

Litter Blitz...



INTRODUCTION:

The lesson plan encourages students to utilise the social media network and design an online campaign to create awareness about litter.

Objectives:

Students will be able to

- undertake a social media campaign to understand perspectives of littering.
- design an online campaign to promote information on the impacts of littering and encourage people to avoid littering.

YRE steps: Investigate, Research Solution, Report, Disseminate

Curriculum Linkage: Science/ Environmental Studies/Social Science

Time required/ Duration:

- **Classroom session 1:** 45 minutes to set the context, brainstorm with students about social media campaigns.
- **Classroom session 2:** 45 minutes to develop an online pre-survey questionnaire.
- **Classroom session 3:** 45 minutes for analysing the results of the pre-survey questionnaire.
- **Assignment:** one week response time for the questionnaire; which should also be used to collect information about social media campaigns and choose an appropriate platform.
- **Mission session 5:** 45 minutes to discuss the result of the campaign, scope of improvement, impact of the campaign and way forward.

Resources Required:

- Pre-survey questionnaire and writing material
- Internet
- Useful links
- Lesson Plan - Learning to be an Environmental Journalist



Young Reporters
for the environment

15-18
Years



Activity

Classroom session 1

- Give a background introduction and help students understand the problem associated with litter.
- Discuss with students why people litter, think of ways to address the litter problem and introduce them to social media as an important platform for communicating about litter.
- Use resources provided as links for some social media campaigns to initiate the process.

Classroom session 2

- Divide students into groups of 4-5 members.
- Set aside 60 minutes and help each group to first develop an online survey to understand why and where people litter (exemplar survey has been provided, the same could also be used/ modified further).

Classroom session 3

- Conduct this session based interaction following the online survey.
- Facilitate the groups to analyze the results of the online survey and help them design a campaign based on the response of the survey.

Group Assignment 1

- As part of this groups take up two major types of tasks (14 days need to be provided to student groups to accomplish these tasks):

(i) Online questionnaire: (7 days)

- One week set aside to obtain responses to the online questionnaire.
- Simultaneously, ask students to study about different types of social media campaigns (effectiveness, ease of accessibility by student community) and how these might be used to discuss the litter issue.

(ii) Online campaign: (7 days)

- Help students choose an appropriate platform.
- Guide students to design and implement the social media campaign use resource 2 for links to some social media campaign.
- Discuss the different aspects of getting attention to the message - appropriate media (images, etc) and effective punch lines, to help make the campaign successful.
- The online campaign should at least run for a period of 7 days.

Resource

Resource 2

Some useful links for social media campaigns.

<https://www.hubbub.org.uk>

<http://www.zerowastescotland.org.uk/litter-flytipping/social-media>

<http://www.zerowastescotland.org.uk/litter-flytipping/prevention-action-plans>

<https://www.slideshare.net/arkoashraf/anti-littering-campaign>

Resource 3

Pre-campaign Litter survey

1. What is your name and age?

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2. Gender? Male/Female

3. Are you interested in topic “litter”?

- Interested
- Not Interested
- Never thought about it?

4. Do you think that there is a problem associated with litter?

- The problem has become much more
- It is the same as before
- It was never a problem

5. If you think there is a problem associated with litter, then what is the problem?

- Litter only poses an aesthetic problem in nature
- Litter and illegal dumping can pose health and safety risks to humans
- Litter and illegal dumping can pose health and safety risks to other animals
- Provide two examples of how litter can harm a community economically:

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6. Have you ever littered?

- Yes
- No

7. If yes, why?

8. Which are the places you would tend to litter most?

- Roadside (from a moving vehicle)
- Parks or other recreational places
- Outside buildings
- Common transit areas like bus stops, railway station and airport

9. Have you ever made a special effort not to litter?

- Yes
- No

● **10. If yes, why?**

11. If there was a law against Littering, would you still litter

- Yes
- No
- Couldn't be bothered

References:

1. Keep America Beautiful (<https://www.kab.org/>)
2. Glasgow city council site <http://www.zerowastescotland.org.uk/litter-flytipping/social-media>
3. Environment Protection Authority, Victoria site <http://www.epa.vic.gov.au/get-involved/report-litter/report-litter-app>
4. Aston University site <http://www.aston.ac.uk/news/releases/2016/october/-product-design-hubbub/>
5. Merriam - Wester Dictionary <https://www.merriam-webster.com>
6. Slide Share <https://www.slideshare.net/arkoashraf/anti-littering-campaign>