difference" sheet.

Ask them to look carefully at the two pictures. Tell them that they may look exactly the same – but there are a few differences.

Ask them to try to spot the differences between the two images, and wherever they see something different, to place a pebble on it.

Get all the children to do this till the sheets are covered with pebbles.
Craft 1: Sub-Irrigation Planter

Materials Required: 20 x 2 litre bottles, compost x 1 bag (20 kg), Coriander seeds, water - 2 x 2 litre bottles, nails, a candle & a matchbox to heat the nail, scissors/cutter to cut the bottle, measuring tape, old cloth - 2 large pieces, decoration, bottle cap, eyes (plastic) x 40 pieces.

1. Cut the top third off any plastic bottle.

2. Use an old cloth to make a string. Tie a big knot on one end of the string, so that it remains stuck at the mouth of the bottle.

3. Pass a string through the mouth of the bottle.

4. Fill the bottom of the bottle about half way with water. Place the top upside-down on the bottom of the bottle.
Fill the top end of the bottle with soil. Make sure the string stays up while filling the soil around it. Put in your plant or seed. The string will wick up the water into the soil.

Decorate the bottom portion of the bottle as you like or just draw a cartoon face to make things exciting for the children.

You can add fake plastic eyes to the cartoon face as a finishing touch.

Refreshments and Group Photo:

Take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

Red Light, Green Light
Adapted from: Red light green light game by pbskids.org

Choose one child to become the traffic cop.
All the children stand on the starting line. The traffic cop has his back to the rest of them. When he says "green light," all the children try to run to the finish line.

When the traffic cop says "red light" and turns around, the players have to stop in their tracks.

If the traffic cop catches a player moving, he sends them back to the starting line.

The first person to cross the finish line wins and becomes the new traffic cop.

Fox and Rabbit
Source: https://ideas4kids.org/activity/foxandrabbitgame

Group the children into pairs. Appoint one of the taller pairs, a tree.

Another pair is appointed, rabbits and crouches among the 'roots' of the tree.

With older players or children of different ages and heights, two can form the tree, holding hands above to make an arch.

To start the game, one pair is appointed the fox. The rabbit is given a head start. The fox then chases the rabbit.

The rabbit should run behind a tree, crouch down to tag the rabbit hiding there.

The tagged rabbit must then run from its hole, while the first rabbit takes its place.

The second rabbit then tags a third and so on.

The fox can only catch the rabbit when it is not in a hole.

If the rabbit is caught, new starting players are selected.

After everyone has been caught, get the rabbits and the trees to swap places so everyone can get a turn to chase and to hide.

Choose a time period to limit before starting again. Ensure everyone has a turn.
Lesson Plan 5: Waste of Resource: Packaging

Learning Objectives of this Lesson:
1. To learn about the amount sugar in products, their packaging and the effect on health.
2. To learn and understand the journey of the resource as waste.

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

Orientation: Sugar in Packaged Waste Items

Game 1: Waste – Yes, No, Maybe So Board Game

Game 2: Web of Garbage *

Game 3: Clean-Up (Learning by Doing)

Craft: Tea Coasters from Newspaper

Story: Bala and the Colourful Packages *

Break for Refreshments

Resources: Filler Games: Avoid the Octopus and Musical Frogs

Action for Home Work: Observe the different products in your house and school. Write them down in a list. Also write what packaging each product came in. Discuss with your family if it was necessary to have the packaging and if the packaging can be sent for recycling or re-use.

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced
Photos: During and After

After the Lesson:

Learning Effectiveness Check:

- What is packaging? What is it made of?
- What can be done with packaging waste?
- Why is sugar in packaged products bad for health?
What is the journey of a waste item when it is sent for recycling?

Feedback:

What did you like most about this lesson?
Did you learn anything new?
What are you going to do differently when you go back after this session?
Who are you going to tell or share this lesson with?

Orientation: Sugar in Packaged Waste Items

Materials Required: Sugar Board

Speak about what happens if you have too much artificial sugar (the kind of sugar you find in packed foods). Tell the students the general rule of everything in moderation. Explain that today one of the biggest problems to our health is not how much oil we are ingesting, but how much sugar we are inadvertently eating! (Meaning without even knowing it we are ingesting large quantities of sugar).

“You might be surprised to know how much sugar you drink, when you are drinking some of your favourite drinks!”

Show the sugar board

Explain how too much sugar in your body creates a lot of health-related issues.

End with repeating why it is important to reduce the number of packaged items: one, it reduces the amount of waste you generate, and two, it is protecting your good health.
Game 1: Waste – Yes, No, Maybe So – Board Game

Source: Garbology 101 – WasteLess, Auroville

Materials Required: 5 copies of board game and coloured pebbles.

- Group the kids into teams of three to five. Place one WW team member with each team.
- Give a copy of the board game to each team and give each one a coloured pebble.
- This is a board game to help children understand the impact of the waste they generate, on the environment.
- The children read the different elements on the board, and then, depending on if they answer “yes” or “no” – advance or move forward.
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Game 2: Web of Garbage

Garbage Cards - https://tinyurl.com/Web-of-Garbage-Overview

Materials Required: Web of garbage cards (*), string.

\(\wedge\) where the waste item is thrown, and what happens to the waste item.
\(\wedge\) After everyone gets a card, use the string/piece of rope to connect the different waste items (e.g. plastic bottle is connected to recycle bin, which is connected to the recycling plant).
\(\wedge\) This game shows the ideal journey of our waste items - and aims to teach young people about the importance of recycling, and how much waste can be easily recycled.

Game 3: Clean Up - Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box

\(\wedge\) Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.
\(\wedge\) Then give the kids the equipment they need to conduct the clean-up.
\(\wedge\) Take the kids to the designated clean-up spot, and begin!
\(\wedge\) On completion of the clean-up, weigh all the bags of collected waste and record the weight.
Craft 1: Tea Coasters from Newspaper

Materials Required: Newspaper, small thin stick, Glue

1. Use a single page from an old magazine.

2. Fold the paper vertically to divide it into half. Cut the paper from the center fold using a paper cutter. Take a thin stick or a knitting needle and start folding the paper around the stick. (the fold should be thin and tight) Paste the end with fevicol.

3. Do the same with more newspapers till you have many.

4. Roll the paper tube into a tight coil, as it ends place a drop of glue inside it and insert the next tube of folded paper.
Continue rolling into the size of coaster that you want. Add some drops of glue on the top of the roll and spread it nicely so that the roll remains intact.

Your coaster is done!

You can also decorate it further with base paint and make some design on the coaster.

Story: Bala and the Colourful Packages

Resource: https://tinyurl.com/Bala-Story

Materials Needed: Bala and the Colourful Packages Story (*) and Puppets (Mama cow, baby cow, black dog, family of goats, crow).
Adapted from: Garbology 101 – WasteLess, Auroville

Read to the children the story of Bala, a loveable young cow, who gets sick after eating too garbage from the roadside.

Refreshments and Group Photo:

Take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

Hungry Octopus

Adapted from: pbskids.org
Choose one person to be the octopus. Then, draw two lines that are at least 20 feet apart.

The other children are the fish who then line up on either side of the lines.

When the octopus shouts "hungry," everyone tries to cross to the other side while the octopus tries to tag them.

When a person is tagged, they become a tentacle that joins hands with the octopus, and tries to tag the other fish.

The last fish left untagged wins!

Musical Frogs:

Source: pbskids.org

Materials Needed: 15 medium sized pieces of cloth for use as lily pads, small music player.

This game is for 6 or more children and should be played in an open area.

Choose one of the students as the referee. If there is no musical player available, make this person in charge of humming or singing.

This game is a lot like musical chairs, but when the music (humming/singing) starts, the rest of the students have to hop around like frogs.

While the students are hopping, the referee takes away a lily pad, and then stops the music.

When the music stops, the frogs have to find a lily pad to hop onto. The frog left without a lily pad is out.

The last frog remaining is the winner.
Lesson Plan 6: zero Waste Movement

Learning Objectives of this Lesson:
1. To learn about the zero-waste movement and how to achieve it,
2. To understand what an eco-footprint means
3. To learn about endangered species and why we need to protect them

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

Orientation: Reduce First - The Zero Waste Movement

Game 1: My Eco Footprint

Game 2: Nature Poems Recitation *

Game 3: Clean-Up

Craft: Tetrapak Basket

Story: Vulture Puppet, Vulture Colouring Sheets * and Litter Red Riding Hood

Break for Refreshments

Resources: Filler Games: Land, Air and Sea and Link Tag

Action for Home Work: Draw a mind map of your eco-footprint. Show it to your family and friends. Ask them to help you lower your footprint.

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced
Photos: During and After

After the Lesson:

Learning Effectiveness Check:

What does Zero Waste mean?

What is an Eco Footprint?

What does 3Rs stand for?
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Feedback:

✓ What did you like most about this lesson?
✓ Did you learn anything new?
✓ What are you going to do differently when you go back after this session?
✓ Who are you going to tell or share this lesson with?

Orientation: Reduce First – the zero Waste Movement

✓ Introduce yourself, your organization and the work you do.
✓ Start with an introduction to the 3Rs for e.g. “At Waste Warriors, we always begin with the 3 Rs”.
✓ “Can you tell me what the 3 Rs are? Reduce, Re-use, Recycle – that’s right!”
✓ Explain that the first “R” means to REDUCE.
✓ What does REDUCE mean? It means to use less of something.
✓ The reason REDUCE comes first, is because the problem of waste would not be such a huge problem if we didn’t create so much waste in the first place.
✓ Thirty years ago, garbage was not such a huge problem, because we didn’t generate as much waste as we do now. We never bought single-use
✓ plastic products and other such “disposable” items (plastic and paper cups, etc.). Over the years what we thought is “disposable” is not really.
✓ Now, these items are everywhere, and we have to think consciously to avoid using these.
✓ If we didn’t use so many packaged items in the first place (and create so much waste), think about how much easier it would be for us to manage our waste!
✓ In our country, it is part of our culture to NOT waste (and generate as little waste as possible)
✓ The problem of waste has sparked off a global movement called the “Zero-Waste Movement.” What is a “movement?” It is when a group of people decides to do
something differently, usually in an effort to be more in harmony with nature, than what is considered "normal" — and then, other people also join in. (Give the example of Mahatma Gandhi, and how he sparked a peaceful revolution against the British — that was also a movement)

The "Zero-Waste Movement" challenges people to create "zero" (or NO) waste. It promotes avoiding plastic and packaging at all cost, buying things in bulk (or bringing your own containers with you when you go shopping) etc. How can you reduce the amount of waste you create?

You can CHOOSE NOT to buy things that come in packaging. For e.g. if you want a snack? Eat fruits, as opposed to buying chips in packets which are not biodegradable and add to the waste in a landfill!

Game 1: My Eco Footprint

The "Eco-Footprint" game allows children to understand the direct effect our actions have on the environment.

Explain to the children what the term "Eco-footprint" means: "Your eco-footprint is a measurement of the impact you have on the environment you live in." There are many different ways to "measure" / understand your eco-footprint. Basically, in order to live and survive, we depend on nature in many different ways. On a day-to-day basis, we take different things from nature through our actions and choices.

In this game, you will understand the impact our actions have on nature, and how we can work to change our actions and behaviour, so that we reduce this impact.

*If there is a mix of younger kids and older kids, instruct the older kids to pair up with the younger ones.

Ask all children to stand in a straight line, at the front of the space (all of the children should be facing the teacher), with enough room to JUMP back.

Explain that when you read a sentence that applies to them, they have to jump one step back. If the sentence doesn't apply, they do not move.

Additionally, depending on whether the statement is good or bad for the environment, instruct the students to either jump a step forward or back.

A jump forward would mean that the statement is good for the environment and that it applies to the student who is doing...
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something POSITIVE for the environment. Taking a jump back is the opposite.

Here are the statements:

- in our house, our domestic animals eat our food waste. (JUMP FORWARD)
- Whenever I or my parents go to the market, we carry our own cloth bag with us to bring back vegetables in. (JUMP FORWARD)
- Whenever I, or my parents go to the market, we bring back everything in plastic bags. (JUMP BACK)
  - WHY? Plastic bags take 75 years to decompose (What is decomposition? Degrade into becoming one with nature) The plastic bags you use will remain on this earth for a long time harming our natural environment the only solution is to stop using them.
- I eat meat. (JUMP BACK)
  - WHY? Processing meat requires a lot of energy (raising a chicken takes a lot of nature’s resources - the chicken has to eat a lot of food, before we can eat it!)
- I walk to school. (JUMP FORWARD)
- I take a bus to school. (JUMP FORWARD)
- I eat lots of chips, biscuits, chocolates and other food that comes in packaging. (JUMP BACK)
  - WHY? The plastic packaging from all of these items, especially non-recyclable waste ends up in the landfill, contributing to the pollution of our soil and our water.
- the food we eat comes from our garden (we grow most of the food we eat) (JUMP FORWARD)
- I / my family burns our garbage. (JUMP BACK)
  - WHY? Burning garbage releases harmful toxins (gases/fumes) into the air, that affect your lungs and even cause fatal diseases!
- After I eat something that comes in a packet or in packaging, I throw the packet/packaging on the ground/in the water, etc. (JUMP BACK)
  - WHY? Littering pollutes our environment, and makes our whole area filthy! The litter we throw takes years to decompose... sometimes animals eat it, which harms them, and other times, it flows into the streams and nallahs, polluting our water bodies, harming us.
- I drink bottled water. (JUMP BACK)
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- WHY? A bottle of water takes 450 years to decompose - the only answer is to stop/ reduce the use of bottled water.
Show them the WWC Mind Map of an Eco Footprint

Game 2: Nature Poems Recitation

Materials Required: Nature Poems (*) (you can also create your own!), blank sheets of paper, pencils

Read and recite poems about nature out loud with the children. To do this in different ways - change the tone and volume of your voice: switch between speaking louder, softer, slower and faster, etc, to give children a feeling of what the poem means.

Speak about the importance of the messages in the poem.

Encourage the children to write their own poems about nature.

For e.g. you can teach the children about a style of poetry called 'haiku' - a three-line poem, which is usually about a fleeting moment in nature. Haiku comes from Japan. The first and last line of the poem has 5 syllables, and the middle line has 7. It does not necessarily rhyme.

(refer Img.1)

Game 3: Clean Up - Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box

Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into
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the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.

Then give the kids the equipment they need to conduct the clean-up.

Take the kids to the designated clean-up spot, and begin!

On completion of the clean-up, weigh all the bags of collected waste and record the weight.

Craft 1: Tetrapak Basket

Materials Required: Tetrapak (number depends on how many baskets you want to make!), paper clips, staples, string or thread, scissors.

You will need 2 or 3 tetrapacs, to make one basket, depending on how big you want the basket to be. Draw straight lines as a guide for cutting the strips.

Cut the tetra-pac into 8 long strips, in order to create a bowl that is 10 inch by 10 inch.
Fold each strip in half lengthwise and fold into quarter and then into eights. Make sure to define the crease tightly, so you have some sturdy and crisp strips.

Start by weaving 2 strips in each direction, so that you get a 10×10 square base. Keep weaving the strips, until you have built the base and the walls of the basket.

When you start building the walls, glue/staple the strips together to retain the shape of the basket.
Story: Whispers from the Wild Vulture Story, Colouring Vulture Sheet, Litter Red Riding Hood

Adapted From: Litter Red Riding Hood - Wee Recyclers https://tinyurl.com/Litter-red-riding-hood-story

Vulture Story inspired by Whispers from the Wild by Geetanjali Krishna

Materials Needed: Whispers from the Wild Storybook (pg. 37-38) OR create your own story about an endangered animal, Vulture Colouring Sheets, Litter Red Riding Hood Story and puppets.

(For the primary school children in your group) Read out to the children the story of the vulture (in Endangered Animals book) that is being negatively affected by the population.

After reading the story, ask the children to colour in a picture of a vulture (since many children do not actually know what a vulture is, this will help them visualize it, and engage them in the story)

Then, if time allows, read the story of “Litter Red Riding Hood,” (from Wee Recyclers) about a young girl who is caught littering during a picnic, and then is told by the animals in the forest around her, how harmful it is to them when she litters.

Refreshments and Group Photo:

Take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

Land, Air and Sea

Adapted from: pbskids.org

This game is for 5 or more people and should be played outside or in an open area.

To play this game, you need to use rope/string to make a line on the ground.

Choose one child to be the caller.

The caller calls out the commands, “land,” “sea,” or “air.”
If the caller says "land," everyone jumps behind the line.
If the caller says "sea," everyone jumps over the line.
If the caller says "air," everyone jumps up.
If land or sea is called twice in a row, the second time, you don't move.
If air is called twice in a row, jump up both times.
If you jump on the line or make a mistake, you're out.
The last person remaining is the winner.

Link Tag

Adapted from: pbskids.org

This game is for 6 or more children (the more people, the more fun it is to play!) and should be played in an open area.
In this game, you have to hold on to a "buddy" to avoid being tagged!
To play, one child is "it" and one is the runner.
Everyone else finds a partner and links arms. The pairs scatter around the playing field.
The person who is "it" tries to tag the runner.
To avoid being caught, the runner has to link up with a pair of buddies before "it" can tag him.
When the runner finds a buddy, he links arms and is safe ... but now the buddy on the other side of the pair becomes the runner!
If the runner is tagged before she can link up with a pair of buddies, she's now "it," and "it" becomes the runner.
The game can go on forever, so stop playing when you're out of breath!
Lesson Plan 7: The Plastic Crisis

Learning Objectives of this Lesson:
1. To learn about the adverse impacts of plastic waste.
2. To learn to choose alternatives to using plastic.

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

- Orientation: Waste Presentation Box
- Game 1: Garbingo *
- Game 2: The World of Plastic Song
- Game 3: Clean-Up (Learning by Doing)
- Craft 1: Paper beads bracelet
- Craft 2: Tetrapak wallet
- Break for Refreshments
- Resources: Filler Games: December and Mud Tag
- Action for Home Work: Count the number of plastic items in your house. Make a note of those that are used once and thrown. Discuss what alternatives can be used.

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced
Photos: During and After

After the Lesson:

Learning Effectiveness Check:
- What are the different types of waste?
- What happens to waste if we don't manage it?
- Why should we segregate our waste?
- What is the problem with plastic waste?
Feedback:

- What did you like most about this lesson?
- Did you learn anything new?
- What are you going to do differently when you go back after this session?
- Who are you going to tell or share this lesson with?

Orientation: Waste Presentation Box

- Introduce yourself, your organization and the work you do.
- Refer to the Waste Presentation Box in Lesson Plan
- Follow the instructions on how to conduct it.
- It's important to help the students distinguish between the items that are recyclable and those that not recyclable. The recyclable items go into the yellow bag and the non-recyclable items go in the white bag.
- For every item in the recyclable bag and non-recyclable bag, also share how long the items take to decompose.
- Speak about the problem of plastic: One of the items of waste which can be recycled is plastic. For e.g. plastic bottles can be sent to a recycler who will recycle the plastic into a new bottle or something else depending on the quality of the plastic.
- Plastic is useful but we don't manage it correctly: Ask the students to identify things made out of plastic. Tell them about how long plastic takes to degrade. The problem of plastic is now a global issue because of large amounts of plastic lying around nature, in water bodies, oceans, on land.
Game 1: Garbingo

Resource: https://tinyurl.com/Garbingo-Cards

Materials required: Garbingo cards (10), 30-40 small pebbles (to use as “bingo markers”), Announcer’s Cards

Garbingo (the garbage version of the game “BINGO”) seeks to develop a better understanding of the waste items children encounter on day-to-day basis. The aim is also to help them learn what items are recyclable, non-recyclable and compostable.

Give each child a Garbingo card. If there are more children than there are cards, group them into pairs.

The Announcer retains the cut outs of the pictures on the Garbingo sheet (the Announcer Cards).

Explain the three categories of waste i.e. Recyclable, Non-Recyclable and compostable. Show the children pictures as examples of the different kinds of waste. Begin the game after the children have had enough time to understand the pictures, classification and other relevant information.

The announcer mixes the announcer cards in a bowl, face down.

Then, randomly selects a card and reads it out.

If they children find the picture of what has been called out on their sheet, they place a pebble on it.

The goal is to fill the sheet with pebbles one line at a time: vertically, horizontally or in a slant (i.e. 3 in a row – depending on how big the bingo card is):
Whoever gets all pebbles in a row first shouts out GARBINGO and is the winner.

Poem: The World of Plastic Song

Materials required: Copy of The World of Plastic Song Source: Garbology 101, WasteLess, Auroville

Hello plastic, my old friend I've come to talk with you again Because a vision softly creeping Left its seeds while I was sleeping and the vision that was planted in my brain

Stayed the same For a world without plastic In restless dreams I walked alone Narrow streets of littered stone Neath the halo of a street lamp I froze at the stench of the garbage camp When my eyes were stabbed by the flash of a neon light

That split the night And touched the world of plastic And in the naked light I saw Ten million people, maybe more People littering without thinking People using without reducing People creating waste that no one talked about And no one dared Disturb the world of plastic 'Fools', said I, 'You do not know Plastic like a cancer grows Hear my words that I might teach you Take my arms that I might reach you'

But my words, like careless garbage fell and rotted In the world of plastic And the people bowed and prayed To the plastic god they made And the sign flashed out its warning in the words that it was forming and the sign said, 'The words of the prophets are written on the scrap heap walls'

And the environment calls Please put an end to plastic!!!
Game 3: Clean Up – Learning by Doing

**Materials Required:** Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box.

- Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.
- Then give the kids the equipment they need to conduct the clean-up.
- Take the kids to the designated clean-up spot, and begin!
- On completion of the clean-up, weigh all the bags of collected waste and record the weight.

Craft 1: Paper bead bracelet

**Materials Required:** 1 page from an old magazine, junk mail, calendar, brochure or a piece of gift-wrapping paper—suggest choosing a colour you enjoy and one with a glossy finish. Don’t worry about words on the page! A paper cutter, ruler, glue stick, wooden toothpicks, elastic beading cord, scissors.

Turn junk mail, magazines, brochures, last year’s calendars, and gift-wrapping paper into cool beads that may be used for bracelets or necklaces.

Before taking that stack of old magazines to the recycle bin, tear out a few pages with your favourite colour. With a few quick cuts, one magazine page yields enough beads for 3 bracelets!
Tear or cut the page from the magazine (calendar, brochure, wrapping paper, etc.) that you have selected.

Fold the paper by 1 inch and keep folding on alternate sides till you reach the other end of the paper.

Using a paper cutter begin cutting the page into strips. Starting at either the bottom or the top of the page.
Take a toothpick/ long needle and one paper strip. Add a drop of glue and stick one end of the paper. Roll the WIDE end of the paper strip completely around the toothpick ONE rotation.

Next, take the glue and quickly cover the remaining paper surface with glue. Your bead is ready, make few more as per the wrist size.

Organize your beads into a "stringing" order.

String the beads, knot and trim the excess cord. Your bracelet is ready!
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Craft 2: TETRAPAK WALLET

Materials Required: Empty Tetrapak carton, scale, stapler, adhesive tape (transparent & coloured) scissors.

Clean out the tetrapac. Open it out at all seams and press it open laying it out flat. Create an outline of reverse “T” shape as per the folds imprint on the tetrapac.

Use the scissors to cut off the shape from the outline as per the photo.

From both sides fold it in with a centre fold inside each fold.
Tape the centre together to keep it secure.

From the bottom, fold it up to make another section of the wallet and secure the centre together.

Punch a hole into the flap and thread the string through it.
Refreshments and Group Photo:

Take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

December

- Ask the children sit down in a circle.
- Instruct them to place one hand each on the right and left knees of the two people sitting beside them. (One hand should be on top of the other person’s and one hand should be underneath).
- Ask the any one child to start with saying January while tapping their hand on the hand of the person to their left. Then that child says February while doing the same. And so, it goes on till they reach December.
- The aim is not getting your hand tapped, when it comes to December.
- If the person succeeds in tapping the other person’s hand, the one whose hand was tapped is out and the game continues until there is one winner.
Mud Tag

Adapted from: pbskids.org

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This game is for 4 or more children and should be played in an open area.

To play, choose a child to be “it.”

When “it” tags someone, she/he is stuck in the mud and cannot move.

To get unstuck, someone else has to crawl through her legs.

To make it harder, you can add this twist. If a player touches the stuck player’s legs when crawling through them, then they are stuck too.

If everybody gets tagged, the game is over.

The last person to be tagged is “it” in the next round.
Lesson Plan 8: Recycle and Upcycle

Learning Objectives of this Lesson:
1. To learn about the importance of recycling and which items can be recycled.
2. To learn how to upcycle waste into new products.

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

Orientation: Wee Reggie and His Recycling Friends - A Skit

Game 1: Search the Dustbin.

Game 2: Wasteless Card Game.

Game 3: Clean-Up (Learning by Doing)

Story: Travis Trash and Wee Ron (Wee Recyclers) and colouring pages.

Break for Refreshments.

Resources: Filler Games: Kuda Mat Phenko and Sun, Moon and Earth.

Action for Home Work: Tell your family and friends about the story you heard. Sit with your family and create your own story for recycling waste.

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced
Photos: During and After

After the Lesson:

Learning Effectiveness Check:

What are the different types of waste?

What does recycle mean?

What is the waste management hierarchy or best ways to manage waste?

Give examples of what you can make from recycling waste?
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Feedback:

- What did you like most about this lesson?
- Did you learn anything new?
- What are you going to do differently when you go back after this session?
- Who are you going to tell or share this lesson with?

Orientation:

Materials needed: Raccoon, fox and owl puppets, recycling friends' puppets

Source: Wee Recyclers - CE2011 - Wisconsin Department of Natural Resources

- Introduce yourself, your organization and the work you do.
- Present the following skit: “Wee Reggie and his Recycling Friends” and then speak about what it means to recycle something, and the importance of recycling.
- Explain that landfills are the last resort in the waste management hierarchy. Most waste items lie in landfills for hundreds of years before “decomposing, or breaking down”. And some waste materials, like Styrofoam and glass, never break down and take up space in landfills forever.
- There is so much waste in a landfill that some of these cover large areas as big as parks and are as high as skyscrapers. We need to stop sending waste to landfills and reuse resources through recycling.
- To “recycle” something means to use it again. Ask students what they know about recycling and why they think it is important.
- Explain that when waste is collected, it goes to a facility where the different materials are separated or recovered.
- The materials are then cleaned, broken down and turned into new products, and sometimes the material from one item will be used to create an entirely different item. For instance, a used water bottle can be recycled into an article of clothing or a rug.
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Game 1: Search the Dustbin

Materials Required: Black cloth to use as blindfolds, yellow bag, white bag, food bin and waste items.

Give the children the waste container presentation, so that their understanding of DRY reject DRY recyclable and food waste is enhanced. After the presentation, group the children into two teams.

Place mixed waste items in front of teams at a short distance away. Even further away, place three dustbins in front of the teams (recyclable, non-recyclable and food waste).

Blindfold one child from each team.

The child who is blindfolded must pick up the different waste items, and put them into the correct bin with the help of another child in the team.

The team that puts the most number waste items into the correct bin is the winner!

Game 2: Wasteless Card Game

Source: WasteLess, Auroville

Materials Required: WasteLess game cards

Pick It Up consists of a set 35 cards that form 7 different categories of waste (metal, plastic, paper, glass, organic, e-waste and non-recyclables).

The aim of the game is to collect as many complete categories of waste as possible; whoever collects the most sets wins.

Each category of waste consists of 5 cards. For e.g. in the category of paper the 5 cards are white paper, newspaper, cardboard, magazines and other paper.

These paper waste items can easily be sold as recyclables to a scrap dealer anywhere in India.

There are question & answer cards, which can be used to play a variation of the game.

The children will learn interesting facts and information about different products they use and throw away every day.
Game 3: Clean Up – Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box

Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.

Then give the kids the equipment they need to conduct the clean-up.

Take the kids to the designated clean-up spot, and begin!

On completion of the clean-up, weigh all the bags of collected waste and record the weight.

Story: Travis Trash and Wee Ron (Wee Recyclers) and Colouring

Source: Wee Recyclers – CE2011 – Wisconsin Department of Natural Resources

Materials Required: Copy of story, extra copies of each page for the children to colour.

Read out to the children the story of Travis Trash and Wee Ron.

Give them different pages from the book to colour.

Refreshments and Group Photo:

Take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

Kuda Mat Phenko (Don’t throw your garbage!)

Ask all the children to stand around in a circle.

The first person says KUHA and claps to point at anyone in the circle who has to say MAT.
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The second person then has to clap & point at anyone in the circle & say PHEKO.

The game continues until someone makes a mistake and is out of the circle.

The last person left is the winner.

Sun, Moon and Earth

Show the children the following:
- Both hands raised is “Sun”.
- Both hands on their shoulder is “Moon”.
- Both hands on the lap is “Earth”.

Then, call out Sun, Moon or Earth and raise your hands accordingly along with the children. Try saying Sun and miming Moon. The goal of the game is to get the children to mime the right one. The game ends when only one person is left.
Lesson Plan 9: Good Habits: Stop Littering

Learning Objectives of this Lesson:

1. To learn about birds in their natural environment.
2. To learn about why littering is a bad habit.
3. To learn about ocean debris.

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

- Orientation: Dirty Ditches - A Skit
- Game 1: Trash is for Binning
- Game 2: Birds Matching Game *
- Game 3: Clean-Up (Learning by Doing)
- Story: Jala and the Plastic Eating Sea Turtle *
- Craft: Sea Turtle Puppets
- Break for Refreshments
- Resources: Filler Games: Atom and Pass the Clap
- Action for Home Work: Observe your family and friends and write out some good habits to follow. Ask them if they think that littering is a good habit. Ask them if they would like to stop littering.

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced
Photos: During and After

After the Lesson:

Learning Effectiveness Check:
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- What are the different types of waste we generate?
- What should we do with the waste we generate?
- Why should we segregate our waste?
- What happens to animals and birds when there are waste dumps in areas where they live? What should we do to help?

Feedback:

- What did you like most about this lesson?
- Did you learn anything new?
- What are you going to do differently when you go back after this session?
- Who are you going to tell or share this lesson with?

Orientation:

Source: Wee Recyclers - CE2011 - Wisconsin Department of Natural Resources

Materials Required: Copy of “Dirty Ditches” scene

- Introduce yourself, your organization and the work you do.
- Present the scene “Dirty Ditches” for the students, which teaches them why they should not dump their waste in open spaces.
- Ask the students what they can do to stop littering and to stop others from littering.
- Link cleanliness in their homes to cleanliness outside: Why can't we keep our village, city and country as clean as we keep our homes. Is the village/city not our home too?
- Do we share our home with others? Ask the students if we need to take responsibility for our actions. Since littering means that animals may eat the litter and fall sick. We are sharing our homes with them. Shouldn't we stop littering?
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Game 1: Trash is for “Binning”

Materials required: 10 plastic bottles, 10 Tetrapak, 4 dustbins

perimental instructions:

- Group the children into two teams.
- Ask each team to form a line.
- Give one team 10 plastic bottles, and the other team 10 Tetrapak.
- The aim of the game is to get as many of the items in the dustbin as possible.
- The team members take turns “binning” (throwing) an item into the dustbin.

Game 2: Birds Matching Game

Resource: https://tinyurl.com/Bird-Matching

Materials Required: Laminated bird matching game cards

- Ensure that all the bird cards have a pair.
- Ask the children to sit down in a circle and place all the cards, face down, on the floor.
- This is a memory game. The goal is to find cards that match. Each child flips over two of the cards, to try to find the pair. (If the child flips over the “Magpie Robin” card the goal is the find the other “Magpie robin” card.)
- The game ends when all the pairs have been found.

Game 3: Clean Up - Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box

- Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.
- Then give the kids the equipment they need to conduct the clean-up.
- Take the kids to the designated clean-up spot, and begin!
- On completion of the clean-up, weigh all the bags of collected waste and record the weight.
Story: Jala, the Plastic Eating Sea Turtle
Source: Story adapted from WasteLess, Auroville.

Materials Required: Jala, the Plastic Eating Sea Turtle – story bag!

Read out to the children the story of Jala, the Plastic Eating Sea Turtle. A story about a young girl who meets a sea turtle, and learns about all the destruction being caused by humans. Speak about how there are many different endangered animals in the world, and how we need to work to protect these animals, as well as their habitats.

Then make a sea turtle puppet with all the kids.
Craft: Sea Turtle Puppets

Source: https://tinyurl.com/Green-sea-Turtle-Puppet

Materials Required: Sea Turtle Cut Out / Prints (*), blank paper, paper bags, sketch pens, Tetrapak.

Cut out the sea turtle from the sheet. Alternatively, children can also draw their own sea turtle.

Take an empty tetrapac. Measure 1/3rd from the bottom and cut it open on three sides.
Use brown paper to cover the tetrapac from all sides. You could use any other colors as well.

Paste the layers of the sea turtle on the tetrapac. Use the $\frac{1}{3}$rd base to paste the body of the turtle and base of the other half for the face. This will give a 3D look to the puppet.
Use the inside of the tetrapac to move the puppet.
If the kids are older, they can colour in the sea turtle with ripped pieces of packaging waste, that is bright and colourful (chip packets, biscuit packets, etc).

Refreshments and Group Photo:
Take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

Atom

- Ask the children to stand apart from each other.
- When the leader calls out "ATOM", and any number (1, 2, 3, 10, depending on how many children are playing), the children must quickly form a group with that many children.
- Anyone who is not part of a group is out, until there is only one winner.

Pass the Clap/Energy

- Ask all the children to stand in a circle.
- The goal of the game is to pass the energy, in the form of a clap, to each other as quickly as possible, maintaining a beat.
- It is important that the children maintain eye contact, so that they know who the energy is going to / coming from!
Lesson Plan 10: Web of Life: Ecosystem

Learning Objectives of this Lesson:

1. To learn about the ecosystem, its benefits and why we need to protect it.

2. To learn to meditate, becoming mindful of our actions and caring for others including the environment.

Suitable for Ages: 6 to 16 Years

Duration: 2 Hours

Outline:

- Orientation: Recycle Alphabet
- Game 1: One Sentence Story
- Game 2: Web of Life
- Game 3: Clean-Up (Learning by Doing)
- Craft: Chip packet flower necklace photos *
- Story: Rani’s Story
- Break for Refreshments
- Resources: Filler Games: Chinese Whisper and Aliens vs. Humans
- Action for Home Work: Draw a mind map of an ecosystem around you. Show it to your family and friends.

Documenting & Recording:

Before the Lesson:
Total Number of Students:
Level of Learning: Beginner, Basic, Adequate, Advanced
Photos: During and After

After the Lesson:

Learning Effectiveness Check:

- What is the web of life? Give one example of this connectedness.
- How are we, humans, connected to Nature?
- What are the different types of waste we generate?
- How should we manage waste?
Feedback:

- What did you like most about this lesson?
- Did you learn anything new?
- What are you going to do differently when you go back after this session?
- Who are you going to tell or share this lesson with?

Orientation: Recycle Alphabet Source - Adapted from: Wee Recyclers, Recycle Alphabet

- Introduce yourself, your organization and the work you do.
- Explain the concept of an Ecosystem: An ecosystem is a community or network of living beings who are connected with each other and their natural surroundings.
- Ask the students to think about how we as human beings, are connected to nature. Explain using the example of a tribal community that lives in harmony with nature.
- Introduce the concept of ecosystem services:
  the services provided by nature in basic terms: include water, food, air and the value of natural resources we use to make things and lastly the value of nature to our health and for recreation.
- Hand out one of the A, B, C cards to each of the students. Ask them to think of a waste item that matches the letter of the alphabet.
- Once they do this, go through all the different letters, and determine what they should do with that waste item (recycle, compost or dispose of it in the landfill?) For e.g. if the child gets the letter A- they could say Apple, since its leftovers can be composted.
- Only give out relatively easy letters, not ones where it may be difficult to think of waste items
  Other examples: B = bottle (recycle), C = cardboard (recycle), D = diapers (incineration/ landfill), E - eggshells, F = folder (recycle), G = garden waste (compost), H = hair pin (recycle), etc.
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Game 1: One Sentence Story

▲ In this game, all the children tell a story together – one sentence at a time!
▲ Ask the children to sit in a circle. Instruct each child to say one sentence, to continue the story.
▲ Start the game by saying a sentence – for e.g. “Once upon a time, there was a girl named Anjali who loved eating chips!” You can use an opening line which lends itself to a story about an environment related topic like waste.

Game 2: Web of Life

Source: Adapted from Web of life game http://eekwi.org/teacher/invasivesguide/Web%20of%20Life.pdf

Materials Required: Web of life cards, string.

▲ Start by giving all the children a different web of life card (the card will either have a plant or animal on it). The card also contains information about other animals, plants and natural resources it is linked to.
▲ Ask everyone to sit down in a circle. Explain that this game helps us explore how different plants and animals are connected, and in turn, learn what happens when one of the animals or plants disappear - and how it effects the rest.
▲ Show the children the ball of string, and explain to them how it will be used to see the connections between plants and animals.
▲ As the leader, explain that you represent the sun. Give the children an example by showing them that, as the sun, you are connected to the tree. So, you bring the ball of string to the tree, holding one end of the string.
▲ Then, the tree must go to another card that they are connected to – and take the string to that person. This continues until all the cards are connected in some way by the string.
Some plants and animals may have multiple connections - however, in the end, everyone should be part of the web.

Once everyone is connected, ask questions - what would happen if trees were not here? What would happen if this fish did not exist? One card is also of a human being - how are humans connected to the environment. The goal of the game is to help children understand how the ecosystem suffers when all the animals and plants are neglected and destroyed.

Game 3: Clean Up - Learning by Doing

Materials Required: Gloves, litter pickers, yellow and white bags, weighing scale, soap, soap dish, waste container presentation box

Show the waste container presentation to the children, to enhance their understanding of dry reject waste and dry recyclable waste. Emphasize that as they pick up waste, they need to put it into the right bag! Repeat what was covered when you did the waste presentation box earlier so that the learning is reinforced.

Then give the kids the equipment they need to conduct the clean-up.

Take the kids to the designated clean-up spot, and begin!

On completion of the clean-up, weigh all the bags of collected waste and record the weight.
Craft: Chip-Packet Flower Necklace

Materials required: Chip packets, string, scissors, tape.

1. Cut both sides (top and bottom) of the chip packet.

2. Then cut the chip packet in half.

3. Place both halves on top of each other, and begin folding it from the bottom, up (as if you are making a fan), until you fold the entire packet.

4. Pinch the middle, and tie a rope around it.
Separate the top and bottom layers (so that the packet “fans out” a bit)

Make 3/4 pieces. Tie string to the middle, to make it a necklace!

Story: Rani’s Story and colouring pages

Source: Garbology 101, WasteLess, Auroville

Story & Colouring sheet - https://tinyurl.com/Rani-s-Story

Materials required: Rani’s Story

Read out to the children the story of Rani - a story of about a young girl, who realizes how much wastes she produces, and works hard towards reducing it.
Refreshments and Group Photo:

Take a group photo, and give the children juice and biscuits!

Resources: Filler Games:

Chinese Whisper (also known as the Telephone Game)

- Everyone is seated in a circle, and must be silent in order for the game to begin.
- One of the kids in the circle will whisper a sentence into the ear of the person sitting next. That kid will whisper the same sentence into the ear of the kid sitting next and so on.
- Ultimately, it should complete one full circle and thus the originator of the sentence will decide whether or not it is the same or not.

Aliens vs. Humans

- Pick a big open space.
- Everyone goes on one side.
- One person is the alien (person who will chase everyone)
- The goal of the humans (everyone else) is to get from one end of the room/space to the other without getting caught by the alien.
- Anyone who gets caught also becomes an alien. They must sit in the spot where they were caught and try to catch people running using only their arms.
- The game ends when there is only one human left.
Additional Resources: Games, Craft and Video Options

Game Variations

Other Matching Games:

Suggestion: Use cards created by Waste Less Auroville (*) Materials Required: Matching game cards.
You can also play this matching game, using other variations of card types - such as recyclable items, to teach children about what is recyclable and what is not, and endangered animals, to teach children about what kinds of animals are endangered, and why we need to protect animals’ natural habitats.

Ensure that all the cards have a pair.
Put all the cards, face down, on the floor.
The game is a memory game. The goal of the game is to find the cards match. In a circle, each child gets a chance to flip over two of the cards, to try to make a match. (If the child flips over the “Plastic bottle” card, the goal is the find the other “Plastic bottle” card.)
The game ends when all the cards pairs have been found.

Nature Meditation:

Tell all the children to go find a spot by themselves.
For three minutes, tell them to go and listen to the sounds in nature.
When they come back, tell them to write the different sounds that they heard, the smells that they smelt, and the things that they saw, in the form of a list.
Craft Ideas and Variations

Origami Jewellery:

\[\text{You can use these patterns to make other kinds variations of origami bracelets, earrings and necklaces.}\]

On the Spot Painting

**Materials Required:** Blank sheet of paper and sketch pens.

Tell the children to look at the environment around them. Decide on something "on the spot!" to draw – ideally, something that inspires you about nature.

Collage from Packaging Waste

**Materials Required:** Sheets of paper (blank or with design for the children to fill in), chip packets and any other form of colourful packaging waste, glue and scissors.

\[\text{Give the children a blank sheet of paper (to make their own design), or a design for them to all fill in (this can either be on one huge piece of paper, or an individual sheet, depending on}\]
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the age group!) For e.g. you can pre-draw a huge butterfly on a large sheet of paper – for all the children to fill in together.

- Lay out a wide variety of colourful packaging waste material – chip packets, biscuit packets, etc. Tell the children that they will use this material to create a collage. A collage is a picture that is put together through small pieces of different material – in this case, we advise using packaging that usually goes to waste.

- Glue the packaging waste on, little by little, to create a beautiful picture from waste!

Video Options

- The Recycling Rap – Waste Warriors https://www.youtube.com/watch?v=j1V171OfsGk
- Simple Solutions for Solid Waste Management by Waste Warriors Corbett https://www.youtube.com/watch?v=Vhun7Ct16t4Jungle Book (Hindi)
- The Gruffalo by Julia Donaldson https://www.youtube.com/watch?v=ThZqDoJi5S0
- The Grasshopper and the Ant
- The Mouse and The Lion – Panchatantra
- Saving the Environment Musical
Feedback & Recommendations

We are delighted for you to use this guidebook with all its lesson plans for awareness and educational activities. All of these lesson plans are from our experience of conducting these activities for school children and adults across the institutions located around the Corbett Landscape.

We would like this book to be used across India in different villages, towns and cities. Although we've tried our best to cover everything, we are sure there's room for specific information local to other context, locations and circumstances. Your recommendations on content, activities, conduct, learning aids, and so on will be appreciated.

If you have any feedback or suggestions on any of the contents of this book, then please do write in to us minakshi@wastewarriors.org

We will be happy to include and improve this book before releasing the next version.
Acknowledgements

What started as a dreamy idea (since we had no book to guide us in 2013) a few years ago, has finally taken shape and is ready to be shared with the world! We hope this book helps you as much as it helped us.

Every friend, volunteer, intern, employee, consultant, parent, teacher, student who has been involved with the Waste Warriors Corbett Project since it was initiated in October 2013, has in some way or the other, contributed towards the creation & completion of this guidebook. We are eternally thankful to each one of you for your involvement!

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Finally, Sonal Alvares who recently edited the final version and Chirag Mahajan for his support in bringing the book online.

Dreams do come true... we hope yours do too!

With best wishes from,

Minakshi Pandey, Initiator of the Waste Warriors Corbett Project and an eternal volunteer for the cause, dreaming of a clean India, one day, very soon...
Thank You!

VOLUNTEER WITH US | MANAGE YOUR OWN WASTE | MAKE A DONATION
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