



#litterlesscampaign: Reduce Environmental Pollution

Welcome to the Litter-Less Campaign! Join a global effort to reduce environmental pollution.

Please fill-in our surveys on Pollution at the [start](#) and at the end of the campaign and receive a certificate from the Foundation for Environmental education.

Fun fact: Did you know that [Africa](#) is the continent with the highest number of countries who have adopted a total ban on the production and use of plastic bags?

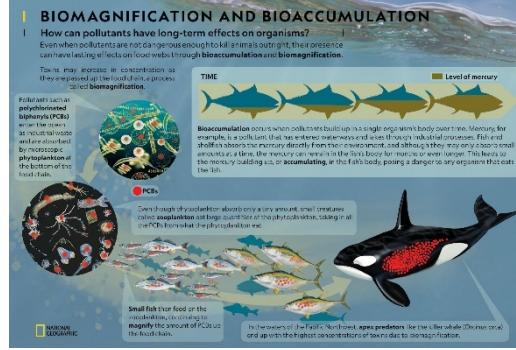
Day	Steps to reconnect with nature	Action	Help notes
1	Awareness, Appreciation & Affirmation Photo: 	Action 1: Learning about Nature Around You <ol style="list-style-type: none">1) Please fill-in our surveys on Pollution at the start and at the end of the campaign and receive a certificate from the Foundation for Environmental education2) Take a moment to watch this video: Planet Earth: A Celebration - a message from Sir David Attenborough BBC Earth - YouTube3) Ask yourself, how do you feel as you watch the video?	Goal: Students learn to connect to the nature around them, appreciate its beauty and its contribution to human well-being. Students also learn how humans-induced pollution alter the balance and function of nature. The surveys at the start and end of the campaign measure the impact of the campaign on students' knowledge and attitudes related to the litter and waste issue.

		<p>4) Take a 10-minute walk anywhere outside. Take your time and engage each of your senses one by one. What do you see, smell, and hear? What is one thing you are thankful about what you just observed? Can you think of reasons why nature does not produce any waste?</p> <p>5) Share your thoughts using the Treasure Earth app (Under Litter-less campaign or Community) or on FB/Instagram with the hashtag #litterlesscampaign</p>	<p>Before the action:</p> <ol style="list-style-type: none"> 1. Please help us improve the campaign. The surveys consist of 8 questions assessing participant's knowledge and attitude on the Pollution issue. Participants should answer the survey individually using their own devices or use a single device (Tablet, Mobile, PC) provided by the teacher/guide. The survey is fully anonymous. 2. Discuss with your students about humans interconnectedness with nature. <p>After the action: Enquire how your students felt when they were out in nature. What did they appreciate? How are they likely to feel if the nature around them was lost?</p>
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2	<p>Awareness of suffering & Managing difficult emotions</p> <p>Photo:</p> 	<p>Action 2: Caught in Plastic</p> <ol style="list-style-type: none"> 1) Together with a friend or family member, watch this short video about plastic pollution: https://youtu.be/IA9O9YUbQew 2) What emotions are you feeling as you watch the video? What emotions do you think an animal, such as a dolphin, turtle, or seabird experience if it swallows a bottle cap or is caught in a plastic bag? 3) What can we do to reduce the suffering of the animals? For some ideas, you can watch this video: https://www.youtube.com/watch?v=hKFV9IquMXA 4) Share your thoughts using the Treasure Earth app (Under Litterless campaign or Community "emotional check-in") or on FB/Instagram with the hashtag #litterlesscampaign and make a commitment to reduce your use of plastic (For example: "I will try to avoid wrapping my lunch in a plastic bag"). 	<p>Goal: Students learn about the adverse effects of plastic pollution on nature and ways to mitigate them.</p> <p>Before the action: Discuss with your students about their use of plastic and about the lifecycle and impact of plastic products.</p> <p>You can use this information to create awareness among your students:</p> <ol style="list-style-type: none"> 1. Life cycle of plastic products <div data-bbox="1507 657 2039 970"> <table border="1"> <thead> <tr> <th>Item</th> <th>Decomposition Time (Years)</th> </tr> </thead> <tbody> <tr> <td>Plastic bag</td> <td>20 years</td> </tr> <tr> <td>Coffee cup</td> <td>30 years</td> </tr> <tr> <td>Plastic straw</td> <td>200 years</td> </tr> <tr> <td>6-pack plastic rings</td> <td>400 years</td> </tr> <tr> <td>Plastic water bottle</td> <td>450 years</td> </tr> <tr> <td>Coffee pod</td> <td>500 years</td> </tr> <tr> <td>Plastic cup</td> <td>450 years</td> </tr> <tr> <td>Disposable diaper</td> <td>500 years</td> </tr> <tr> <td>Plastic toothbrush</td> <td>500 years</td> </tr> </tbody> </table> </div> <p>The lifecycle of plastics – WWF-Australia - WWF-Australia</p> <ol style="list-style-type: none"> 2. By 2050 there will be more plastic than fish in our oceans. (Washington Post and UNEP) 3. Only 9% of all plastic waste ever produced has been recycled. About 12% has been incinerated, while the rest — 79% — has accumulated in landfills, dumps or the natural environment. UNEP 	Item	Decomposition Time (Years)	Plastic bag	20 years	Coffee cup	30 years	Plastic straw	200 years	6-pack plastic rings	400 years	Plastic water bottle	450 years	Coffee pod	500 years	Plastic cup	450 years	Disposable diaper	500 years	Plastic toothbrush	500 years
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4. Today, we produce nearly 300 million tonnes of plastic waste each year. That's nearly equivalent to the weight of the entire human population – [UNEP](#)

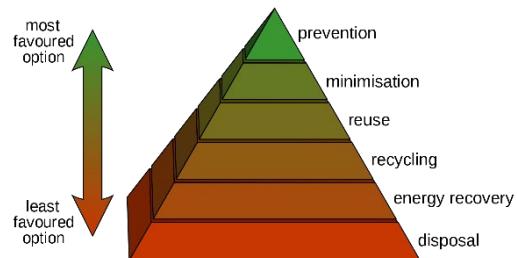
After the action: Discuss with your students about their emotions when they see animals suffering from plastic pollution. Discuss why recycling of plastic alone is not enough to stop plastic pollution and that reducing the amounts of plastics we use is necessary. Have your students list alternative solutions to plastic products. Make a pledge to reduce the use of plastic in class/school and share it in social media and app.

3	<p>Awareness of interconnection</p> <p>Photo: </p>	<p>Action 3: Invisible Pollutants</p> <p>Not all types of pollutants can be smelled or are visible to our eyes. We tend to use many products that contain chemicals that evaporate into the air or are washed into our sewage systems posing a risk to <u>all living residents of the planet which includes us, humans, as well as animals, and plants.</u></p> <ol style="list-style-type: none"> 1) Watch this video if you want to know more about invisible pollutants: How to claim your right for a life free from chemicals - YouTube. 2) Can you find five products in your home that contain toxins or chemicals that can be harmful for humans, animals, and plants? Which labels indicate that these products can be harmful? How do these chemicals find their way to nature? 3) Can you find or make alternative products that are less harmful? For inspiration, you can check out this video: https://youtu.be/ToHirI_a-es 4) Share your ideas of non-toxic products using the Treasure Earth app (Under Litter-less campaign or Community) or on FB/Instagram with the hashtag #litterlesscampaign. 	<p>Goal: Students learn that not all types of pollution are visible and yet can be harmful for the environment. Students learn to identify invisible pollutants through product labels, reflect on their pathways into the environment and ways of mitigation.</p> <p>Before the action: ask your students to provide examples for invisible pollutants and introduce them to eco-labelling. Discuss how these pollutants flow by water, air and soil into the environment and the concept of bio-accumulation. You can use these links for inspiration:</p> <ol style="list-style-type: none"> 1. Biomagnification and Bioaccumulation National Geographic Society 2. Bioaccumulation - Wikipedia 
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| | | <ul style="list-style-type: none">3. TIL: From Fleece Jackets to Your Food: The Scary Journey of Microplastics Today I Learned - YouTube4. The Dirty Truth About Toxic Cleaning Products - YouTube5. Invisible air polluting gases revealed by satellite imagery (unep.org)6. Air Pollution Video for Kids Causes, Effects & Solution - YouTube |
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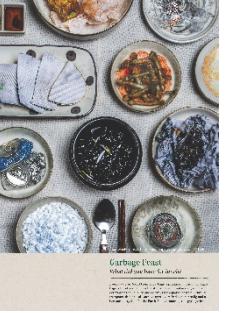
After the action: Make a list of the sustainable products student come up with and their purpose. Share the list with the students and social media/app. Ask the students to find eco-labels for sustainability and discuss what they indicate.

4	<p>Intention: Savouring and appreciating</p> <p>Photo:</p> 	<p>Action 4: Why do I need it?</p> <ol style="list-style-type: none"> 1) Sit quietly and reflect on the things you or your family have bought the past two months. Any new clothes, electronic gadgets, decorations for your room, makeup? Why did you buy these? How long will they last? <u>How long do you intend to keep them for?</u> 2) Call your grandparents or a family friend over 70. Ask them what and how many things they bought when they were your age. Why do you think we are buying more things and producing more waste today? 3) We all need to carefully consider our consumption needs and habits to promote a circular rather than a linear, "buy-and-throw-away" culture. Learn the basics about Circular Economy here: https://youtu.be/zCRKvDyyHmI 4) Share your commitment to reduce consumption using the Treasure Earth app (Under Litter-less campaign or Community) or on FB/Instagram with the hashtag #litterlesscampaign. 	<p>Goal: Students learn how humans have adapted a linear economy lifestyle that has severe impact on the environment. Students get familiar with the concept of circular economy and reflect on the meaning of sustainable lifestyle.</p> <p>Before the action: Introduce the students to the concepts of circular and linear economies. Discuss with the students how media affects consumption.</p> <p>After the action: Have your students make a list of items that can be recycled or purchased as second-hand (also untypical items such as mobile phones, clothes and bags). Can they save or earn money by avoiding buying new things or by purchasing/selling items as second-hand?</p>
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5	<p>Going forth</p> <p>Intention: Protecting and Nurturing</p> <p>Photo:</p>  <p>Metrics: Number of waste-reducing actions.</p>	<p>Action 5: Zero-Waste Day</p> <p>1) Take up the challenge of living a full day of your life without creating any waste that is disposed to a landfill or burned. You will surely find out that it is not an easy task! Nevertheless, this exercise will help you understand how human lifestyle was adapted to consume resources unsustainably, but at the same time how easily we can re-adapt our lives, so we get more out of the resources we consume while preserving nature.</p> <p>You can use these five Rs to help you out:</p> <ul style="list-style-type: none"> Refuse what you don't need such as plastics and 'free stuff' Reduce what you are purchasing (Including packaging) Reuse and repair what you already have or buy 2nd -hand Recycle any waste that really can't help producing Rot any organic waste you produce in a compost bin <p>2) Count the number of actions you have taken to reduce waste pollution during the day (based on the 5 Rs)</p> <p>3) Take photos or create short videos (up to 1-minute) of your Zero-Waste Day efforts and share them using the Treasure Earth app (Under Litter-less campaign or Community) or on FB/Instagram with the hashtag #litterlesscampaign.</p> <p>4) This action in the form of video can be presented for the competition. See more details above.</p>	<p>Goal: Students strengthen their understanding of circular economy and for one-day practice a sustainable lifestyle to support it.</p> <p>Before the action: Introduce the students to the concept of circular and linear economies (You can use the video in Action 4). Ask your students to provide examples for reducing waste based on the 5 Rs (You can find more information about the 5 Rs here). Discuss the waste hierarchy and highlight that reducing the impact of waste depends not only on technological solutions but also on consumers adopting a sustainable mind-set. You can also create a compost-bin at school where students who do not have one at home can collect their food waste.</p> 
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			After the action: Discuss the students' experience with the Zero-Waste Day. Was it difficult to avoid waste? Can the students explain why? Was it difficult due to technological barriers (e.g. not all waste can be recycled) and/or psychological ones (simply because we find it hard to change our behaviour)? You can make a common list of the students' waste-reduction actions and share it on FB/Instagram with the hashtag #litterlesscampaign.
6.	<u>Seeing with new perspective& Going forth</u> <u>Intention:</u> <u>Contributing and Protecting</u> Photo:	Action 6: A joint effort <p>1) We are not powerless, and we have the ability to contribute to our world by changing ourselves. Imagine a scenario where you see someone littering or using products that pollute the environment. Discuss with your friends and family on what you can do to encourage the person to prefer sustainable products or make effort to dispose responsibly. Will you approach the person by yourself, involve adults or the local municipality?</p> <p>2) Share your thoughts using the Treasure Earth app (Under Litterless campaign or Community) or on FB/Instagram with the hashtag #litterlesscampaign.</p>	Goal: Students will understand the importance of collective effort to minimise pollution and develop a sense of ownership over the environment by adopting the notion of active citizenship. Before the action: Discuss with the students about the feelings they feel when they try to change others behaviour. Are these feelings a barrier for approaching friends, family, strangers with suggestions for improvement? Discuss ways young people can motivate adults to change behaviour.

	 <p><i>3) Fill-in our second survey on Pollution before the last action and receive a certificate from the Foundation for Environmental education.</i></p> <p><i>Once you completed the short survey, contact your #litterlesscampaign national coordinator and receive your certificate.</i></p>	<p>After the action:</p> <ol style="list-style-type: none"> 1. Discuss with the students which of the approaches they find useful for changing the behaviour of friends and family members. 2. The second survey is nearly identical to the first one and aims to assess the improvement in participant's knowledge and attitude in relation to Pollution. Participants should answer the survey individually using their own devices or use a single device (Tablet, Mobile, PC) provided by the teacher. The survey is fully anonymous.
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7	<p>Seeing with new perspective & Going forth</p> <p>Photo:</p>  <p>Metrics: Number of litter-pick-picnics: 1</p>	<p>Action 7: Celebrate the clean environment with a litter-pick-picnic!</p> <p>Important! Before undertaking this action, please check and adhere to your local restrictions on gathering sizes due to the Covid-19 pandemic</p> <ol style="list-style-type: none"> 1) Choose a time for a litter-pick-picnic with your family or friends. Pack a blanket, some food and drinks in reusable container, as well as gloves/litter-pickers, bags, and hand sanitizer. Walk together to a nice green area of your choice. On your way there, pick up the litter that you might see on the street or path. 2) Once you arrive, take 10 minutes to pick up any litter in the surrounding area – even the small cigarette butts! 3) Celebrate your efforts by enjoying the clean nature together and the food you brought. Take a photo of your celebration and of the litter picked and share using the Treasure Earth app (Under Litter-less campaign or Community) or on FB/Instagram with the hashtag #litterlesscampaign. 	<p>Goal: Students enforce the notion of collective effort to protect the environment.</p> <p>Before the action: If you conduct the litter-pick-picnic as a school activity follow the security and hygiene protocols of the school.</p> <p>After the action: Collect feedback from students and their families on the #litterlesscampaign actions during the week.</p>
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