

Teacher Resource

School Litter Source Reduction Plan

- This document was completed with answers from Primary School students during a recent workshop. This tool may assist Teachers to complete the worksheet.
- Extra suggestions have been added in orange by the Reef Education Team.

1. Name of item being targeted in this Source Reduction Plan	
Popper straw wrappers. Corners of chip/bars packets. Yoghurt lids. Cigarette butts. Aluminium foil. Cling wrap.	Wrappers from chips and bars. Icy / slushy cups. Straws. Tomato sauce squeeze container. Plastic bags. Fruit and food. Cans, plastic bottles and coffee cups. Popper boxes.
2. Where is the main source of litter coming from?	Why is it ending up on the ground and not in a bin?
<i>Think about if certain student's use this item, is it from a certain area, is it from the tuckshop or home, etc.</i>	
Leaving rubbish on the ground. Blowing out of lunch boxes. Flying out of the rubbish bins. Blowing in from the community. Litter surrounding your school fences/gates or dropped out the front of school. Blowing in from next door facilities e.g. sports ovals, showgrounds etc.	Blows around the school grounds and outside into the community. Items are light and able to fly in the wind. People are lazy. People don't care or respect the environment. Not enough bins provided e.g. waste, recycle or chicken scrap bins. People are not packing waste free lunches.
3. Why is stopping this item from ending up in the ocean/beach/river important?	
Litter destroys the environment and oceans. To protect our marine life from pollution. Turtles eat the rubbish and could get tangled in it. Protect the ocean for future generations. Mother birds feed colourful plastic to their baby birds thinking it is fish and it makes them sick. Boat can get ghost nets and fishing line wrapped around their motors. Beaches end up with so much litter it can impact the local economy. Marine debris can impact on human health and safety. Marine debris can damage habitats, break or suffocate corals. Nesting sites can be damaged and turtles won't be able to lay their eggs. Large items can damage boats. Uphold the Reef Guardian Schools pledge to Care, Learn, Act, Share (CLAS) for the Reef.	

4. Who in your school or wider community can help you fix this problem? (ie. student leaders, tuckshop, P&C, local council etc.)	What can they do to help? (ie. don't use item, provide more bins or signs, or change behaviour, etc.)
<p>Students lead by example.</p> <p>Students Council, Environmental Student Groups, Teachers, parents/carers.</p> <p>Parents and Citizens or Parents and Friends committees.</p> <p>Local environmental groups.</p> <p>Natural Resource Management group.</p> <p>Local Council.</p>	<p>Educate others to change behaviours.</p> <p>Organise clean up days.</p> <p>Don't use single use items.</p> <p>Have a Waste Free Day with vouchers/certificate given out. Promote with posters and on assembly.</p> <p>Marine Debris / Litter art competition.</p> <p>Do the Captain Popper Stopper skit on Assembly and end of year concert.</p> <p>Play the Litter Game to practice sorting rubbish in the right bins.</p> <p>Drain / bin stencilling activity around the school.</p> <p>Adopt a creek/river/beach and complete regular clean-ups.</p> <p>Paint a hopscotch to the bin or place a basketball hoop over the bin.</p> <p>Borrow the Reef Authority's Clean up Kit for clean-ups in your community.</p> <p>Use the Reef Guardian Schools Clean Up Sheet to collect Data.</p> <p>Use the Reef Beats Poster and Video Series and the Science Teacher Units to support curriculum in the classroom.</p> <p>Enter Data on the Tangaroa Blue Australian Marine Debris Initiative database.</p> <p>Borrow the Reef Authority's Water Refill Station for school events and promote refilling reusable water bottles.</p>

5. Who can help? What can they do?				
<i>Who are you going to contact? (e.g. Local Council, teacher, etc.)</i>	<i>What is the name of the person you need to contact?</i>	<i>How will they be approached? (e.g. phone call, face-to-face.)</i>	<i>What are you going to ask them to do?</i>	<i>Who is going to contact them and when?</i>
<p>Marine Animal hotline posters.</p> <p>Talk to the people who make poppers.</p> <p>Principal.</p> <p>Parents and friends.</p> <p>Parents and Citizens or Parents and Friends committees.</p> <p>Tuckshop.</p> <p>Library to display posters and resources.</p> <p>Local Council.</p>	<p>The owner.</p> <p>A friend who works there.</p> <p>Mayor.</p> <p>Journalist.</p>	<p>Phone.</p> <p>Email.</p> <p>Write a letter.</p> <p>Meeting.</p> <p>Media release /interview.</p>	<p>Help to stop the spread of pollution.</p> <p>Different ways to attach a straw.</p> <p>To do more clean-ups.</p> <p>Provide human or funding support.</p> <p>Change legislation or rules.</p>	<p>FLEC group.</p> <p>Reef Guardian Team.</p> <p>Student leaders.</p> <p>Reef Guardian Teacher Coordinator.</p>

6. How are you going to celebrate behaviour changes?	How are you going to measure if your plan is working or has worked?
<p>Regularly advertise your data/successes in school newsletter and on assembly.</p> <p>Waste Free Lunch trophy/mascot given the class/student with the most tickets/waste free lunches. Or to the class area that had the tidiest lunch area for the week.</p>	<p>Record your data of litter collected.</p> <p>Conduct surveys with students, teachers and parents.</p> <p>Record data on the Tangaroa Blue, Australian Marine Debris Initiative database and track your schools progress. By entering your data you will also inform scientists to help in the monitoring and data analysis to inform how to prevent further pollution. This will be used to educate the wider community and used in reporting, policies, programs and projects.</p>