ACTION KIT

Tide Turners Plastic Challenge

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Creating a Better World

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SCOUTING DEVELOPMENT
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This document is primarily for National Scout Organizations (NSOs), National Scout Associations (NSAs) and educational institutions in general.

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The United Nations Environment Programme (UNEP) is the leading global environmental authority that sets the global environmental agenda, promotes the coherent implementation of the environmental dimension of sustainable development within the United Nations system, and serves as an authoritative advocate for the global environment.

Their mission is to provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations.

Plastic Tide Turners Challenge

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WOSM

Scouting provides young people with opportunities to participate in programmes, events, activities and projects that contribute to their growth as active citizens. Through these initiatives, young people become agents of positive change who inspire others to take action.

United Nations Environment Programme UNEP

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Our mission is to provide leadership and encourage partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations.

This kit is designed for all young people within the age from 7 years and above, to educate young people about plastic pollution and to encourage them to play a part in resolving environmental issues, specifically related to plastics, plastic waste, and plastic pollution. The Tide Turners Plastic Challenge action kit offers a variety of activities and tools for each age range and capacities to start discovering and get hands-on.

The Tide Turners Plastic Challenge action kit is designed for young people to:

- Know and understand the impact of our behaviours in using plastics and how it affects ecosystems.
- Being able to identify the needs and challenges in your community and work with others to create sustainable solutions.
- Understand and act to reduce your personal use of single-use plastics;
- Take action and contribute to solving a specific issue related to a Healthy Planet while working with the key actors: community, your group, partners.

- Understand how the global community is tackling the issue;
- Inspire your friends, family, school, and community to reduce, reuse and recycle single-use plastics;

Take the lead on a wider scale to create lasting change in your region or community related to the use of single-use plastics, marine litter and microplastics, specifically in preventing and recovering water and land ecosystems from pollution.

Complete the requirements of the Tide Turners Plastic Challenge to get the badge recognition, become a member of the Earth Tribe network, and get the chance to be a:

Healer

for a Healthy Planet from pollution

Young people engage in designing solutions and take action to prevent pollution and contribute to the recovery of water and land ecosystems with community actions.

How to get the Tide Turners Plastic Badge

This is one of the many challenges that enable young people to become part of the Earth Tribe and adults need to be ready to provide all necessary support for young people to succeed in this journey.

Discover and share interest to take on Challenge

- Introduction to becoming a member of the Earth Tribe
- Introduction to the Tide Turners Plastic Challenge
- Conduct a self-assessment

You and adult leader agree on personal path (be aware, cooperate, act) by

- Agree on knowledge, attitudes and activities related to a specific age range for the Tide Turners Plastic Challenge
- Agree on a community development project focused on healthy planet
- Agree on the complementary actions for recognition

carry on agreed actions

- Becoming aware by obtaining and sourcing information
- Cooperate by planning projects or joining events
- Act by executing projects, doing good turns or participating in advocacy or promotional initiatives
- Share actions on scout.org and the SDG hub

Evaluate the results and impact with peers, beneficiaries and adult leaders

- Engagement, promotion and advocacy actions
- community development project

Reflect and evaluate the COMPETENCIES with with peers, beneficiaries and adult leaders

- skills,
- knowledge and
- attitudes developed

Adult Leader presents the Champions for Nature Challenge Badge

- Celebrate young people in meaningful and simple ceremony in your group.
- Present the badge and certificate

PLASTIC TIDE TURNERS

Now you are a Member of the Earth Tribe

CONGRATULATIONS

You have become a

Healer for a Healthy Planet

Continue with a new Earth Tribe Path

Any other you have not explored yet

Better Choices

Nature and Biodiversity

Clean Energy

Healthy Planet

You are now a member of the Earth Tribe and has earned the Earth Tribe recognition.

You can continue the journey by completing other paths to contribute more towards the achievement of the 17 SDGs

How:

Scouts for SDGs mobilisation aims to INSPIRE, ENABLE and DELIVER active global citizens and sustainable communities. The Earth Tribe applies the objective of young people for SDGs from an environmental education perspective as:

The Tide Turners Plastic Challenge contributes to the development of young people with a specific set of actions related to Healthy Planet. Young people, with the support of adults, use the same process in each age section, selecting a different set of activities accordingly.

- **Be aware** of the world around you and key environmental concerns.
- **Cooperate** with others to find solutions to protect ecosystems, biodiversity and outdoor spaces.
- **Act** to develop and implement actions that can make a difference.

Tide Turners Plastic Challenge - Be Aware

What is it about

Explore and understand different environmental issues related or as a result of plastic pollution on land and water.

How:

- **Complete a self-assessment** on how much do you understand the issues related to plastics, plastic waste, and plastic pollution.
- **Audit your plastic usage** in your personal life through the plastic audit quiz before going through the activities.
- **Do at least 5 activities** for 7 to 10 years of age, and 4 activities for 11 years of age and above in the path. you can use your own activities considering competencies of Healthy Planet
- **Plan and carry on** with a community service project.

Champions for Nature Challenge - Cooperate

What is it about

Being able to identify the needs and challenges in your community and work with others to create sustainable solutions.

How:

- Identification of issues or needs with your group, community, and partners.
- Explore possible solutions together and decide which one to work on as a project
  - Brainstorm different options with community members
  - Check the feasibility of the projects and sustainability in the long term.
  - Present results to community members of beneficiaries
  - Agree on a solution to bring into action
- Design and action plan to execute your project, communicate it, and gather the necessary funds and resources.
  - Set up one SMART goal: (Specific - Measurable - achievable - Realistic - Time-based)
  - Apply sustainability principles in your plans and be mindful of the use of resources.

you can use "How to develop a community service project - guidelines" for the two steps of "Corporate & Act"

Creating behavior change[1]

Wanting to change the world (for better) is always great but it's never easy. Most people like to change their ways like a turtle likes a plastic bag (sorry—too soon?). Work as a team and support one another. Before getting started, think hard about how to make your projects successful.

The following may provide some food for thought:

- **Be specific**. E.g., instead of saying "use less plastic," you could advise others to "start carrying a reusable water bottle around."
- **Action planning**. Help the people you're working with create a realistic plan that can work.
- **Paying attention** to current behavior. It helps when people start thinking about how they do things and how they could/ should change.
- **What's getting in the way?** Everyone has a ton of excuses. No time, no money, not enough info. Be prepared for this and arm yourself with helpful alternatives and information.
- **Putting words into action.** Talking about stuff isn't enough. Getting others to try things out for themselves helps them take the plunge and has more impact.
- **Spending time in nature.** Get your friends off their phones and in the fresh air. Feeling more connected with nature makes people want to look after the planet and keep it beautiful.
- **Saying it out loud.** Try to get others to make public commitments about tackling plastic pollution. Making promises makes it more likely they will keep their word.
- **Share, share, share.** Encourage everyone to spread the word through their networks and communities. People are more likely to listen to what a friend has to say than a politician or some random official.
- **Keeping an eye on things.** Making a start is one thing, but how to make sure people keep up their good behavior? Follow up with them, send them reminders, prompts, and maybe even start a system of rewards.

1. Adapted from Making It Count—Increasing the Impact of Climate Change and Food Security Education Programmes.

1 Self-assessment

Tide Turners Plastic Challenge

You're joining in the Young Leaders Plastic Challenge—yay! and before forging ahead, please take the self-assessment. Doing so will give a moment of reflection about your level of knowledge and awareness in the area of Healthy planet.

- Choose the sheet of your age section
- Tick the boxes next to each point in the area of Healthy Planet, based on your personal knowledge, skills, and attitude.
- Write down some notes in the section of "My Personal Goals" and "My Activities" to kickstart your challenge journey..

Note:

If you are below 15 years old, please use the assistance of your leader to fill the form.

Name:

Mark with √ or X in what level do you see yourself for each of these learning objectives.

Discover - I am at the beginning of my exploration.

Exploring - I am on my exploration.

Aware - I have finished my exploration.

		I am at the beginning of my exploration.	I am on my exploration.	I have finished my exploration.	**My Personal Goals** I can choose an issue I want to work on through positive actions(assisted by an adult)	**My Activities** Define an activity or project (personal or with my team/ patrol)
Age section **(7-10)**		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
	Healthy planet					
1	I know what impact pollution has on ecosystems, human health and communities.					
2	I want to help reduce human impact on nature.					
3	I am taking part in events that address the pollution of water and land ecosystems.					
4	I do not litter.					

Name:

	Age section (11-14)	I am at the beginning of my path and I need to learn more about the issues	I am on my path and I started a project or activity	I understand the issues, participate in activities and projects and promote the solution to the issues	**My personal GOALS** I can choose an issue I want to impact with positive actions	**My Activities** Define an activity or project (personal or with my team/patrol)
		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
	Healthy planet					
1	I understand how ecosystems are impacted by pollution arising from human activities.					
2	I know the largest pollutants at a local and regional level. I know what actions to take in polluted environments in order to safeguard life and health.					
3	I know how my outdoor activities have an impact on nature, and what is the difference between good and bad practices.					
4	I am aware of how my everyday life impacts life on earth, even far away.					
5	I want my life experiences to be environmentally-friendly.					
6	Whenever possible, I reduce pollution to help protect ecosystems.					
7	I urge my peers not to litter or make other actions that lead to pollution.					

Name:

Age section (15+)		I am at the beginning of my journey	I am on my path and I started a project or activity	I understand the issues, participate in activities and projects and promote the solution to the issues	My personal GOALS I can choose an issue I want to impact with positive actions	My Activities Define an activity or project (personal or with my team/patrol)
		(√ or X)			Write notes to start your Champions for Nature Challenge journey	
Healthy planet						
1	I understand direct and indirect impacts of my lifestyle – what I eat, what I wear, what chemicals I use, on ecosystems, and learn ways to and learn ways to reduce the impact (to zero)					
2	I want to reduce the impact of my lifestyle on the production of pollutants.					
3	I protect others from the effects of pollution through my personal habits and actions in the community.					
4	I am organising events that actively address the pollution of water and land ecosystems.					
5	I am consciously reducing waste production in my life, and in my school or workplace.					
6	I organise campaigns to reduce pollution.					

2 Plastic audit quiz

Audit quiz: 10 compulsory questions before you start

After assessing your competencies, please take the following 10 quick questions to audit your plastic usage in your personal life. At the end of your Tide Turners Plastic Challenge journey, you can come back to this form and check how your personal practice and opinion around the use of plastic changed.

Name:

Age section: 7-10 11-14 15+

1	In the past month, I have avoided eating at places that serve food with single-use plastic cutlery.	YES	NO	NOT SURE
2	In the past month, I have used single-use plastic bags.	YES	NO	NOT SURE
3	John gets his household supplies in a plastic bag. Do you think this is right?	NO	YES	I DON'T KNOW
4	Sheila drinks tea in a plastic cup. Is this a good idea?	NO	YES	I DON'T KNOW
5	I like to drink soda with a plastic straw.	YES	NO	NOT SURE
6	People view single-use plastic as a good thing. Do you share that view?	DISAGREE	AGREE	NOT SURE
7	I can change the way my friends and family use plastics in their everyday lives by talking to them about the issues around plastic.	DISAGREE	AGREE	NOT SURE
8	Sarah uses paper and cloth bags. Can you easily find paper or cloth bags or are you able to make a bag yourself?	YES	NO	NOT SURE
9	Are there any plastic recyclers in your area?	YES	NO	I DON'T KNOW
10	Do you think it is possible to manage without single-use plastic in our lives?	YES	NO	I DON'T KNOW

Send your quiz response to: unenvironment-yea@un.org and on scout.org as an attachment with your project report

3 Get Hands on

Activities to develop your competencies

This is a sample of activities and topics that young people and adults can use to agree on to achieve the first phase "Be aware". It is optional to use the following topics and activities. You can also develop your own activities but it must follow the competencies mentioned above. Tide Turners Plastic Challenge implementation manual.

Note: The content of the following activities and other resources related to the challenge are adapted from the original Tide Turners Plastic Challenge Toolkit to the Earth Tribe competencies & learning process and the scout context.

Healthy Planet **Preventing and Recovering water and land Ecosystems from pollution**		
7 to 10	**11 to 14**	**15 and above**
Activity : Audit your Plastic Habit	**Activity:** Audit your Plastic Habit	**Activity:** Audit your Plastic Habit
Activity : Movie Night	**Activity:** Identify alternatives to plastic	**Activity:** Litter, Why does it matter
Activity: Play to kill the ocean	**Activity:** Needs and Wants	**Activity:** Litter Blitz
Activity: Bottle Cap Mosaic Art & Craft	**Activity:** When do they degrade	**Activity:** Regulating the use of plastics
Activity: Plastic Beginnings (plastic then & now)	**Activity:** Bottle planters	**Activity:** Making a Poster on Marine Pollution
Activity: Plastic Resolution	**Activity:** Changing Minds	**Activity:** Audit your Plastic Habit
Activity: Upcycling Art	**Activity:** Biggest Plastic Footprint	
Activity: Learning By Doing	**Activity:** Segregation at Source	
	Activity: Poster Campaign	
	Activity: Changing Minds	
	Activity: Biggest Plastic Footprint	

How we align our activities with SDGs.

The following activities are aligned with the educational objectives for Champions for nature. They also contribute for you to develop the 8 key competencies for sustainable development. with the learning objectives that in the long term will help young people to develop the competencies for sustainable development. The alignment of education for sustainable development can be done through:

Sustainable development key competencies - They are cross-cutting key competencies for achieving all SDGs. They allow young people to engage constructively and responsibly with today's world. Competencies describe the specific attributes individuals need for action and self-organization in various complex contexts and situations.

The SDGs key competencies are the following:

- **Systems thinking competency:** the ability to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty
- **Anticipatory competency:** the ability to understand and evaluate multiple futures – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
- **Normative competency:** the ability to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
- **Strategic competency:** the abilities to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
- **Collaboration competency:** the abilities to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.
- **Critical thinking competency:** the ability to question norms,

practices and opinions; to reflect on one's own values, perceptions and actions; and to take a position in the sustainability discourse.

- **Self-awareness competency:** the ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the above- mentioned competences and the Earth Tribe Learning Objectives.

The sustainable development key competencies will help you to have a better observation to evaluate the knowledge, skills and attitude the young person developed through the learning journe.

Get to know more about Education For Sustainable Development through: https://unesdoc.unesco.org/ark:/48223/pf0000247444

Time

Age Range

Rescources
and Material

Key
competencies

Activities

15 - 20 minutes

7 - 14

No material needed

- Critical thinking
- Self Awareness

Audit your plastic habit (mandatory activity)

Summary:

This activity will get you thinking about how you can reduce your use of plastics in your daily life and start getting others to do the same.

Activity development:

1. Does plastic rule your life or is your plastic footprint microscopic? Or are you somewhere in the middle? Take action now to cut down on your plastic usage.
2. The facilitator should introduce the concept of the three Rs. That means reducing, reusing or replacing your plastic items.
3. The facilitator should bring different questions to the participants to start the conversation about single use plastic and how to find alternatives for our daily use. The following points are a sample of questions and personal takeaways/resolutions for the participants:
    - Cut 3 single-use plastic items from your life
    - What alternatives to plastic did you end up using?

60 minutes

7 - 10

- Two movies:
  - Plastic Pollution: How Humans are Turning the World into Plastic
  - Is this the ocean of the future?
- TV Screen or mobile phone
- Internet connection

- Anticipate the Future
- Reflect on norms and values

Movie night

Summary:

A fun way for the participants to learn more about the plastics problem

Activity development:

To learn more about the plastic problem, the facilitator will introduce some educational videos to the participants! Here are a couple worth checking out:

- **Plastic Pollution:** How Humans are Turning the World into Plastic – an excellent film by Clean Seas that has been seen by 3 million people (https://www.youtube.com/watch?v=RS7IzU2VJIQ)

  Note: please use the subtitle for more language options.

- **Is this the ocean of the future?** – a short but moving look at how plastic is affecting our oceans (https://www.youtube.com/watch?v=Yomf5pBN8dY)

The participants can watch one of them and then include a personal message about why they think it's important. The facilitator will lead a discussion about what they learn from the videos with the group after everyone has watched it.

The participants can show both movies to their parents and friends and present their views and those of their friends/family in their next meeting

20 minutes

7 - 10

- Dumb Ways to Kill Oceans
- computer or mobile phone
- Internet connection

- Anticipate the Future
- Reflect on norms and values
- Critical thinking

Play to Kill the Ocean

Summary:

Dumb Ways to Kill Oceans is a small but mighty mini-game highlighting some of the biggest challenges faced by our oceans. Get inspired by the game and make small changes to your own lives that can help make our oceans and our planet a healthier one for everyone.

Activity development:

1. Play the computer game Dumb Ways to Kill the Ocean and get a certificate for your hard work! Play the game and invite three of your friends to also play the game
2. The facilitator can guide the participants through additional educational resources on the website to learn more about the plastic pollution.

20 - 30 minutes

7 - 10

- Plastic bottle caps in various colours and sizes
- Cardboards from used cartons
- Box cutter
- Glue
- Optional: pencil, paper, permanent markers

- Reflect on norms and values
- Collaboration

Bottle cap mosaic Art & Craft[2]

Summary:

This activity encourages young people to understand about reuse and recycling through activity

Activity development:

The caps of plastic bottles come in varieties of colours and sizes. These caps can be used creatively in art and craft activities in your friends or Scout meeting.

1. The facilitator organizes young people into small groups and provides each group with cardboard. Participants can then sketch a design on the cardboard. They can arrange the bottle caps around the sketch and glue them on to the cardboard.
2. They can use the coloured markers to highlight or create details.
3. Ask each group to put their bottle cap mosaic on display.
4. **Evaluation;** Have participants understand the concept of reuse? Can they come up with other creative ideas for the reuse of plastic waste?

→ *The adult will ask young people to collect as many plastic bottle caps as they can from their family and neighbours and bring them to their meeting*

2. Towards Responsible Use of Plastics Reduce, Reuse, Recycle Centre for Environment Education, India A Manual for Schools

20 - 30 minutes

7 - 10

- Black board
- Chalk
- Survey sheet
- List of plastic products

- Systems thinking
- Reflect on norms and values
- Self Awareness

Plastics beginnings (Plastics - Then & Now)[3]

Summary:

This activity helps young people understand that much of the plastic use, which is treated as essential, is a relatively recent phenomenon

Activity development:

Many children, as they grow up, take the current use and disposal of plastic for granted. Milk in pouches, use and throw pens, polythene carry bags to bring purchases in, are a part of how they have seen it happening around them. It can often be a discovery for them when they come to know that this was not the case during their parents' and grandparents' time.

3. Towards Responsible Use of Plastics Reduce, Reuse, Recycle Centre for Environment Education, India A Manual for Schools

Plastics, because of their very nature, have over the years become an intrinsic part of life. Young people need to understand why people have shifted to plastics and whether there are still some alternatives which are possible to use.

1. The facilitator should write the names of commonly used disposable plastic items at home on the black board. Each participant should be asked to give one name and once everyone has contributed, anyone can add more names if needed.
2. The facilitator should share the Home Survey Sheet with the participants and explain how they should use it.
3. The participants should fill up the survey sheet after discussion with their grand-parents, parents and siblings. The list they made in the class can be used as a reference to discuss with the respondents to understand whether the items in it were the same in each generation or a different item was used for the same purpose.
4. The facilitator should discuss the timeline of these items in class as to when the use of a particular disposable plastic item began and in which generation.
5. The facilitator should discuss in groups the possible reasons for why plastic items replaced natural products or have become such an intrinsic part of life.
6. **Conclusion:** At the end of this activity, the participants will be able to understand that plastic use is relatively a new phenomenon and many of the naturally degradable products used earlier that were replaced by non-biodegradable disposable plastic products can still be used in the place of plastics.
7. **Evaluation:** Discuss the alternatives and check which one of the participants think can be easily replaced

Survey Sheet (answer Yes or No and if No, name/describe the alternatives used)

Name of the product	Either of the parents used it when they same ages	If no, what was the alternative they had?	Either of the grandparents used it when they were same age as	If no, what was the alternative they had?
Plastic bags				
Chips and snack pouches				
Disposable diapers				
Disposable ballpoint pens				
Disposable cups				
Disposable shaving razor				
Disposable water bottles/soft drink bottles				
Plastic shampoo/oil bottles				
Plastic toothbrush Plastic buttons				
Band-aid				
Earbuds				
Styrofoam (Thermocol)				
Plastic straw				
Tetra pak				
Milk pouches				
Disposable plates and spoons				
Plastic toys				
Balloons				
Plastic flip-flops				
Plastic wraps for books and notebooks				
Products with plastic packaging				
Rubber bands				

15- 20 minutes

7 - 10

No material needed

- Reflect on norms and values
- Collaboration
- Self Awareness

Plastic resolution

Activity development:

- With your group, talk through how you are taking action to reduce your plastic habits and come up with three things that you can do collectively to make a difference.
- Share photos and ideas and then re-group to check on your progress in two weeks' time. How much have you reduced your plastic use?
- Some ideas to get your wheels turning: Ditch plastic straws, bring reusable bags with you everywhere and bring your own containers when your order takes off.
- Maintain the group and stick to its goals for three weeks

30 -40 minutes

7 - 10

- 12 Inspiring Works of Art on Plastic Pollution by Plastic Pollution Coalition
- Trash items (ex: cans, plastic, straws,etc)

- Reflect on norms and values
- Collaboration

Upcycling Art

Activity development:

Discover your creative side! Collect as much discarded plastic as you can and try to make art or a craft out of it. Can you make a cool collage? A bracelet?

- In your meeting or event, put up segregations trash cans, Segregate and pick some of your household plastic waste before it reaches the trash bin
- Make a piece of art out of discarded plastics and share it on social media using the hashtag
- Here are some ideas to get your wheels turning: 12 Inspiring Works of Art on Plastic Pollution

15 - 20 minutes

7 - 10

- Old t-shirt – The thicker the fabric, the sturdier the bag
- Sharp scissors, preferably fabric scissors
- Washable marker (optional)

- Reflect on norms and values
- Critical thinking

Learning by doing[4]

Summary:

This activity encourages young people to understand about reuse and recycling through activity

Activity development:

Who does the grocery shopping in your home? Place a sign together with reusable bags in the car or right by the door, so whoever does the shopping will have them on hand.

- Follow these steps to make a reusable shopping bag from a t-shirt: How To Make A No Sew T-Shirt Tote Bag In 10 Minutes
- Make the bag and use it the next time you go shopping with your family.

4. How to make a tote bag https://mommypotamus.com/no-sew-t-shirt-tote-bag-tutorial/

15 - 20 minutes

11 - 14

- Blackboard and chalk

- Systems thinking
- Self Awareness

Identifying alternatives to plastics[5]

Summary:

This activity helps young people to reduce the use of plastic products by finding better alternatives for disposable plastics

Activity development:

This activity focuses on identifying alternatives to the most commonly used disposable plastic products while making young people aware of the harm caused by disposable plastics.

1. The facilitator should introduce the concept of disposable plastic.
2. Following the introduction of the concept, the facilitator should ask the participants to name any disposable plastic products they can think of. One of the participants can be given the responsibility of writing the names of these products on the board.
3. Initially each participant should be asked to name only one product so that each participant has a chance to give her/his contribution to the list on the board.
4. After all the answers are up on the board, the facilitator should initiate a discussion on whether and why any of the products need to be removed from the list.

5. Towards Responsible Use of Plastics Reduce, Reuse, Recycle Centre for Environment Education, India A Manual for Schools

5. The facilitator should begin the second round. Take each item on the list and ask any of the participants to suggest an alternative to that product and explain why the alternative is a better option. If the group agrees that this product is indeed a better alternative, then erase that product from the list. Go through the entire list in this way.
6. The facilitator should check all the products have disappeared from the list? If not then how many still remain?
7. The young people could then be asked to think it over, in their own time and see if they can come up with an alternative to those products for which no alternative could be found.
8. **Conclusion:** Participants should be able to understand that while plastics are extensively used, it is possible to find alternatives for the most of them. In the case of those products for which alternatives have not yet been found, the participants should be reminded that such products need to be disposed of appropriately in the bin which is marked for dry waste.
9. **Evaluation:** Assess if every participant has thoroughly understood the concept of disposable plastics and the fact that alternatives to them are available.

30 minutes

11 - 14

- Observation sheet for household consumption Reflection
- Reflection and Action Worksheet

- Critical thinking
- Reflect on norms and values
- Self Awareness

Needs & Wants[6]

Summary:

This activity helps young people conclude that use of certain disposable plastic products can be avoided.

Activity development:

Most cities and rural areas are developing rapidly; hence there is also a rapid growth in consumption of resources. While this is especially happening in our cities, villages too are increasingly following the same path.

However, the ease and convenient availability of resources leads to haphazard consumption, especially of disposable plastics. This activity aims to differentiate between the needs and wants of disposable plastic products, some of which may not be necessary but are bought anyway.

1. The facilitator should introduce participants to the concept of sustainable consumption and its importance.
2. The facilitator should discuss with the participants the difference between necessary, long term plastic products and disposable ones.
3. The facilitator should ask each participant to prepare a personal household consumption checklist using the exemplar sheet provided.
4. In groups, the young people should then prepare a consolidated list using their personal consumption checklists.

6. Towards Responsible Use of Plastics Reduce, Reuse, Recycle Centre for Environment Education, India A Manual for Schools

5. The facilitator should ask the groups to share their consumption checklist with another group of young people in the meeting.
6. Each group will come forward and share their list.
7. The facilitator should discuss how choice of products, packaging, usage, etc contribute to the differences in the lists arrived.
8. Following the discussion, the facilitator should provide the Reflection and Action Worksheet to each participant.
9. The facilitator should randomly ask a few participants to share what they have written in these sheets with the other young people.
10. **Conclusion:** young people would understand their household consumption patterns of plastic products and products with plastic packaging. They would conclude that certain disposable plastics are completely avoidable.
11. **Evaluation:** young people can be asked to suggest alternatives to disposable plastics use.

Task 1: Household plastic consumption checklist

Fill in the observation sheet to note your household plastic consumption pattern (over a period of a week)

Date of purchase	**Type of items purchased**			
	Food and Drinks	Toys/Games	Stationery	Others
11/11/19 (for example)	Packet of cookies	Blocks (Plastic)	Ball-point pen	Disposable razors
	Bottled water – plastic bottle	Laminated board games with plastic dice	Pencil box	Photo frames

Task 2: Reflection and Action Worksheet - Think about the following

Refer to Task 1, think about the different plastic products mentioned in the table below and fill in with appropriate actions that you can take

Product or does it have to be disposed of?	Can the packaging/ product be used again	If disposed, how?	Could I do without this? Yes/No	Is there a better alternative? Mention it
Bottled water – plastic bottle	Disposed	Separately from biodegradable waste	Yes	Install a water purifier

15 - 20 minutes

11 - 14

- Waste materials produced by young people (plastic, paper, food scraps, glass, metal items like pins etc)
- small shovel
- metal scale
- Gloves
- pen
- record book/ worksheet

- Systems thinking
- Anticipate the Future

When do they degrade?[7]

Summary:

This activity helps young people to understand what degradation and the time different materials are taken to degrade.

Activity development:

Different materials in the environment take different periods of time to degrade. Some materials like plastics, thermocol, etc. do not biodegrade and continue to be in the environment. Materials such as wood, grass and food scraps can break down in the presence of microbes and transform into useful compounds. Plastics on the other hand cannot be degraded by microbes and these generally end up in landfills or water bodies, thus polluting them. Despite the problems associated with its disposal, we cannot avoid using plastics because of their use in a variety of areas. It is, therefore, essential that we use and dispose of these responsibly.

Before you begin

Introduce the term biodegradable and nonbiodegradable materials in the meeting.

Explain how degradation takes place and mention about the agents of degradation in nature.

Explain about the role of bacterial and other microbes in decomposition.

Ask the young people to help in digging out a small pit in the garden area of the young people Den, about 8-10 inches in depth. Also give a copy of the worksheet provided below to every group to enter their observations.

7. Towards Responsible Use of Plastics Reduce, Reuse, Recycle Centre for Environment Education, India A Manual for Schools

1. The facilitator asks the participants to place the different kinds of waste collected in the pit. Close the pit once there is a variety of waste in it.
2. Young people should dig out the pit after a week to see the condition of each waste item they have buried and enter their observations on the worksheet. They should continue the cycle for 12 weeks and note the gradual changes (if any), they observe in each item buried. They should also record changes in terms of quantity, colour, texture, smell, etc.
3. At the end of the experiment, young people should make a chart presenting their observations and recordings of: what has degraded, which material has not and the gradual changes they have observed in the items, if any.
4. **Conclusion:** young people understand that degradation is a natural process and different materials take different periods of time to degrade.
5. **Evaluation:** Discuss which material are biodegradable based on the experiment

Week	**Observation**
Week number (1,2,3,...etc)	**Paper:**
	Food:
	Metal:
	Glass:
	Others (specify)

20- 30 minutes

11 - 14

- Plastic water bottle (1 ltr size)
- Scissors
- Seeds
- Soils
- string

- Critical thinking
- Problem Solving

Bottle Planters[8]

Summary:

This activity helps to introduce young people to creative ways of using packaging waste

Activity development:

Soft drink PET bottles come in different shapes and sizes. These bottles can be used creatively to create planters as an art and craft activity.

- Placing the bottle horizontally, the young person can cut out a rectangular section from one side of the plastic bottle. The bottle should have its cap on. The following steps are suggested:
  - Fill the bottle with soil.
  - Plant seeds of flowers or vegetables/ herbs in the soil. (Use what locally grown in your area)
  - Use the string to hang the bottle in an appropriate place with maximum sunlight.
  - Water the plant to see them grow.
  - The facilitator should encourage the young person to share pictures of the reusable bottle planters in the class.
- **Evaluation:** Did the young people understand the concept of reusing a plastic product? Did they come up with more ideas for the reuse of plastic waste?

8. Towards Responsible Use of Plastics Reduce, Reuse, Recycle Centre for Environment Education, India A Manual for Schools

30 minutes

11 - 14

- Your own slideshow

- Systems thinking
- Reflect on norms and values
- Critical thinking
- Self Awareness

Changing minds

Activity development:

Do you have a sibling who starts yawning when you talk about plastic pollution? A cousin who flagrantly trashes plastic instead of recycling? A friend who uses far more single-use plastic than necessary?

- Prepare a slideshow for them, with facts and photos about the problems with plastics.
- Afterwards, ask them if they learned anything new or if your presentation made them care a bit more.
- If not, what would it take for them for them to change their ways? If yes, ask them to commit to one or two lifestyle changes that will make a difference.
- Follow up in a months' time to see if they have kept their promises.
- **Evaluation:** What have you learned about making people change their behaviors? Will they share your presentation with others?
- **Steps:**
  - Carry out the slideshow
  - Get at least one person said they learned something new due to the slideshow

20 - 25 minutes

11 - 14

- Your own slideshow

- Reflect on norms and values
- Collaboration
- Self Awareness

Biggest plastic footprints?

Activity development:

- Organize a "plastic face-off" between your two teams during an event or between your group.
- Everyone in both teams will save the plastic they use over the Camp duration or during the meeting of the week from plastic shopping bags to water bottles to food packaging.
- Have each team create a "mountain" of everything collected and, at the end of the week, do a comparison with a league table. Which mountain is bigger? What are the main items found in each? Follow up with a discussion.
- Repeat this in one months' time.

Some debriefing questions for participants

- Did the activity make everyone think more about reducing their use of plastic?
- Did the final amount of plastic collected shock them?
- How about a second showdown to see which team manages to reduce their plastic use more and produce a smaller mountain?

20 - 30 minutes

11 - 14

- Three Dustbins
- Paper sheets
- Pen

- Systems thinking
- Reflect on norms and values
- Critical thinking
- Self Awareness

Segregation at Source

Summary:

This activity helps young people understand the importance of waste segregation and learn to categorize and dispose of waste correctly.

Activity development:

*(facilitator tip *do it according to your municipality waste collection system*)*

Segregation of waste must begin at home, as it is critical to its recycling and disposal. Lack of segregation, collection and transportation of unsegregated mixed waste to the landfills has an impact on the environment.

When we segregate waste, it reduces the amount of waste that reaches landfills, thereby taking up less space. Pollution of air and water can be considerably reduced when hazardous waste is separated and treated separately.

The rules also specify the colour coding for the bins which should be used for Dry waste, Wet waste and Hazardous waste. It is essential that the waste is put in the correct colour bins so that it can be appropriately dealt with. You can also align the colours and type of waste according to your municipality waste collection system, to enhance understanding and practicality

Before you begin

The facilitator should prepare paper sheets with names of different degradable and non-degradable waste as given: vegetables, fruits, flowers, leaves from garden, plastics, paper, glass, tetra packs, aluminium foil, pencil shavings, band aid, pins, metal clips, chip packet, chocolate wrapper, polythene bag, plastic water bottle, plastic soft drink bottle, cotton U pins, used battery, etc.

The facilitator may add a few more names if required to ensure that each participant has one sheet. Some of the names can be repeated.

1. The facilitator should introduce the topic to the meeting and show them the three coloured bins and explain which kind of waste will go into each of the bins.
2. After the topic has been introduced, the facilitator should ask each participant to pick one sheet from the pile of sheets placed in a box.
3. The facilitator should then ask the young people to put their sheets in the appropriate bins (Blue labelled for Dry Waste, Green labelled for Wet Waste and Red/Black labelled for hazardous).
4. The young people identify the right bins for each product in the sheet and put them accordingly in the bin.
5. **Conclusion:** After the activity has been completed the facilitator should check the sheets thrown into the dustbins and in case of a mistake, the facilitator should make the participants aware about the composition of that particular product and in which dustbin it should have been thrown into.
6. **Evaluation:** The young people would have understood the concept of segregation and the categories into which it needs to be segregated

Materials

Three Dustbins: (Blue for dry waste, Green for wet waste and Red/Black for hazardous waste)

Paper sheets with names of different degradable and non-degradable waste as given: vegetables, fruits, flowers, leaves from garden, plastics, paper, glass, tetra packs, aluminium foil, pencil shavings, band aid, pins, metal clips, chip packet, chocolate wrapper, polythene bag, plastic water bottle, plastic soft drink bottle, cotton U pins, used battery, etc.

15 - 20 minutes

11 - 14

- Sheets
- Art supplies

- Systems thinking
- Reflect on norms and values

Poster campaign

Activity development:

Get creative and demonstrate hands-on leadership with a poster.

- Use your artwork to get people to think about changing their single-use plastic habits and keep the neighborhood clean.
- Use the #CleanSeas hashtag to share your signs with us;
- and – if it's legal – see if you can put up your signs in places where plastic pollution is at its worst.
- Put the poster in your young people den

Open

15 and above

- Clean Seas guide

- Reflect on norms and values
- Self Awareness

Audit your plastic habit and find out where your waste goes

Activity development:

As a group, with friends or your class at school, use the Clean Seas guide to audit your plastic habits and take action to reduce your plastic usage. Can you—both individually and collectively—manage a 50 percent reduction of plastic use? This will mean reducing, reusing or replacing your plastic items. Create a blog or Instagram campaign to highlight your progress and share it with the wider community

- Start auditing your plastic and continue to do so for a month
- Get 5 additional people to audit their plastic for a month
- Manage to reduce your plastic usage by 50 percent after a month

flexible

15 and above

- None

- Systems thinking
- Critical thinking
- Reflect on norms and values

Liter... Why does it Matter?[9]

Summary:

This activity helps the participants to understand:

- the impact of littering
- the Correlation of plastic pollution with littering

Activity development:

Littering is one of the biggest environmental as well as a social challenge faced today. It is important for young pteople to know about the impacts of littering as plastic is present in every product that is bought. This activity will help young people understand how litter contributes to the problem of plastic pollution.

The participants need to be shown a short film about littering and the impact of plastic pollution mainly on wildlife and marine organisms. They should also be briefed about how littering contributes to plastic pollution.

9. Towards Responsible Use of Plastics Reduce, Reuse, Recycle Centre for Environment Education, India A Manual for Schools

1. The facilitator should facilitate a discussion with young people about the problems associated with littering and how it leads to plastic pollution.
2. The participants then should be asked to monitor littering behavior of people. They could choose to monitor littering on roads, in commercial places, in open places and parks or in schools.
3. The participants select a suitable spot which they think might have a littering problem.
4. The facilitator should guide the participants to "observe people's behavior of littering" at that spot. Some indicators for observation could include:
    - Are there waste bins in this spot?
    - Whether people throw waste in the waste bins?
    - The type of material littered most frequently?
    - Was the littered material consumed by any animal?
5. Following this, participants should track how littering leads to a set of problems which ultimately contribute to polluting the land, water and atmosphere.
6. Based on their observations and background research, the participants should write their views in the form of an essay depicting the correlation between littering and plastic pollution.
7. The participants will be able to co-relate how littering behavior contributes to the problem of plastic pollution. Discuss the impacts of littering

15 min to understand the survey

3 days to do the survey, also analyze results

40 min to discuss the results

15 and above

- A sheet to record the data
- Survey form

- Systems thinking
- Critical thinking
- Reflect on norms and values

Litter Blitz

Summary:

This activity helps the participants to identify the causes of trigger littering and perspective of people towards litter and how it affects them.

Activity development:

Litter is an environmental as well as a social challenge. It is important to know the reason behind this behavior. This activity will give an idea about littering behavior to the participants. This questionnaire can help young people know about certain challenges associated with the habit of littering.

1. The facilitator should divide the young people into groups so that each group would have 4-5 members.
2. The facilitator should ask the groups to select a spot and conduct a local survey. The young people can also do it individually at public spots near their respective homes.
3. Each group will survey 2-3 spots and interview people of different age groups. They may
4. interview around 10 people at each spot.
5. The participants should compile their individual results with their group and make a data sheet.
6. The groups should then compare their data with the other groups
7. **Conclusion:** The data that is generated as a result will help young people understand how peoples' attitude differs when it comes to littering. The participants will also learn some triggering factors due to which people litter.
8. **Evaluation:** Discuss the triggering factors due to which people litter

SURVEY FORM FOR INTERVIEWS AT LITTER SPOTS

Name of the person being interviewed (optional):

Age:

Ask the following questions and note the responses:

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

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

Have you ever littered?

- ☐ Yes
- ☐ No
- ☐ If yes, why?
  - ◦ It was convenient.
  - ◦ Didn't think it was bad.
  - ◦ Didn't care.
  - ◦ It was by accident.

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

- ☐ Yes
- ☐ No
- ☐ Couldn't be bothered

Why do you think people litter?

- ☐ Inadequate dustbins at public spaces.
- ☐ It's culturally imbibed
- ☐ Dirty public spaces trigger people to litter more

Whose responsibility do you think it is to keep the public spaces clean?

- ◻ People
- ◻ Ragpickers
- ◻ Municipal Corporation

What do you think are the major problems with litter? (this question can have more than 1 option as answer)

- ◻ It looks unaesthetic
- ◻ It stinks
- ◻ It causes environmental pollution
- ◻ It might be consumed by stray animals.

Do you think plastic pollution can be controlled if people stop littering?

- ◻ Yes
- ◻ No
- ◻ Partially

Will you carry your trash with you to throw in a waste bin if you don't find one immediately?

- ◻ Yes
- ◻ No
- ◻ If no, why?

30 - 40 minutes

15 and above

- A sheet to record the data
- Survey form

- Systems thinking
- Collaboration
- Critical thinking
- Reflect on norms and values

Regulating the use of plastics

Summary:

This activity helps young people understand how laws are made in a parliamentary process and how different points of view need to be solicited and incorporated before it is approved in the legislature.

Activity development:

Laws play an important role in regulating the use and disposal of plastics. For instance, India has regulations regarding the use of plastic bags below 50 microns. This activity is designed to create a discussion in class about developing a set of rules for the school that will help reduce the use of plastics and its appropriate disposal.

Before you begin

The facilitator can start by explaining the importance of legislation and current rules and regulations for plastic waste disposal. young people can then be asked to draft their own laws regarding the use and disposal of plastics.

- Choose a number of young people within your team, to lead the discussion. Their task will be to prepare a draft set of rules and legislation for the use and disposal of plastics in the school/scout headquarter/sports club.
- Meanwhile, the rest of the young people can select their representative to play the role of a speaker who will conduct the proceedings.
- The speaker should then invite discussion on the draft rules. All young people must be encouraged to argue and suggest modifications to the draft.

- The group that has drafted the legislation can also present their suggestions.
- Finally, the class can vote on the corrected draft.
- In case of no agreement, item wise votes can be taken to decide which of the suggestions should form a part of the school/scout headquarter/sports club rules.
- The approved draft as the recommended set of rules which govern the use and disposal of plastics for the school/scout headquarter/ sports club can then be handed over to the principal.
- **Conclusion:** The young people will derive a clear understanding of the parliamentary process of lawmaking.
- **Evaluation:**

  It can focus on the quality of the discussion:

  1. Whether the different points of views are being articulated and received and how?
  2. How these views are being integrated towards a consensus?

  The following questions such can be used for discussion:

  1. Is it possible to get unanimity on the plastic policy?
  2. Is there any part of the suggested rules that might affect some participants unfairly? If yes, how can the rules be modified to avoid doing so?

This activity will also help the young people to comprehend the need for and impact of laws and regulations on the plastic use and disposal.

30 - 40 minutes

20 minutes

- Paper
- sketch pens/pencils to make a poster

- Systems thinking
- Reflect on norms and values

Making a Poster on Marine Pollution

Summary:

This activity helps the participants to communicate awareness through a creative exercise about plastic pollution in the oceans.

Activity development:

While plastic pollution affects all life on the planet, the situation in the ocean is particularly bad. This is because the ocean is the final sink for all the plastics that flow into the rivers and eventually into the sea. If access to the internet is available, there is considerable information available online about marine pollution along with graphic images of the damage it is doing to our oceans and marine life. This activity aims to get young people to make a poster about marine pollution. Two options are given. If your place is near the coast, or any water body like a river or lake, a field trip is also suggested. The activity can otherwise be done through an internet search, or consulting reference books, articles or materials which can then be discussed.

To help communicate awareness through a creative exercise about plastic

Before you begin

The facilitator can introduce the issue of marine pollution and ask young people how and why it happens, whether they know the extent of it and the possible harm it causes.

The facilitator can then instruct them about the activity and get them started on developing a poster that will create awareness on this issue.

- If the internet is available, the facilitator should ask the participants to search for images and short films or alternatively go to the library to review books and magazines for ideas.
- The facilitator can then get the young people to form small groups in which they can discuss the issue they want to take to design and create their poster.
- **Conclusion:** Display the posters at young people den/ scout headquarter and get other participants to evaluate how effective the posters were in communicating their message
- **Evaluation:** The content of the poster and design will help in understanding the key issues identified by the young people

Use the #CleanSeas hashtag to share your signs with us on www.scout.org

4 Plan your Next Move

Once you are informed about the plastic issue and how it affects your community and ecosystems, then it's a good time to plan your community service project to Cooperate and Act. You can use our Community service project guidelines to have a better understanding of how to plan, execute, and evaluate your project.

The following are some suggestions to inspire you while planning for your project:

Cooperate

Organise an assembly on the plastic issue

Age section: 7 -10

With your friends, with the help of an adult, assemble your friends and among yourselves select a speaker to speak on plastic pollution

Take it to local governments or policy makers

Age section: 7 -10

With friends, identify a key issue that you think the local politician or even minister would consider taking action to resolve. Then, (politely) raise this directly with them, pointing out the consequences and support for action on this issue. To pass this section, you will need to have written a persuasive letter, explored a meeting or call with the individual, and tried your best to influence them about the alternative. Make sure you take a selfie with the politician too!

Advocate

Age section: 11 - 14

- Observe how your community deals with plastic. For example, could waste collection be improved? Should schools be doing more to raise awareness?
- Write a polite letter to your headteacher, official within your community or local politician and express your concern about plastic waste in the community.
- Remember, your letter makes a difference (e.g., addressing the improvement of the recycling facilities)
- Make suggestions based on your observations about how to reduce waste in your area.
- Ask for their support with specific issues, like placing more recycling bins around town or helping to organize a cleanup. If they respond, offer to go and meet them and discuss this face-to-face to see what you can do together.

Take it to your local governments or policy makers

Age section: 11 and above

With friends, identify a key issue that you think the local politician or even minister would consider taking action to resolve. Then, (politely) raise this directly with them, pointing out the consequences and support for action on this issue. To pass this section, you will need to have written a persuasive letter, explored a meeting or call with the individual, and tried your best to influence them about the alternative. Make sure you take a selfie with the politician too!

ACT

Picking up litter

Age section: 11 - 14

- Spend one week picking up plastic you find littering your school or community.
- Take a photo or make a note to keep track of all that you find.
- How much of what you found could have been recycled instead? At the end of the week, compile your findings and send them to your local municipality or school with suggestions for how to improve things. Should they provide more trash and recycling bins? Should they have street signs telling people which items can be recycled and why it matters? Should they have signs reminding people not to litter?

Note:

Please exercise safety and wear protective gloves – not plastic though (smiley face) -when doing this project

Younger participants may need adult supervision for this activity, to avoid picking up hazardous objects

Plastic surprises.

Age section: 15 and above

Work with your friends for this one. Everyone researches one item that most people don't realize contains plastic. For example, did you know cigarette filters contain tiny plastic fibers? In fact, in a recent global survey, cigarettes were the most common type of plastic waste found in the environment. Other sneaky plastics can be found in chewing gum, clothing, glitter, and tea bags. Have everyone bring their example to school and get permission to set up an "exhibition" with your collected items in a prominent space, along with information about why it matters.

You can use Clean Seas resources to get to know more about plastic items. You can use other reference material to support your facilitation and the information you provide during the exhibit.

Private sector plastic persuasion

Age section: 15 and above

Select 3 companies / shops that you like and regularly visit. Ask them to reconsider the plastic that they sell or provide on their premises and discuss whether alternatives could be used instead. Think about how you can best influence them. For example, have other businesses scored goodwill points by making this change? Do customers prefer sustainable alternatives to plastic? Is plastic pollution hurting tourism and therefore business in your region? Let them know of available alternatives that they could consider. To pass this section, one company should have changed their policy.

Waste management revolution

Age section: 15 and above

Create a plastic collection scheme at school or in your community. If there is no waste management in your community / locality, raise this concern with your local official and work with partners and private sector collaborators to create a solution. To be truly successful, this challenge should benefit at least 100+ people in an area which would see a new community mechanism to reduce plastic waste in their area, with someone to come and collect it and take it away. While working on this, make sure you know what is collectable and has value, and what can't be reused. As a next step, you and your team could set up an environmental club at school and make sure the waste management scheme continues. Take photos to capture the difference before and after you launched the project.

Commit to a river or beach for at least 1 month:

Age section: 15 and above

Identify one location that is near you that has a major plastic / waste problem and commit to keep it clean for at least one month. Bring your friends along, as well as a local

politician and the media, to join your cleanup and showcase its success.

5 After your journey in Tide Turners Plastic Challenge

Now tell us your story:

The next step is to consolidate what you've learned from this whole experience and write a short story that helps us understand what change you made in your life, and others. Consider questions such as, what were the main challenges? What part was most fun? What did you realize that you didn't know before? What were you able to teach others about? Where do you think you had the biggest impact?

Here are some suggestions for how to get your ideas across:

1. **Write** an essay
2. **Make** a video
3. **Do** a photojournalism piece (https://sdgs.scout.org/ , scout.org)

Pledge

Let's all make a commitment to making the planet happier and healthier, helping our animal friends, and improving our own health and quality of life. Let's kick single-use plastic to the curb (not literally)!

I WILL

Always carry a reusable bag and say 'no' to single-use shopping bags.

Carry my own refillable bottle

Educate my friends and family about the issues related to single-use plastics

Convince my local shopkeepers/ vendors and communities to say no to single-use plastic

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