



JOINT ACTION

In this activity learners organise a clean up project in their local area in collaboration with the municipal or state agency responsible for the site. Learners will 'adopt' this site and seek to inform the local community on the impact of marine litter and how to keep the site clean.

SUBJECTS

Environmental Studies, Maths, Language, Arts

LEARNERS' AGE

12-15 yrs

DURATION

1 week

OBJECTIVES

- To participate in a clean up (a beach, river, wetland, etc.).
- To work collaboratively for a common cause.
- To stimulate creativity.

INTERNET SOURCES

International Coastal Cleanup (ICC): www.oceanconservancy.org/our-work/international-coastal-cleanup
Clean Up the World Campaign: www.cleanuptheworld.org/en/
Clean Up the Mediterranean: www.facebook.com/pages/Clean-Up-The-Med/288531951267566?ref=hl
European Clean-Up Day: www.letscleanupeurope.eu

SECTION D

WORKING TOWARD
SOLUTIONS



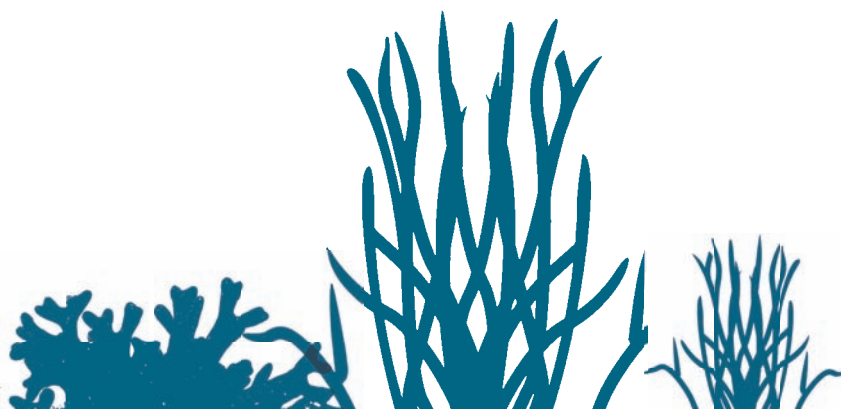


Regional, national and local authorities, industry groups and civil society organisations are stepping up their efforts in combating marine litter. Individual initiative, however, is fundamental to tackling the issue. Citizens of all ages can contribute to reducing marine litter – proper waste disposal, cutting down on waste production, participating in local marine litter projects or joining forces with NGOs are all good ways to help.

There are direct connections between individual behaviours and environmental impacts. For example, a candy wrapper that is tossed in the street can easily be washed into a storm sewer and carried out to the sea. Since prevention is the simplest, most effective way to reduce marine litter, as individuals we can begin by examining our own behaviours and actions including thinking about how much waste we generate and where it all ends up. To reduce the probability of waste becoming marine litter, we must ensure that we dispose of all our waste properly. When outdoors, especially at the beach or on a boat, we should take care that no litter is blown away or left behind. Practicing

waste prevention techniques, such as reusing plastic bags and containers and recycling, is also very effective. In addition, when making purchases we should select products with minimum packaging, buy in bulk rather than in small packs and prefer products made from recycled material.

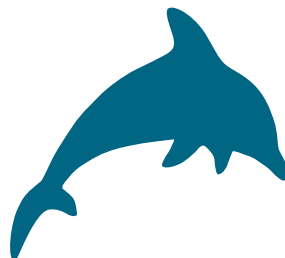
Our effectiveness can increase considerably if we work in groups, as concerned citizens, towards the common goal of tackling marine litter in our communities or region. For instance, a group of individuals, well-informed on the effects of marine litter on a nearby beach, in turn can better inform the community-at-large and organise regular clean ups. Such “adopt-a-beach” projects can be a very effective way to educate local communities on marine litter impact and prevention. Furthermore, environmental organisations are always keen on recruiting volunteers to help organise and staff their projects. By volunteering with local or international organisations that organise clean ups, we can all have the opportunity to contribute to protecting the environment and to gain direct experience in dealing with marine litter issues.





**KNOW
FEEL
ACT!**

to Stop Marine Litter



CHECKLIST: BEFORE THE CLEAN UP ACTIVITY

Clothing

- ☐ Waterproof windbreaker or jacket (depending on weather)
- ☐ Sturdy or protective shoes
- ☐ Long pants

Items to bring

- ☐ Water (or juice without sugar)
- ☐ Sunscreen
- ☐ Hat
- ☐ Worksheets and pens (for recording and documenting)
- ☐ A first aid kit

On the site, ensure there are enough

- ☐ Gloves (gardening gloves, dishwashing gloves or disposable latex gloves as a worst-case scenario)
- ☐ Large garbage bags

What is a point of a clean up?

What is the point of a clean up when litter will only come back with the next tide? This is a question many people ask - frustrated and disheartened - when they compare the amount of waste removed after each clean up to the amount that appears on the beach over the next few days.

It is important to remember that clean up activities have many positive outcomes: organising a clean up is also about raising awareness and taking action as much as it is an effort to clean the environment. Children of all ages are usually quite active participants

in clean ups. Perhaps one of the most positive messages they receive is seeing adults (parents, friends and others) cleaning up litter; they truly start to understand that everyone has a part to play in caring for our environment. Finally, seeing the recurring amount of waste such as plastic bottles or cigarette butts collect over and over again, may result in becoming more mindful in our daily lives and hopefully, encouraging others to do the same.

Adapted from: <http://journeytotheplasticocean.wordpress.com/>





Materials and Equipment

- Large-scale map of the clean up area
- All items on the checklist
- A bucket for sharp items
- Scissors (to cut fishing line)
- A camera

Instructions step by step

As a class, learners discuss nearby familiar to them “water-sites” (coasts, lakesides, river banks, streams, etc.). They then reflect on the following questions:

- *What do you enjoy doing at these sites and what do others usually do there?*
- *Have you ever thought about animals that live in or around the body of water?*
- *Are these sites littered? Why? What kind of problems can this create for this particular site?*
- *Have you ever been informed of a clean up activity that took place near you? Have you ever participated in such an activity?*

Learners initiate a clean up for a selected site either as a class or as a school activity. They should consider the following:

- *Engage the entire school community and perhaps neighbouring schools as well.*
- *Contact the appropriate agency responsible for the site prior to the clean up. A park or beach manager may provide clean up supplies and arrange for garbage collection after the clean up.*
- *Seek to collaborate with local active NGOs experienced in conducting clean ups.*
- *Approach a local radio, TV station or news blog to promote the event and attract participants.*
- *Ask the art educator to help with a sculpture and artefacts with marine litter to exhibit at school.*

A thorough clean up requires a joint effort, good organisation and a lot of hands. Here are some tips to help increase participation.

Before setting off to the site, learners consult the checklist items to bring and communicate it to all participants. If the clean up is combined with litter monitoring, they should use the Worksheet B1.

On the site, learners form small groups and “scan” the entire area. Group members are assigned different tasks: collecting litter, holding the bag, recording data, piling bags together, etc. When they finish, they ensure the filled bags are collected and disposed of properly.

Back in the classroom, learners analyse their data and draw conclusions. They consider how people’s behaviours and actions contributed to the generation of the litter they collected and think of how it could have been prevented in the first place. For example, what could have been different? recycling, proper disposal, reduced product use, etc.

