

HANDBOOK FOR Teachers
LITTER LESS CAMPAIGN
Young Reporters for the Environment



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CAMPAIGN

WRIGLEY
Company Foundation



Young Reporters
for the environment

1.1 About the Young Reporters for the Environment

Young Reporters for the Environment (YRE) is a network of international youth engaged in education for sustainable development, coordinated by the Foundation for Environmental Education (FEE). The goal of YRE is to engage youth in resolving environmental problems and issues.

Young Reporters, aged between 11 and 21 in more than 25 countries, investigate environmental problems and issues and propose solutions through published investigative reporting, photographic and video journalism. YRE also enables participants to develop skills and expand their knowledge. For instance, as well as gaining a deeper understanding of sustainable development, the programme teaches or enhances communication and citizenship skills, individual initiative, teamwork, critical analysis, social responsibility and leadership. Each student or group is supported by the national organisation (National Operator) running YRE, who in turn receives support and guidance from FEE. An international YRE website, as well as social media platforms are also set up to provide information, inspiration and ways to connect.

Every year the best article (written in English), photograph and video in each age category are submitted to the international competition, following a national one, where they are assessed by an international YRE jury, that is made up of expert representatives from the FEE Executive Board, organisations and agencies e.g. UNEP, UNESCO and the European Environment Agency (EEA), as well as the media. Certificates or prizes are awarded to the best article, photograph and video in each of the three age categories, and international workshops may also take place.

The international network created by youth in participating countries serves as a press agency, specialising in producing and delivering environmental news. In the context of the Litter Less Campaign, the YRE network acts as the driving force to reporting on litter throughout the campaign.

2. WHAT IS THE LITTER LESS CAMPAIGN?

2.1 Introduction

Litter is a great place to start working on environmental issues with students. It is visible and it is easy to see the improvements. Involvement in a '*litter less*' campaign teaches young people they can help find solutions to issues and have the power to change their environment and the attitudes and behaviour of others.

The Litter Less Campaign is a campaign run by the Foundation for Environmental Education's Eco-Schools and Young Reporters for the Environment (YRE) programmes, with the support of the Wrigley Company Foundation.

How does it work?

Young Reporters campaigns mainly focus on the production of a journalistic piece (article, video clip, or photograph report).

The Litter Less Campaign (2015/2016) is being implemented in 31 countries, and aims to engage and educate students and young people on the issues of litter, encouraging them to make positive changes.

2.2 Goals

The goal of the Litter Less Campaign is to reduce litter and affect long-term behaviour change among global youth. The main objective of the campaign is to raise awareness of the effect of litter on the local environment and wider community, increase student knowledge and practical skills in preventing and managing litter, collaborate with other schools to promote Education for Sustainable Development (ESD), and influence others by communicating with them through multimedia and other channels.

Through the YRE programme the Litter Less Campaign aims to find and then report solutions through articles, photographs and videos.

THE MAIN OBJECTIVES

- *To raise awareness of the effect of litter and waste on the local environment and wider community by implementing community action days.*
- *To increase student knowledge and practical skills in preventing and managing litter and waste*
- *To improve students' behaviour in preventing and managing litter and waste*
- *To improve the schools' waste management treatment*
- *To create good examples of school waste management systems by uploading pictures and descriptions on the website*
- *To report on issues related to local litter and waste treatment and solutions through articles, photographs and videos*
- *To collaborate with other schools in order to disseminate good examples*

2.3 Sponsor

Wrigley Company Foundation

The Wrigley Company Foundation strives to improve the health of people and the planet through initiatives focused on oral health and the environment - especially those that encourage healthy communities through litter prevention and community greening. The Wrigley Company Foundation has helped improve and change lives around the globe by donating more than \$50 million to charitable organisations over the last 24 years.

Through the King Baudouin Foundation U.S., the Wrigley Company Foundation has provided support for a three-year Litter Less Campaign to be run by the Eco-Schools and YRE

programmes in five countries. Through this campaign, students will be empowered to understand the key litter issues in their communities, and in turn drive campaigns that focus on consuming less, recycling, waste issues, and long term behaviour change.

Wrigley strongly believes that the single best - and only sustainable - solution to reducing all forms of litter is for individuals to dispose of their trash properly in the first place. So for decades, they have encouraged responsible disposal through partnerships with environmental organisations to raise awareness and promote education programmes on litter prevention. They continue to focus on addressing the behaviour that brings about litter, because changing the behaviour of the careless few is the best solution to all forms of litter.

3. LITTER

3.1 Definitions for litter

One can identify litter in many ways. In this campaign litter is defined as follows:

'Litter is waste in the wrong place'

That is, rather than being placed in a bin or other waste container, waste is left on the pavement, park or school field. Litter is untidy and unsightly and can affect people's view on the quality and safety of an area. Litter can consist of anything from a tiny sweet wrapper, or an empty sandwich box, to a discarded mattress in a public park.

The majority of litter comes from people dropping it intentionally or unintentionally, although some litter comes from other sources, for example wind-blown or natural litter.

Litter includes synthetic materials, such as those associated with smoking, eating and drinking; and materials that will eventually decay, such as food waste and dog fouling.

3.2 Sources

Litter comes from different sources, and different people. For instance, it may be intentional litter coming by motorists discarding litter out of windows, pedestrians dropping litter on the street or footpaths, or people on picnics and other public space events.

Unintentional litter may come from uncovered loads or rubbish and can easily be blown out of trucks, cars and trailers, household rubbish and rubbish from the wind and animals disturbing unsecured items, commercial rubbish that can become litter if not secured by good covering, and uncontrolled building waste.

3.3 Impact

Litter can be harmful to people, animals and the natural environment, as it can threaten their

existence and evolution. The major impacts involve the threatening of public health, the risk of fire hazards, threatening, or even killing wildlife, and serious harm of waterways. Furthermore, litter directly and indirectly affects the tourist industry and quality of life; as a result of this irresponsible pollution, protecting the environment from litter requires more spending, which could have been used in environmental preservation or development instead.

Check out the following figures on the duration it takes for litter to disappear naturally

- paper: 6 months
- cigarette butts: 2-5 years
- banana peel: 3 months
- plastic bags: 10-30 years
- gum: 20-25 years
- aluminium can: 200-400 years

Educational materials for Litter theme

Educational materials for Litter theme was originally created in Germany with support from Wrigley in Germany. It is now available for the translation and dissemination to your participating schools! Go to Podio, Files Library on “#3a YRE - Litter Less 2015” workspace to download the materials!

The materials are ;

- Teachers Note
- Worksheet for students
- Poster
- Map

School activity

- Students in the selected schools will investigate and report on litter and waste in their local community.
- The student reporters through school classes will act as leaders for whole school community to make them involved in the educational process, investigation, reporting, dissemination of information and materials for example.

Young reporters will activate other students to take action in e.g. Community Action Day (CAD). Teachers will support them in the process through education etc. Teachers will be supported by us through workshops or e.g. online support to link YRE to the school curricula.

- Organise Community Action Day led by school leaders encouraged by young reporter.

This action will be an activity involving the whole school. It can be e.g. some practical activities related to litter, awareness raising activities about litter etc.

- Once completed, the students will each submit their work to a minimum of 3 number of media outlets and then present the whole thing:
 - To their class
 - To their school
 - Via Skype or other communication tool to the 'sister' school
- Collaboration with students from another country (Optional)

More instruction can be find in the website guide.

- The national winning entries will be uploaded to the website.
- National Operator conduct surveys regarding knowledge and behaviour for YRE students and during the workshop for winners. The students participate in the impact measurement survey
- The students or teacher will submit their entries to the national competition
- There would be three first place national winners - one from each media group (video, print, photo-journalism)
- There will also be three second place and three third place winners in that country.
- National Operators submit the winning entries from the National Competition to the International competition
- National celebration (workshop or other form or public presentation) of the winners – together with whole school community – another option for Community Action Day (CAD)

Survey

- Conduct instruction for schools about student survey regarding knowledge and behaviour.

The students involved will conduct short questionnaires when campaign is finished.

4. WHO AND HOW TO PARTICIPATE

6.1. Project participants:

- Students 11-21 years

Participants of the Litter Less Campaign are to investigate a local litter issue, for example the effect on local wildlife or human health, the brands or packaging most often discarded by people, etc. A journalistic piece in the form of articles, photographic reportage, or video clips must be produced, that will include suggestions for solutions on minimising litter.

The project has to be built into the school day and on a regular basis.

Schools will implement waste management systems and engage the local community through activity days. In the YRE Pilot, students will report on local litter and waste treatment and disseminate their work to local media. The YRE schools engaged will have international collaboration with one other school in another country – exchanging experiences about the schools' waste management systems, community days and journalistic productions on local waste treatment.

A National YRE Jury in each of the participating countries selects the best articles within the Litter Less Campaign for each age group, and the winners are announced in a national press release, and receive a relevant and sustainable prize e.g. a camera to continue capturing good picture stories. There cannot be joint winners; only one winning individual per age category and media type can win the award. The International YRE Jury then selects the international winners from among the national winners of the Litter Less Campaign and announces them through a press release and the social media.

The winning student from the country in each of the age categories for articles, photography and video (11-14, 15-18, 19-21) will take part in the national workshop.

5. Four YRE steps to implement the Litter Less Campaign

7.1. Four steps to implement the Litter Less Campaign

1. INVESTIGATION

The students in a given class would identify where they would investigate the local litter and waste treatment.

- Identify, define and communicate a local problem and/or issue related to litter
- Investigate (look up, compare, interpret, evaluate) relevant information from primary and secondary sources
- Identify key individuals/local stakeholders and groups and find out what their different perspectives on the issue are, their approaches to resolving it and their assumptions and goals
- Conduct original research, such as surveys/questionnaires, and interview key individuals or groups to obtain first-hand information

- Cover relevant historical, economic, social and/or political implications and possible consequences of the problem or issue
- Link the local litter problem and/or issue to the bigger global picture (problem)

TIP! Focus on the 'Hotspots' for litter:

(Pictures of)

- Town centres
- Routes to schools
- Fences around schools and garden beds
- Near shops selling 'food on the go'
- Play areas and parks where groups gather
- Canals, rivers or lakes
- Railway stations
- Car parks
- Shopping areas etc.

Sample Activity for students #1

In your investigation try to answer these questions:

- Who was involved?
- When did the campaign take place?
- What did people do/think?
- Where did the campaign take place? Where did you go to look for information?
- Why did people participate? Why did you decide to follow this campaign?
- How did you get involved?
- How did people feel?
- What are the targets of the campaign in your area?
- How many people recycle in your neighbourhood?
- How many recycling bins are there in your neighbourhood?

Are there other clean-up projects taking place during the year to tackle litter?

2. PROPOSING SOLUTIONS

Propose solutions to a local problem or issue related to litter:

- Identify a possible solution to a litter problem and/or issue and evaluate its likely effectiveness, giving reasons for and against (pros and cons)
- Do not propose solution on your own. Use local stakeholders or/and international sources to get knowledge and recommendations.
- Inform local community and propose a solution and justify it

3. REPORTING

Report on a local litter issue and its possible solution through a journalistic production targeting a local audience:

- Identify your target audience and choose the best way to reach and communicate with them, i.e. which media do they read/watch/listen to?
- Plan how you will report on the problem and/or issue (who need to be informed? how? when?) and use the appropriate journalistic format and style
- Create an article, photograph, photographic essay of up to 12 photographs, or a video that documents the litter problem and/or issue; where possible you should suggest a solution
- Take a positive approach to inspiring change and finding a solution to the litter problem

Sample activity for students #2

Use your creativity to make things happen.

- Undertake a survey on recycling propensity at school/at home;
- Calculate the school or rec centre's carbon footprint;
- Promote the consumption of local products by designing together a low carbon, locavore meal at school;
- Assess the amount of waste produce by the family;
- Promote or take part in a waste- reduction week;
- Promote non-packaging products at groceries.

4. INFORMING

Share (disseminate) your work to a local audience through the media, e.g. newspaper, magazine, radio, television, social media, exhibition, film show, local events, etc.

To do so, get in touch with local tv or radio channels, or ask your teacher to do so on your behalf :)

Sample activity for students #3

Disseminate to the world.

You can check the following media to disseminate your work and inform people about the Litter Less Campaign:

■ Newspapers (from local to regional):

- Secondary school newspaper;
- Call the Town Council to offer to include your investigation in your neighborhood or town newspaper;
- Contact the local and regional media (they are often fond of and interested in initiatives by young people).

■ Internet

- Social media: create a Facebook page, open a Twitter account and follow International YRE's Facebook and Twitter
- Blogs: create your own blog with WordPress, BlogSpot or Tumblr;
- Create your website free with Joomla, Wifeo, Jimdo or other platforms and publish your articles and reports;
- Open an account on Daily Motion or YouTube to publish and share your video reports on through social media. You can also use International YRE's [YouTube](#) channel;
- Publish your photographs on Picasa or Flickr and share them on social networks and on sustainable development media pages.

(Note: In some countries, kids younger than 14 years of age may have to open online accounts with their parents' permission).

■ Radio:

- Contact a local community radio;
- Create your own radio in your school.

■ **Television:**

- Contact local/regional TV stations;
- Create your own TV channel online on DailyMotion or Youtube, publish your videos free and share your reports on social networks.

Sample activity for students #4

Implement your own project.

Students can be asked to run a project that will identify a local litter issue and investigate by becoming real members of a project team. These roles allow students to practice being in the role of two reporters (radio, TV) a field producer, and a photographer. These are some indicative, not exhaustive, suggestions. The activity facilitator should assign roles as required by the circumstances, so that students are placed in active and motivating positions, having a mission with clearly defined goals, as part of the collective.

Learning objectives:

- performing a rigorous journalistic investigation while having fun
- roles indicated in the list provided can be distributed according to each participant's strengths and interests
- the method looks to increase the motivation and the commitment of young people who are entrusted with a specific mission according to the role assigned to them
- the roles create groups whose skills and goals are complementary. It can also be very productive to ask some students to play devil's advocate, i.e., to sit in a contrarian position, and oppose their peers.

Tasks allocation role-play:

The 'Special Correspondents' Group: this group is sent on a mission in the field. The group is a privileged witness of the events. Its role consists, for example, in preparing interviews,

reporting testimonies, etc.

The 'Researchers' Group: this group looks for all the information, on the Internet or elsewhere, likely to back-up an article or a report. It plays a monitoring role between the rest of the team.

The 'Illustration and artwork' Group: this group designs the artwork, takes care of the newspaper layout, or the video functions and enhancement of information through the use of photographs, graphics.

The 'Internet' Group: this group is responsible for the publication of reports through digital distribution channels such as websites, blogs, social networks (Twitter, Facebook).

The 'Communication' Group: this group is responsible for the promotion and communication of your news to your network of public and private partners (e.g.: Town Hall, urban communities, businesses, etc.) or its targets.

The 'Experts' Group: this group backs up the report with scientific evidence; it ensures that the report is supported by scientific evidence and that the sources of information are reliable.