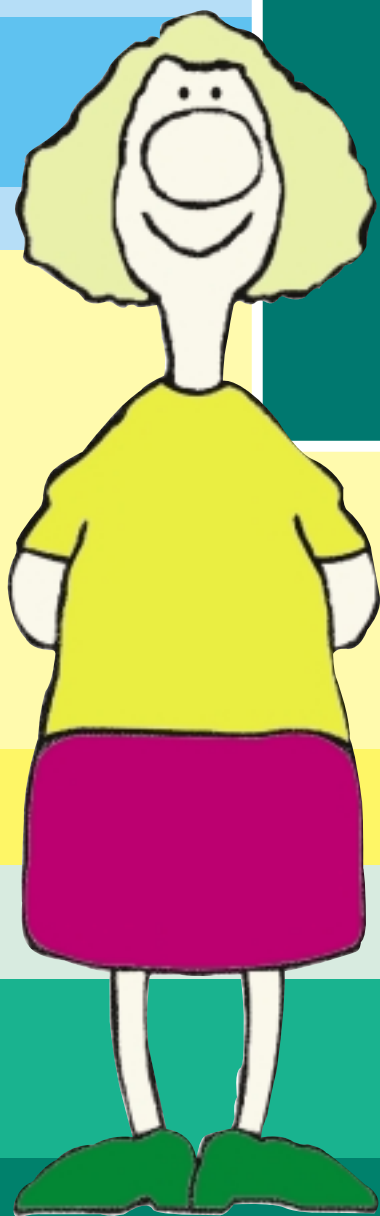


Active Citizenship

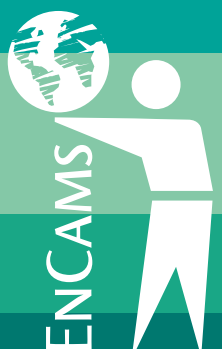
The Waste Interactive

Student Workbook
14-16 year olds



To accompany
the Website

www.schools-citizenship.com



Active Citizenship

About Active Citizenship

“Active citizenship can be as straightforward as helping a neighbour. It can be as challenging as orchestrating a major campaign. For some, it comes naturally, perhaps as a result of family traditions, a chance meeting, or an inspirational teacher. For many, it needs to be encouraged, practiced, developed and informed. We can’t be active citizens without doing something. We also can’t become active without some practical experience.”

Institute of Citizenship

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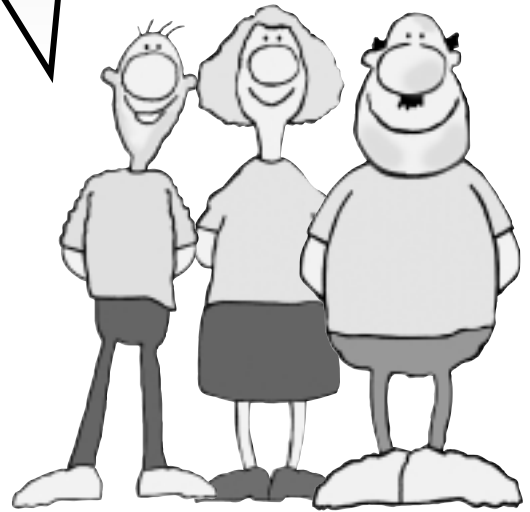
Written and produced by Wayne Talbot (Wayne Talbot Associates) in association with John Baines (Bureau for Environmental Education and Training).

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What to do

This book is about you; your choices , your decisions and their consequences. It is about the effect you have on your environment; it's a rehearsal for real life.

You will be working in teams of three. Within this world, you are the decision-makers who either succeeds or fails in creating a clean environment.

You will not be reading this book from cover to cover. Instead, you will read page one, make your decision, and this will navigate you through the book. At some points there are tasks you have to complete and discuss with the rest of the group.

As you move through the game, it gets harder! You may decide to join with other groups and combine your skills together.

The scenario

This is Cleantown - the city-state responsible for maintaining its whole environment - the air, soil, water, plants and animals.

The Challenge is simple - starting with a school clean up campaign, you have to progress to cleaning up the whole district. You have 35 minutes to complete this task.

You have complete power within the school - this may not be true to real life; but here you are the boss. It's a big task thinking of the best ways of dealing with litter and waste. Remember, prevention is better than cure.



Decision 2

Asking for volunteers is a good start. You all work out the problem of waste and the environment. What do you think are the waste problems in your school? Fill them in here:

EITHER: Continue listening to your volunteers. Go to **D8**.

OR: Start acting on the ideas now. Go to **D4**.

Decision 3

What sort of rules do you think the school needs?

Rule	Why is it needed?

EITHER: Create new school rules that will be policed by older students and staff. Go to **D1**.

OR: Tell the school that the staff are starting a waste reduction action plan. Go to **D4**.

Decision 4

Your ideas are used. They are successful. There is less litter and other waste. There are detentions to clean off graffiti, remove gum residue from under desks and outside on the pavement and monitors to switch off lights and other machines.

What other ways could your waste action plan be enforced?

Ways to enforce the action plan	Why will it work?

It appears your policy is working.

EITHER: Continue with measures. Go to **D5**.

OR: Look at other school environmental problems. Go to **D6**.

Decision 5

People begin to notice the cleaner school. Other people are starting to be fed up with the punishments. The decision-makers like the results.

Besides the Governors, who make decisions about waste in the school?

Decision-maker	What do you think they decide?

The Governors like the favourable publicity so you are asked to look at city-wide policies for cleaner schools. Go to **D7**.

Decision 6

You are now looking at the school environment. You investigate the following:

1. Is the paper recycled?	Yes/No
2. Are the cleaning materials eco-friendly?	Yes/No
3. How can the school and its grounds be improved for wildlife?	
4. How else can the school's waste be reduced?	
5. How can its energy bill be reduced?	

The Governors and local councillors are noticing your efforts. You are asked to look at city-wide policies. Go to **D7**. You will find how successful you have been.

Decision 7

Congratulations on becoming the school's Eco-Advisor. Other schools have to do as you say.

Unfortunately your old school has slipped back into its old habits. No-one agreed with you and people did not feel part of the plan. The local press get hold of the story and blow the lid on your scheme's failure. **Go back to D1.**



Decision 8

Your volunteers told you the problems and the solutions. This makes a vision of how the school could be in the future. You need to act.

EITHER: Survey and find out what other people in the school believe are the problems
What questions should you ask?

Problem	Survey question	Possible answer

Go to **D9**.

OR: Your group has created the vision for the future, so you are ready to act. Go to **D3**.

Decision 9

You have the results of your survey. They show some of the simple solutions that people consider important. What types of solutions to waste production are these?

EITHER: Talk to the Head Teacher, Staff and cleaning staff about your findings. Go to **D10**.

OR: Write a school policy for environmental improvement. Go to **D11**.

Waste production	Solution

Decision 10

The cleaning staff have suggestions for the plan. The staff and headteacher spot things you have overlooked. Everyone says there are cost problems. Who else in the school could help and advise you?

Advisor- Type of person	How can they help?

You realise that cost is a big problem. Some problems raised are likely to make barriers to action. So you decide to get more information.

EITHER: Contact local organisations for advice, and to find out about funding. Go to **D12**.

OR: Do surveys to decide how big the problems are. Go to **D13**.

Decision 11

You have written the School Policy based on the concerns of the people you have interviewed. This did not include the school decision-makers. You did not research if the problems on the list are real or imagined. It is in danger of being a whinge list. Are you just whinging teenagers asking the school to do everything? Go to **D9**.

Decision 12

Great start! You should be able to look for funding support.

Where can you go for funding? Go to **D14**.

Decision 13

Great start. You are finding facts to support your ideas, and finding out where there is funding. Who can provide you with information on managing waste in schools?

Go to **D14**.

Decision 14

You are researching the problem. You find out that there are many things you need to think about. There are problems such as fire hazards, health issues, environmental impacts, planting trees, ground maintenance, and school buying policies.

EITHER: Invite people to brief you about these subjects. Go to **D15**.

OR: Work with the top priority issue in your survey - the one that most people are concerned about. Go to **D16**.

Decision 15

Congratulations! You have contacted a large source of extra information: the Police, Fire Service, Environmental groups, etc. and involved the Headteacher. You now have to gain people's commitment for your plans.

EITHER: Create a series of actions using the information and ideas you have been given.

Go to **D17**.

OR: Start getting support for a revised action plan. Go to **D18**.

Decision 16

You still have to get advice and support from others. Go to D14.

Decision 17

What should a waste action plan for your school achieve?

What should an environmental policy for your school do?

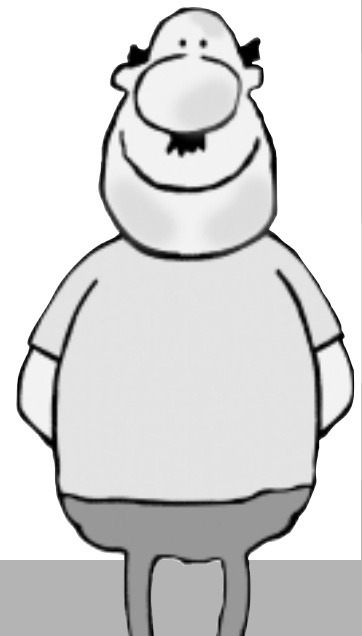
You have created your action plan. It needs more support. Go to D18.

Decision 18

It's time to start taking action.
Your surveys have created a starting point.
Who do you speak to now?

EITHER: The Headteacher and staff. Go to D19.

OR: The Pupils. Go to D22.



Decision 19

You have started to publicise the actions that are being taken, but you should speak to the Headteacher first to make sure that:

- you have permission;
- the possible effects on other plans have been considered;
- health and safety are taken into account.

How do you think pupils should be involved in making decisions in the waste action plan?

Go to **D21**.

Decision 20

You have forgotten to check a few things out - like what the staff at the school think. Go to D18.

Decision 21

Your plan is in action, it has taken a long time. How will you motivate others to continue when you leave? Write your ideas here:

Perhaps you could write a manual or start working with other schools. Either way, you have completed this level.

Level 2 - The Borough - follows.

Level 2 - The Borough

The briefing

We all produce rubbish and waste and we must all take responsibility for it. No one method of control will work.

You have proven your abilities at school; your job is to work with your team of police, fire, and environmental experts to create a waste management strategy.

In this city, the waste management could include litter bins and patrols, and the use of landfill sites.

The ways you could reduce them include:

- reducing the amounts of energy used;
- reducing the litter produced;
- recycling;
- composting
- landfilling
- burning waste to create energy.



Most people use some of these to manage their waste. Many communities use all of them to some extent. What methods do you think your local council could use?

Type of waste	Ways to reduce, reuse or recycle

You have to get the citizens on your side for your actions. They are paying for them out of their

Decision 1

You plan a press release to talk about your project. Support your team local newspaper and radio station is essential. You ask the local media to "Take the Pledge" to reduce litter. Go to D2.

Decision 2

The press release has limited response, as people are not very interested. Why do you think people are not very interested?

EITHER: Repeat the project. Go to D3.

OR: Ask advice from your advisors? Go to D4.

Decision 3

The project has the same limited response. Fewer people take part. What other ways can you tell people about the project?

Go to D1.



Decision 4

Who in your community could advise you about a waste campaign? Who makes the decisions?

You now have an Advisory Group and the suggestion is that you need to attract other people (stakeholders). Some advise you to consider a different issue.

EITHER: Plan to talk to different stakeholders for support. Go to **D5**.

OR: Consider a different issue. Go to **D6**.

Decision 5

You talk to local businesses about waste and litter. There are taxes on waste. Reducing waste could save them money. How else can saving waste save money?

Congratulations; your decision has been a good one. Time to move on to the next stakeholder group. Go to **D7**.

Decision 6

You still have no idea if another issue will be more effective than the one you were working with.

Go to **D4**.

Decision 7

You ask the Chief Fire Office to write an article on how litter cause fires. What other dangers do you think litter creates?

You appear to be on a roll. Go to **D8**.

Decision 8

You need to make your community aware of its litter problem. Many people are so used to it or do not realise it is litter in the case of gum residue or apple cores. What benefits are there to your community in reducing, reusing or recycling waste?

EITHER: Carry on with the publicity campaign pointing out the benefits. Go to **D9**.

OR: Lobby the local council to address the problem. Go to **D10**.

Decision 9

Many people in the town are becoming aware of the issues, but the problems are still not going away. Why do you think people do nothing even if they know there is a problem?

EITHER: Work with the council to help it to provide a better service. Go to **D10**.

OR: Continue talking to groups in the town. Go to **D11**.

Decision 10

The council is supportive. There are environmental laws.
The council is planning for the future waste disposal strategy in your area.
What services do you think the council offer already?

The council's budget is stretched with existing services. It has no money for your project now.

EITHER: Continue with the plan looking for other support. Go to **D14**.

OR: Look at lobbying for more support in the council. Go to **D15**.



Decision 11

The reason that most litter control fails is that people want instant results. When you feel your community has reached a point that makes citizens willing to take action, then you are ready to move ahead with the next step.

EITHER: Discuss how the council can increase action. Go to **D10**.

OR: Go to another Advisory Group meeting. Go to **D12**.

Decision 12

Organise a steering committee: write to your local council. How else do you talk to them?

The group creates a plan for people to sign a pledge for their support for cleaning up the community. Decide what to do next.

EITHER: Start a wide-scale consultation - ask people what they think should be happening, what they think of the plans. Go to **D13**.

OR: Begin acting on the plans. Go to **D14**.

Decision 13

Conduct a community survey. How would you distribute it?

You use the survey to find out who will help clean up the community. Invite everyone who has offered to help to a meeting at a local school. Find out what each person is willing to do in the clean up or other project. Go to D14.

Decision 14

You start acting on your plans. Some people are upset that you are acting without asking them. There is just as much support for and against your plans. The community is split by your actions.

What do you do next?

EITHER: Review your action plan. Go to **D17**.

OR: Talk to people and explain. Go to **D15**.

Decision 15

Other groups have more urgent issues that the council has to act upon. Everyone still accepts that the issues of a cleaner environment are of importance. What do you do next?

EITHER: From your own lobby group, to encourage the council to listen. Go to **D16**.

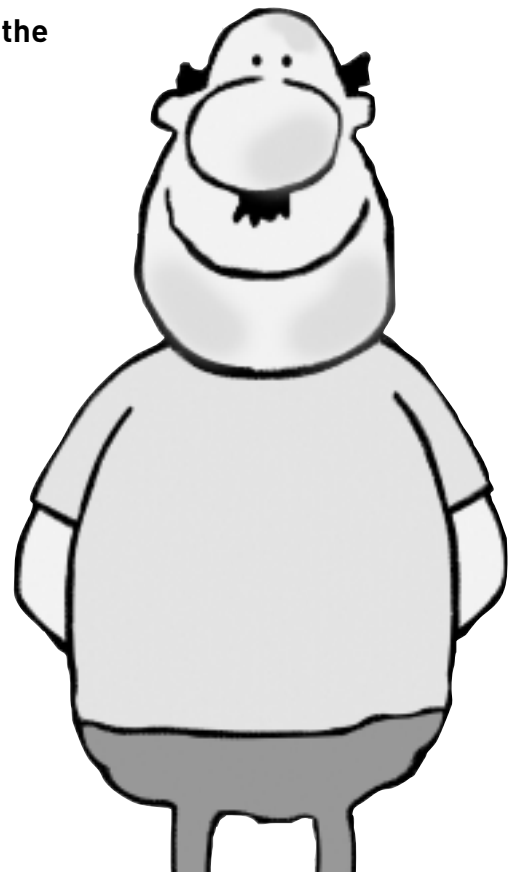
OR: Consider rewriting your action plan. Go to **D17**.

Decision 16

You form a group, and lobby to get your concerns on the agenda for local change.

EITHER: You want the law to support you. Go to **D18**.

OR: You want the community to support you. Go to **D13**.



Decision 17

Talk to government and business leaders to arrange for mass distribution of litter bags, and increase the number of litter bins in public places. You are beginning to get support for your community projects. With this popular support, you can begin to think about the council again. Who in the local council is responsible for making the decision about waste management?

Go to D19.

Decision 18

You are taking the political decision-making route. To do this, you have to set an agenda that people find popular. You start canvassing (asking) opinion and realise that you need to gain the support and understanding of the local community. How would you find out people's opinions and get support for your waste issues and actions?

Go to D13.

Decision 19

Congratulations - you have found your way out of the waste game and have all the clues you need to create your own community action plan. So start creating an action plan for a community clean up now. There are activities to help you in the Teacher's Handbook.

For further information please contact the Regions & Programmes Department,
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