

THINK COASTAL, ACT LOCAL

Litter is an issue we see and hear about all the time. But have you ever considered the impacts litter has on your own feelings and sense of places? This activity will help you explore societies ideas of litter and how you can use this knowledge to make a positive change locally to help protect the coast.

Activity 1. Visions of litter

Have you ever wondered how litter affects your sense of place and wellbeing? For each of the images taken along the coast below, write down the thoughts, feelings and words that come to mind when you look at them.









Activity 2. To litter or not to litter

In most cases littering does not happen by accident, but is a conscious choice. Using the online resources on page 4 and your own research, list in the table below the range of reason why people choose to litter and choose not to litter. This information will help you complete Activity 3.

In bullet point below, list the reasons why people choose or choose not to litter

Why people choose to litter	Why people choose <u>not</u> to litter

Activity 3. Think coastal, act local

Now you have learnt some of the reasons why people choose or choose not to litter, and the impact the presence of litter in a place has on others behaviour, it is time to use this knowledge to help prevent littering in the future.

Individually or in small groups, develop a creative campaign or initiative promoting responsible litter disposal to make a positive impact locally which will also have a positive impact on a coastal environment. See page 4 for links to a range of inspiring anti-littering campaigns and initiatives.

You can choose to create and deliver your campaign or initiative in anyway you wish. This could involve running recycling workshops, creating informative eye-catching info-posters, making a short film, a combination of all of these or something completely different – the more creative and engaging for your school community, the better!

Present your campaign ideas to the class, discussing why you believe your initiative could make a real difference to your school and coastal environment. You may even be inspired to take this further and take your concerns to the school council.

When designing your campaign or initiative, consider the following questions:

- Where in your school is littering occurring? Is it more common in certain areas? (eg. canteen, classrooms, school oval, other)
- Why are people littering in these areas? You might want to do a survey of staff and students to find out.
- Consider the location of your school to the coast and/or local waterways. How could littering at school impact the coast?
- How could these impacts be improved?
- Who can get involved to make positive actions and choices? (individual students, teachers, parents, greater school community?)

Online Resources

Littering behaviour

The psychology of littering - what's going wrong? : EnviroBlog.net
<https://www.enviroblog.net/post/the-psychology-of-littering>

The Psychology of Littering: The Allegheny Front
<https://www.alleghenyfront.org/the-psychology-of-littering/>

Littering and Following the crowd: The Atlantic
<https://www.theatlantic.com/health/archive/2014/08/littering-and-following-the-crowd/374913/>

Talking rubbish: what makes people litter?: The Irish Times
<https://www.irishtimes.com/news/environment/talking-rubbish-what-makes-people-litter-1.3426707>

How and why people litter: City of Greater Geelong
<https://www.geelongaustralia.com.au/litter/article/item/8d0baf9822eb50d.aspx>

Trash talk: What's the psychology of littering?
<https://www.psychologytoday.com/au/blog/stuck/200812/trash-talk>

Telling litterers to change is a waste of time. Here's another solution: The Guardian
<https://www.theguardian.com/commentisfree/2018/mar/29/litterers-wont-change-litter-zero-waste-national-strategy>

The real reason people litter, and how you can help: Potomac Conservancy
<https://potomac.org/blog/2019/11/15/why-people-litter>

The psychology behind littering: Paul's Rubbish Removal
<https://www.paulsrubbish.com.au/psychology-behind-littering/>

NSW Litter Prevention Kit: Things you should know about litter and litterers
<https://www.epa.nsw.gov.au/-/media/epa/corporate-site/resources/litter/130800-lpk-things-know.pdf>

Anti-littering campaigns and initiatives

Seaside Scavenge <https://www.seasidescavenge.org/>

Plastic Free July: <https://www.plasticfreejuly.org/toolbox.html>

Plastic Oceans <https://plasticoceans.org/plastic-pollution-info-resources/>

All At Once <http://www.allatonce.org/plastic-free-top10>

Tangaroa Blue <https://www.tangaroablue.org/>

Spring clean the city
<https://www.eventbrite.com.au/e/spring-clean-the-city-2019-tickets-60503976021>

World Oceans Day: Take Action
<https://worldoceansday.org/take-action/plan-your-event/pledges/>

UK The guardian: How to make your school more eco-friendly
<https://www.theguardian.com/environment/2010/feb/12/carbonfootprints-carbon-emissions>

Teachers Notes & Curriculum Links

This resource has been designed to cater for year 7 through to VCE students. It can be completed as an individual or small group, with students producing either a written or aural presentation, or combination of both. Where possible and students are happy to do so, we would appreciate any photos, details or links to students campaigns to be sent to our Education team at education@gorcc.com.au to use as examples to inspire others. We hope your students enjoy and find this activity meaningful and look forward to seeing their results.

VICTORIAN CURRICULUM LINKS

YEARS 7 & 8

Geography	Elaborations
Ways that flows of water connect places as they move through the environment and the ways this affects places (VCGGK106)	<ul style="list-style-type: none"> explaining how the movement of water through the environment connects places. For example, the melting of snow in spring feeding rivers and dams downstream investigating the environmental, economic and social effects of water as it connects people and places. For example, the effects of water in the Snowy Mountains, or of upstream irrigation on downstream water quality

YEARS 9 & 10

English: Writing	Elaborations
Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (VCELY449)	<ul style="list-style-type: none"> presenting arguments that advance opinions, justify positions, and make judgments in order to persuade others about issues such the importance of maintaining balance in the biosphere creating informative and argumentative texts with explanations, details and evidence <p>following the structure of an argument which has a series of sequenced and linked paragraphs, beginning with an outline of the stance to be taken, a series of supported points that develop a line of argument, and a conclusion which summarises the main line of argument</p>
Geography	Elaborations
Perceptions people have of place, and how this influences their connections to different places (VCGGK139)	<ul style="list-style-type: none"> comparing people's perception and use of places and spaces in their local area, such as different age groups investigating how people in places in other countries perceive, use and are connected to their place and space
Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (VCGGK143)	<ul style="list-style-type: none"> investigating the global growth of tourism and its likely effects on the future of places discussing the effects of people's cultural and leisure choices on towns and cities or heritage areas. For example, predicting how changing choices may affect these and other places in the future

VICTORIAN CURRICULUM LINKS

YEARS 9 & 10

Geography

Elaborations

Environmental worldviews of people and their implications for environmental management (VCGGK146)

- describing the role of people's environmental worldviews, for example, human-centred and earth-centred, in producing different attitudes and approaches towards environmental management
- comparing the differences in people's views about the causes of environmental issues in Australia & across the world explaining people's choices of methods for managing or responding to environmental changes
- discussing the influence of people's world views on programs for the management of the environmental change being investigated

VCE

Outdoor and Environmental Studies

Elaborations

Unit 2 – Discovering outdoor environments Area of Study 2 (Outcome 2) – Impacts on outdoor environments

"...In this area of study students focus on human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human induced changes on components of the environment, the focus here is on human impact – both positive and negative..."