

Art making for a plastic free ocean

- a guide for CSO's, youth and environmental organisations, pedagogues, volunteers and other activists



Co-funded by the
Erasmus+ Programme
of the European Union



Art making for a plastic free ocean

- a guide for CSO's, youth and environmental organisations, pedagogues, volunteers and other activists



OCEA(n)RT - boosting youth participation in ocean protection through visual arts

IO1: Guide for CSOs, youth and environmental organisations, cultural and creative sector grassroots

Output Type: Learning/teaching/training material – Manual/handbook/guidance material

Leading Organisation: TILLT (SE)

Participating Organisations: All For Blue (GR), C.I.P. Citizens In Power (CY), Interarts (ES), KMOP (GR), Artit London (GB), Reframe (BE)

Media: Internet, Other, Social Media, Website

Languages available: English Greek Spanish

Link: www.oceanrtproject.eu/en_gb/lesson/io1

IO2: Capacity Building program for youth workers

Output Type: Course/curriculum – Design and development

Leading Organisation: KMOP (GR)

Participating Organisations: All For Blue (GR), C.I.P. Citizens In Power (CY), Interarts (ES), TILLT (SE), Artit London (GB), Reframe (BE)

Media: Internet, Interactive Resource, Other, Website

Languages available: English Greek Spanish

Link: www.oceanrtproject.eu/en_gb/lesson/io2

Co-funded by the Erasmus+ Programme of the European Union

Grant Agreement Number: 2020-1-SE02-KA227-YOU-003114

Project duration: 2021-04-01 to 2022-06-30

Website: www.oceanrtproject.eu



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a Creative Commons Attribution-NonCommercial 4.0 International Licence.

Table of contents

Introduction	4
Chapter 1: Diving in - Plastic oceans and why they matter	5
Chapter 2: How not to drown - Action drives change, and makes you feel better	13
Chapter 3: Exploring and sharing - The impact of art	14
Chapter 4: We're in this boat together - Youth engagement	16
Chapter 5: Sounding the horn - Art-making for a plastic free ocean - workshops	20
Chapter 6: Navigating the ocean - Lessons learned and best practices	28
Chapter 7: Strong currents - Enhancing impact	30
Chapter 8: Little drops of water make the mighty ocean - Getting organised	31
Chapter 9: Catching up - Countries in comparison: legislation	33
Chapter 10: Going deeper - Research, reports and other great resources	37

TABLE OF CONTENTS

4 Introduction
- About Ocea(n)rt

5 Chapter 1:
Diving in
- Plastic oceans and
why they matter

13 Chapter 2:
How not to drown
- Action drives change,
and makes you feel better

14 Chapter 3:
Exploring and sharing
- The impact of art

16 Chapter 4:
We're in this boat together
- Youth engagement

20 Chapter 5:
Sounding the horn
- Art-making for
a plastic free ocean

28 Chapter 6:
Navigating the ocean
- Lessons learned and
best practices

30 Chapter 7:
Strong currents
- Enhancing impact

31 Chapter 8:
Little drops of water
make the mighty ocean
- Getting organised

33 Chapter 9:
Catching up
- Countries in comparison:
legislation

37 Chapter 10:
Going deeper
- Research, reports, and
other great resources

Introduction

The OCEA(n)RT Guide for CSOs, youth and environmental organisations, cultural and creative sector grassroots helps to promote youth participation in ocean protection activities and actions to address plastic litter. This guide shares guidelines, methods, tools and inspirational material for people working with youth to boost youth participation in ocean protection, with a focus on digital art-making and -dissemination. The guide helps you assist young people act as ocean activists and raise awareness, advocate and express themselves through visual art works.

If you are an activist, artist, pedagogue, teacher, youth worker, volunteer or other kind of community organiser, this guide helps you:

- set up artistic activities to learn, reflect and act about ocean protection;
- prepare classes and learning workshops for young people;
- organise creative interventions to spread awareness about and advocate for ocean protection

The guide can be read as a book, but it is also a practical resource from which you can take what you need and leave the rest. It provides links to valuable resources; reports, websites, videos and other material, and makes it possible to both skim the surface or dive deeper, in knowledge about marine plastic litter as well as in methods to use for youth engagement and ocean protection activities.

There is one more OCEA(n)RT resource! *The OCEA(n)RT Capacity Building Programme* - a training course that complements the OCEA(n)RT Guide in providing new competences on how to boost youth participation in ocean protection via visual arts-related activities.
Find it at www.oceanrtproject.eu

CHAPTER 1: Diving in - Plastic oceans and why they matter

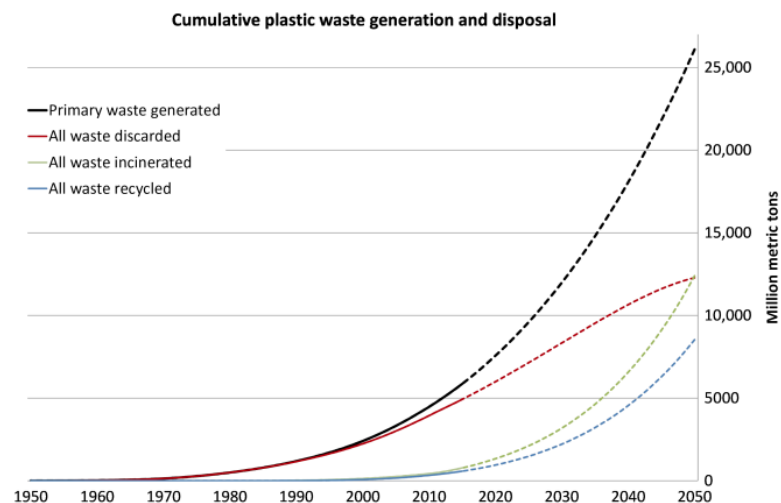
INTRO: Plastic is cheap, durable and light-weighted and makes life easier and better in many ways. Since the beginning of its mass production around 1950, plastics have had a radical impact on food logistics, fuel transportation, the development of computers and cell phones, and lifesaving advances of modern medicine. Its availability and versatility has helped raise living standards and made it an almost unavoidable part of our daily life. World plastic production increased exponentially from 2 million tonnes in 1950 to 137 million in 1993, up to an incredible 381 million tonnes in 2015¹, and 367 million tonnes in 2020² (including a reduction related to the covid-19 pandemic).

But - there is an undeniable backside to the success story of plastic; if not sourced, produced, used or disposed of properly, plastic has a negative impact on our environment, and our health.

Most plastics are made from fossil fuels and greenhouse gases are emitted at every stage of the plastic lifecycle - from extracting the fossil fuels, to the manufacturing process, to the emissions released long after we throw plastic products away.

Manufactured chemicals like phthalates, bisphenol A, flame retardants, and perfluorinated chemicals are all plastic additives that are released into the seas from plastic waste. These chemicals are known to have multiple negative effects on human health, like disrupting endocrine signalling, reducing male fertility, damaging the nervous system, and increasing risk of cancer³.

As of 2015, approximately 6300 Mt of plastic waste had been generated, around 9% of which had been recycled, 12% was incinerated, and 79% was accumulated in landfills or the natural environment.⁴



Picture: Cumulative plastic waste generation and disposal (in million metric tonnes). Solid lines show historical data from 1950 to 2015; dashed lines show projections of historical trends to 2050.

¹ Ritchie, H and Roser, M (2018). Global plastics production, 1950 to 2015. Our World in Data: <https://ourworldindata.org/plastic-pollution#global-plastic-production>.

² The Brussels Times (2021). Plastic production and consumption fell during the pandemic: <https://www.brusselstimes.com/news/business/173272/plastic-production-and-consumption-fell-during-the-pandemic/>.

³ Landrigan, P.J. et al (2020). Human Health and Ocean Pollution. Annals of Global Health, 86(1): <https://annalsofglobalhealth.org/article/10.5334/aogh.2831/>.

⁴ Geyer, R et al (2017). Production, use, and fate of all plastics ever made, in ScienceAdvances, Vol 3, Issue 7: <https://www.science.org/doi/10.1126/sciadv.1700782#F1>.

Once discarded in nature, plastics can be weathered and eroded into very small particles. Fragments and fibres smaller than 5 mm are called *microplastics*. **These tiny plastic particles end up virtually everywhere and are now found in seafood, salt, honey, tap water, bottled water and milk**⁵. Scientists are concerned about the implications for both marine life, freshwater ecosystems, terrestrial life and human health.

In short, our production and consumption of plastics and inability to sustainably manage plastic waste has created a rapidly accumulating problem that needs to be addressed on all levels.

“Without a well-designed and tailor-made management strategy for end-of-life plastics, humans are conducting a singular uncontrolled experiment on a global scale, in which billions of metric tons of material will accumulate across all major terrestrial and aquatic ecosystems on the planet.”⁶

No matter if we live on the coast or far inland, we all need a healthy ocean to survive and to thrive. The ocean generates most of the oxygen we breathe, helps feed us, cleans the water we drink, and regulates our climate. By protecting our ocean, we also protect our climate, and our future.

⁵ Nor, N. (2021). Lifetime Accumulation of Microplastic in Children and Adults. *Environment Science Technology* 2021, 55, 8, 5084–5096: <https://pubs.acs.org/doi/10.1021/acs.est.0c07384>; and Cox, K. (2019) Human Consumption of Microplastics. *Environment Science Technology* 2019, 53, 12, 7068–7074: <https://pubs.acs.org/doi/10.1021/acs.est.9b01517>.

⁶ Geyer, R et al. (2017). Production, use, and fate of all plastics ever made. *ScienceAdvances*, Vol 3, Issue 7: <https://www.science.org/doi/10.1126/sciadv.1700782#F1>.

Marine plastic pollution

A significant portion of the plastics produced worldwide enters and stays in the marine ecosystem.

An estimated 10 million metric tonnes of plastic waste finds its way into the ocean every year⁷. Plastics represent up to 80 % of marine litter, with annual inputs into the ocean from rivers estimated at 1.15–2.41 million tonnes, and the presence of plastics has been recorded in more than 1,400 marine species.⁸

Ocean pollution is truly a global problem. It is found on the shorelines of every continent. It stems from multiple sources and crosses national boundaries. It is constantly worsening and, in most countries, poorly controlled.

“The cost of ignoring the accumulation of persistent plastic pollution in the environment could be enormous. The rational thing to do is to act as quickly as we can to reduce emissions of plastic to the environment.”
Matthew MacLeod, lead author of the study “The global threat from plastic pollution” (2021)⁹

Main sources of marine plastic litter in Europe and the SUP Directive

The 10 most commonly found single-use plastic items on European beaches, alongside fishing gear, represent 70% of all marine litter in the EU. These items are:

- Cotton bud sticks
- Cutlery, plates, straws and stirrers
- Balloons and sticks for balloons
- Food containers
- Cups for beverages
- Beverage containers
- Cigarette butts
- Plastic bags
- Packets and wrappers
- Wet wipes and sanitary items

The items above are addressed in *The European Union Directive on the reduction of the impact of certain plastic products on the environment*, commonly referred to as **The Single-Use Plastics (SUP) Directive**. The directive addresses single-use plastic items and fishing gear through a range of policy measures, including market restrictions, consumption reduction, design and labelling requirements and Extended Producer Responsibility (EPR) schemes. It entered into force July 3rd 2019, and EU member states had until July 3rd 2021 to transpose the directive into national law and adopt the relevant measures for successful implementation of the directive.

[The SUP Directive in full can be found here >](#)

In chapter 9 of this guide you can read more about how the SUP Directive has been implemented in different countries of the EU.

⁷ Landrigan, P.J. et al. (2020). Human Health and Ocean Pollution. *Annals of Global Health*, 86(1): <https://annalsofglobalhealth.org/article/10.5334/aogh.2831/>.

⁸ United Nations (2021). The Second World Ocean Assessment (WOA II), vol. 1: <https://sdgs.un.org/sites/default/files/2021-04/woa-ii-vol-i.pdf>.

⁹ Stockholm University. (2021). Is global plastic pollution nearing an irreversible tipping point?. ScienceDaily: www.sciencedaily.com/releases/2021/07/210701140931.htm.

Did you know? Bioplastics

- There is widespread confusion among consumers about the sustainability and environmental impacts of different types of plastics.
- The umbrella term “bioplastics” is often used to describe very different materials, and the terms “bio-based”, “biodegradable” and “compostable” may be misleading.
- Not all bio-based materials are biodegradable or compostable.
- Bioplastic dumped in a marine environment can still cause the same issues as petroleum-based plastic.

[More on the terms Bio-sourced, Bio-based, Biodegradable, Compostable, Recyclable and Plant Based and what they mean>](#)

Did you know? Ocean Pollution and Inequity

Ocean pollution is also deeply unjust. “Ocean pollution and all its negative impacts fall disproportionately on people in small island nations, indigenous communities, coastal communities in the Global South, and fishing communities worldwide. These are populations that create only miniscule amounts of pollution. Most of the pollution to which they are exposed arises from sources far away. This is environmental injustice on a global scale.”¹⁰

¹⁰ Landrigan, P.J. et al. (2020). Human Health and Ocean Pollution. *Annals of Global Health*, 86(1): <https://annalsofglobalhealth.org/article/10.5334/aogh.2831/>.

COVID-related marine pollution

The recent COVID-19 pandemic has led to an increased demand for single-use plastic, intensifying pressure on this already challenging problem.

By 2021, more than eight million tonnes of pandemic-associated plastic waste has been generated globally, with more than 25,000 tonnes entering the ocean. Most of this plastic is from medical waste generated by hospitals (87.4%), personal protection equipment (7.6%) and online-shopping package material (4.7%)¹¹.

One year after the World Health Organisation (WHO) officially declared the COVID-19 outbreak a pandemic, the Ocean Conservancy released a first-of-its-kind report tracking Personal Protective Equipment (PPE) pollution - and its impact on the ocean, pointing out that the toll has been steep.¹²

According to one estimate, we use 129 billion face masks globally every month¹³, and according to another, about 1.56 billion face masks entered the ocean during 2020¹⁴. This debris poses a number of threats to marine animals, which may eat or become entangled within the plastic¹⁵. This debris is mainly accumulated on beaches and coastal sediments and poses a long-lasting problem for the ocean environment.

Did you know? PPE face masks

- The single-use medical face masks that many of us have been using during the COVID-19 pandemic contain plastic - namely polypropylene, the same plastic used for drinking straws and ketchup bottles.
- According to the World Health Organisation (WHO) recommendations, we can use reusable fabric masks in most settings, avoiding harmful and hard-to-recycle plastic that ends up in the ocean. Video: [Medical and fabric masks: who wears what when?](#) (WHO, 2020, 01:32)
- If you need to use a medical mask containing plastic, you can make a big difference by ensuring that you properly dispose of the mask! Check the best option locally. To be sure that wildlife can't get tangled in it at any point - cut off the ear straps!

¹¹ Pen, Y et al. (2021). Plastic waste release caused by COVID-19 and its fate in the global ocean. *Proceedings of the National Academy of Sciences* Nov 2021, 118 (47) e2111530118; DOI: 10.1073/pnas.2111530118.

¹² <https://oceanconservancy.org/blog/2021/03/30/assessing-ppe-pollutions-impact-ocean/>

¹³ Elvis Genbo Xu, Zhiyong Jason Ren. Preventing masks from becoming the next plastic problem. *Frontiers of Environmental Science & Engineering*, 2021; 15 (6) DOI: 10.1007/s11783-021-1413-7

¹⁴ Ocean Asia (2020). Masks on the Beach: The Impact of COVID-19 on Marine Plastic Pollution: <https://oceansasia.org/covid-19-facemasks/>.

¹⁵ Hiemstra, A. et al. (2021). The effects of COVID-19 litter on animal life, *Animal Biology*, 71(2), 215-231. DOI: [10.1163/15707563-bja10052](https://doi.org/10.1163/15707563-bja10052).

“Plastic production is set to almost quadruple by 2050 – we can’t recycle our way out of this problem. To create a world without plastic waste we need to turn off the tap, not mop the floor.” Rebecca Prince-Ruiz, founder of Plastic Free July, 2020¹⁶

So - what can be done and by whom?

“Plastic done right” - sustainable plastic use - means using plastics only in the right places and in resource-efficient, climate efficient, non-toxic and circular flows with negligible leakage¹⁷.

For this, we need:

- Raw materials and production with minimal environmental impact
- Resource smart usage
- Minimal plastic leakage in nature, and
- Significantly increased and high-quality recycling



Each one of us can do something, but it is important to acknowledge that the plastic problem can’t be solved on an individual level alone. To reach a sustainable plastic solution, **action and involvement is needed on all levels**, and many solutions are connected to redesign of products, which lie in the hands of producers, investors and decision makers. In short - we all have an important role to play.

¹⁶ Plastic Free Foundation (2020) Plastic Free Foundation’s Impact Report 2020: <https://www.plasticfreejuly.org/wp-content/uploads/2020/12/PFF-Impact-Report-2020-screen.pdf>.

¹⁷ Swedish Environmental Protection Agency (2021). The Swedish Environmental Protection Agency’s roadmap for the sustainable use of plastics: <https://www.naturvardsverket.se/om-oss/publikationer/6900/the-swedish-epas-roadmap-for-the-sustainable-use-of-plastics/>.

Some basic courses of action that must be taken are:

Governments¹⁸:

- immediate coordination, reform and acceleration of marine plastic litter reduction policies
- supporting innovation to transition to a circular plastics economy
- regulation of the international trade in plastic to protect people and nature

Civil society¹⁹:

- raise awareness about the issue and provide quality information to the public, including education, advocacy, generation of new insights and action roadmaps
- monitor the activities of governments and aid in achieving their obligations under different legislations

Businesses²⁰:

- overhaul supply chains and fast-track sustainable plastics business models, eliminating all problematic and unnecessary plastic items
- stop burning and exporting plastic waste
- catalyse strategic financing for high-potential solutions that make plastic reusable, recyclable, or compostable
- circulate plastic to keep it in the economy and out of the environment

Households and individual people²¹:

- change behaviour as consumers, reducing use of plastic, adopting alternative non-plastic products, or disposing of plastic products in less polluting ways
- elect government representatives with agendas to reduce marine plastic pollution
- participate in volunteering, educational, political, or activism activity promoting reduction of marine plastic pollution

The 5 R's of plastic waste management

We still think that we should “recycle more”, but there’s lots to be done before it’s time to consider recycling! Today, recycling should be the last option. **Refuse, Reduce, Reuse, Repurpose and Recycle** (but especially the first two: Refuse and Reduce) - is a great start.

Sustainable Development Goal 14 (SDG 14) is about "Life below water" and is one of the 17 SDG's established by the United Nations as part of their blueprint to achieve a better and more sustainable future for all people and the world by 2030. The goal is officially to “Conserve and sustainably use the oceans, seas and

¹⁸ International resource Panel [Fletcher, S. et al] (2021). Policy options to eliminate additional marine plastic litter by 2050 under the G20 Osaka Blue Ocean Vision. Report of the International Resource Panel. United Nations Environment Programme. Nairobi, Kenya: <https://wedocs.unep.org/bitstream/handle/20.500.11822/36440/POEAMPL.pdf>.

¹⁹ Global Plastic Action Partnership (2020) Global Plastic Action Partnership's Annual Report. 2020: <https://globalplasticaction.org/wp-content/uploads/GPAP-Annual-Impact-Report.pdf>.

²⁰ Besenbacher, F (2019). How businesses can tackle the plastics problem. World Economic Forum's Annual Meeting of the New Champions: <https://www.weforum.org/agenda/2019/06/how-businesses-can-tackle-plastics/>.

²¹ Hann, S. (2018). Reducing Household Contributions to Marine Plastic Pollution, Report for Friends of the Earth. Eunomia Research & Consulting Ltd: https://cdn.friendsoftheearth.uk/sites/default/files/downloads/reducing-household-plastics_0.pdf.

14 LIFE
BELOW WATER



marine resources for sustainable development" and it has "prevent and reduce marine pollution" as well as "protect and restore ecosystems" among its ten targets.
[More on SDG 14 and what you can do to help out >](#)

Check the status of SDG14 in your country through [the interactive map of the SDG Index](#), and compare it with other countries!

Videos about the 17 Global Sustainable Development Goals:
[Worlds Largest Lesson part 2 - introduced by Emma Watson](#) (The Global Goals,

2019, 05:16)

[Worlds Largest Lesson part 3](#) (The Global Goals, 2018, 04.39)

The European Green Deal is a set of policy initiatives by the European Commission, with the overarching aim of making Europe climate neutral in 2050. It is to be implemented by all countries in the EU, and one of its key actions is dedicated to "Protecting the environment and oceans", with a focus on "protecting our biodiversity and ecosystems", "reducing air, water and soil pollution", and "ensuring the sustainability of our blue economy and fisheries sectors". [More info on the European Green Deal >](#)

Great learning resources on the plastic problem and a few things we can do:

- Video: [Plastic Pollution: How Humans are Turning the World into Plastic](#) (Kurzgesagt – In a Nutshell in cooperation with UNEP, 2018, 09:01)
- Video: [A brief history of plastic](#) (TED-Ed, 2020, 05:40)
- Video: [The Story of Plastic](#) (The Story of Stuff Project, 2021 04:16)
- Video: [What really happens to the plastic you throw away - Emma Bryce](#) (TED-Ed, 2015, 04:06)
- Video: [Story of a plastic bottle](#) (Greenpeace, 2021, 01:10)
- Video: [Plastic pollution in our oceans](#) (SkyNews, 2017, 45:52)
- Facts and figures: [Plastic facts and figures](#) by Plastic Soup Foundation
- Quick tips and education: [Start out small, or really challenge yourself!](#): by Plastic Free July
- Quick tips and education: [Oceanic Global](#)
- Educational platform: [Ocean Literacy Secondary](#) by Ocean Wise
- [History of Plastic](#), a class by the Slow Factory Foundation (2021, 63:41), also accessible in American sign language
- Online Gallery: [In images: Plastic is Forever](#), United Nations Exhibits

A Plastic Ocean (Craig Leeson, 2016, 102 minutes)

An award winning documentary in which explorers Craig Leeson and Tanya Streeter and a team of international scientists examine causes and consequences of plastic pollution and share solutions.

Video: [A Plastic Ocean Official Trailer](#) (A Plastic Ocean, 2016, 02:08)

Video (full feature) [A Plastic Ocean on Netflix >](#)

[Companion guide to be used for education and discussion with or without the film itself >](#)

CHAPTER 2: How not to drown

Action drives change, and makes you feel better

INTRO: Research has shown that among youth, worry is the most common emotion related to global environmental issues.²² Action and involvement that feels meaningful and gives us hope not only matters on a larger scale, but can also help us cope with our worries.

Plan for your concerns and your commitment

1. Accept that you are part of the system
2. Focus on the system
3. Define your role
4. Get involved
5. Find out what you are fighting for
6. Show your commitment

The “From Anxiety to Action” six step programme, by the [Ocean Blues Project](#) at the University of Gothenburg.²³

Examples of engagement:

Video: [Writing the Story: The Climate Crisis](#) (Erik Garmo, 2019, 02:21)

Don’t get overwhelmed by the sheer amount of information. Start somewhere. Do something.
“We don’t need a handful of people doing zero waste perfectly. We need millions of people doing it imperfectly.” Anne Marie Bonneau, Zero Waste Chef

[GEO-6 for Youth report by UNEP \(2021\)](#)

“Although some young people perceive their actions to be insignificant, small changes in their daily lifestyles have the potential to influence the economy and society globally. /.../ Young people can play a pivotal role in spreading actions across generations by being agents of change, joining collective activities, and raising awareness. Collaborative action can influence policies, for example through voting, taking part in advocacy groups and preparing to become future local, national and global leaders.”

²² Ojala M. (2016) Young People and Global Climate Change: Emotions, Coping, and Engagement in Everyday Life. In: Ansell N., Klocker N., Skelton T. (eds) Geographies of Global Issues: Change and Threat. Geographies of Children and Young People, vol 8. Springer, Singapore. https://doi.org/10.1007/978-981-4585-54-5_3

²³ <https://www.gu.se/hav-samhalle/kommunikation/ocean-blues-fran-angest-till-action/skaffa-en-plan-for-din-oro-och-ditt-engagemang> (in Swedish)

CHAPTER 3: Exploring and sharing - The impact of art

INTRO: Art and art-making offer people mechanisms to activate imagination, visualisation, storytelling, and sensorial engagement with the world we live in. Art-making provides means to re-interpret, re-imagine and create new realities - thus art is also instrumental in setting up the cultural shift²⁴ that scientists claim is needed to tackle climate change and marine plastic pollution.

“Art, social change, and young people have always walked hand-in-hand. Engaging youth in the Arts can promote positive, powerful social change”

[Freechild Institute for youth and social change](#)

Why art-making?

- The arts can foster understanding of the science and outcomes of climate change, and, because they can elicit visceral, emotional responses, engage the imagination in ways that prompt action or behaviour change²⁵.
- Environmental art can disrupt habits and routines, offer space for reflection and strengthen a sense of group identity among those who see it²⁶.
- Creative exercises and art making, even for brief periods, can significantly reduce anxiety²⁷.

Read more:

[Climate communication in practice](#) is a report from 2018 that presents key findings about climate communication in the UK, with visual arts and creative methods analysed and recommended to make climate communication be engaging and build balanced optimism.

Inspirational videos for short presentations:

- [5 things art taught me about activism](#) (TEDx talks, 2017, 19:44)
- ["Plastic" - Spoken Word By Adam Roa](#) (Adam Roa, 2018, 01:30)
- [Everyday Plastic - Mural-by-the-Sea](#) (Everyday Plastic, 2018, 03:03)
- [Making Plastikophobia](#) (VonWong, 2019, 05:45)
- [How I use art to tackle the plastic in our oceans](#) (Ted Talks, 2019, 07:17)
- [Five Steps to Make Your Own Political Art](#) (PBS Learning Media, 03:23)

“Data alone doesn't change people's minds; we need stories, poetry, emotional connection”

[International Institute for Sustainable Development \(IISD\) Knowledge Hub](#)

²⁴ Hoffman, A. (2019). Climate Change and Our Emerging Cultural Shift: <https://behavioralscientist.org/climate-change-and-our-emerging-cultural-shift/>.

²⁵ Lesen, A. et al. (2016) Science Communication Through Art: Objectives, Challenges, and Outcomes. Trends in Ecology & Evolution, Volume 31, Issue 9. Pp657-660: <https://doi.org/10.1016/j.tree.2016.06.004>.

²⁶ Klöckne, C. et al. (2021). Visual art inspired by climate change—An analysis of audience reactions to 37 artworks presented during 21st UN climate summit in Paris. PLoS ONE 16(2): e0247331. <https://doi.org/10.1371/journal.pone.0247331>.

²⁷ Sandmire, D. et al. (2012). The Influence of Art Making on Anxiety: A Pilot Study, Art Therapy, 29:2, 68-73, DOI: 10.1080/07421656.2012.683748.

Food for thought art projects and contexts:

- [*The Everyday Plastic Mural*](#) originated in an experiment where artist Daniel Webb collected all of his plastic waste for an entire year to count, categorise, analyse and photograph every piece. A bill-board sized mural was later commissioned and all of the plastic objects were laid out to the exact size of the billboard and photographed in 20 shots by photographer Ollie Harrop. “It’s a colourful, abstract and beautiful representation of my life in 2017, yet it shows the extent of the problem of disposing of our plastic waste responsibly,” says Daniel.
- [*Plastikophobia*](#) is an immersive art installation made from 18 000 plastic cups collected from local food centres across Singapore to raise awareness for single-use plastic pollution. The artists Von Wong and Joshua Goh teamed up with Social impact strategist Laura Francois and almost a hundred volunteers to bring this project to life over the course of ten days. The project touches on questions of daily plastic consumption and what repurposing and recycling really is and isn’t.
- [*Washed Up: Transforming a Trashed Landscape*](#) is an environmental installation and photography project by artist Alejandro Durán, in which international debris washed up on Mexico’s Caribbean coast is used to create aesthetic yet disquieting works; colour-based, site-specific sculptures and photo series that depict a new form of “colonisation by consumerism”, drawing attention to the fact that minor everyday actions on one continent can and do affect communities on other continents.
- [*The Garbage Patch State / Wasteland*](#) is an artwork consisting of a system of concrete actions unfolding through time and various locations in order to disseminate a series of “clues” about the existence of an invented nation. The aim was to better inform the public about the existence of vast assemblages of plastic material in the oceans. Artist Cristina Finucci created a semantic apparatus consisting of a flag, a birth registry, a mythology and a web portal. The action attracted considerable media attention and young people from all over the world responded to its participatory ambition.
- [*Basurama*](#) is an artist collective dedicated to research, cultural and environmental creation and production, whose practice revolves around the reflection of trash, waste and reuse in all its formats and possible meanings.

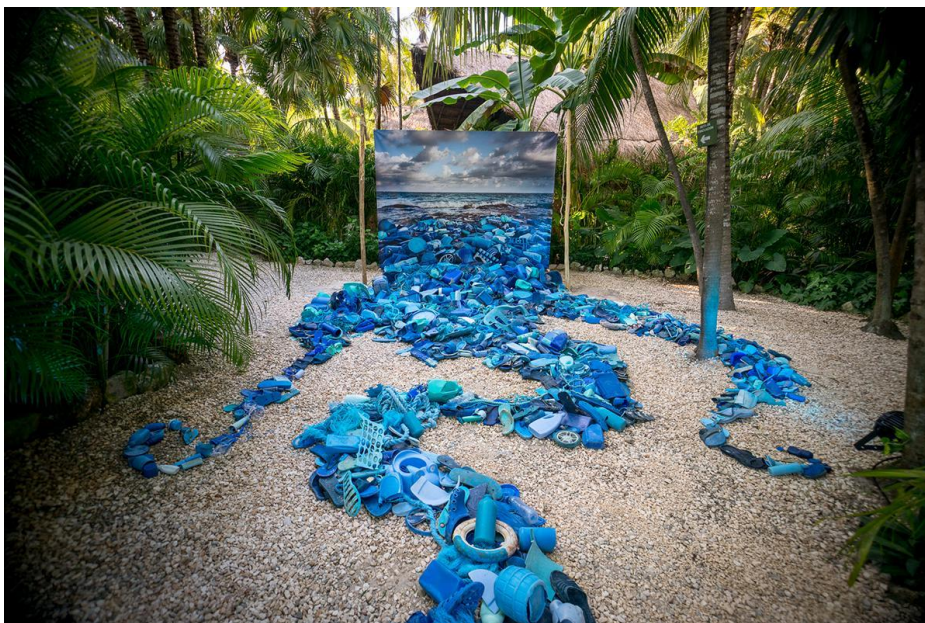


Photo from the project *Washed Up: Transforming a Trashed Landscape* by Alejandro Durán.

CHAPTER 4: We’re in this boat together - Youth engagement

INTRO: We're all in this boat together... and there are great ways of navigating *together* and taking turns at the boat's wheel.

Working with youth demands from facilitators an honest and open approach that gives young people agency over the results of the activities. Youth participation is based on the axiom “**nothing about us without us**”²⁸ and makes it possible for young people to assume new roles other than the traditional roles with less agency usually reserved for them.

A few good principles for setting up youth participation processes are that youth:

- a) define their own objectives;
- b) have a social/physical space to participate and be regularly consulted;
- c) are supported and mentored by adults;
- d) engage in peer-to-peer mentorship and act as role models to help others engage in the process.

These ideas can be summed up in the notion of “youth participation – work with them, not for them”, put forward in the European Commission’s Youth for a Just Transition Toolkit, which proposes a specific framework for youth participation in environmental transition processes. [More on this toolkit >](#)

Remember! Youth participation should be:

- available to all young people
- voluntary
- addressing real needs of young people
- inclusive
- beneficial to all participants
- offered in diverse forms
- backed by availability of needed resources
- based on a real partnership between adults and youth
- clear in its purpose and limits
- aligned with community-related policies and strategies
- pleasant!²⁹

²⁸ Libby, M. et al. (2005). Building youth–adult partnerships for community change: Lessons from the Youth Leadership Institute. *Journal of Community Psychology*, 33, 111 - 120. 10.1002/jcop.20037. <https://onlinelibrary.wiley.com/doi/abs/10.1002/jcop.20037>.

²⁹ Barros, R. et al (2020) Models of Youth Participation Handbook https://www.researchgate.net/publication/348231946_Models_of_Youth_Participation_Handbook

Your work setting up youth participation workshops and processes in your context/community can be inspired and supported by several research-informed models. The models we selected as most relevant to OCEA(n)RT focus on empowerment, artistic expression, and youth’s activity in online environments.

1 Matrix of Participation, Tim Davies (2009)

The matrix of participation combines Hart’s Ladder of Participation (levels of participation) on its vertical axis, and the type of approach (from one-off, short term or informal approaches, to more structured and long-term approaches) on its horizontal axis. This model defends that both axes are important to achieve youth empowerment and participation in youth-led initiatives.

The grid is a planning and diagnosis tool, a graphic representation that you can fill in to point out strengths and/or weaknesses of the participation process at any given moment. The matrix is particularly useful to encourage organisations to consider what kind of engagement opportunities they are offering young people. The middle of the matrix is a key point on young people’s pathway of participation, as opportunities at one side or other of the matrix might not lead to sustainable and effective youth participation which leads to positive change for young people. [Learn more about the tool >](#)

L A D D E R O F P A R T I C I P A T I O N		A	B	C	D	E	F
		Individual complaint and feedback	Surveys and one-off events and consultations	Practice initiatives: time limited, focused activity	Peer activity: training, research, evaluation	Young representatives on advisory groups and shadow boards	Young people involved in governance with or without adults
8	Youth initiated-shared decisions with adults						
7	Youth initiated and directed						
6	Adult initiated and shared decisions						
5	Consulted and informed						
4	Assigned and informed						
3	Tokenism						
2	Decoration						
1	Manipulation						

How to use it? Think about the activities you will develop and place them in the matrix. Now you have an instant picture of the current context, a reference point. Ask yourself: how can you make them more structured, long-term and improve the level of youth participation? Try to move up and/or right! Think, research and create with young people for an activity process that can include this level of participation (vertical axis) with this type of approach (horizontal axis) and implement it.

2 EAR Model, Forming active European Citizens through Dialectical Method and Theatre (2020)

This model combines elements of debate and rational thinking: the dialectical method, with artistic and storytelling techniques (specifically, forum theatre, participatory theatre and documentary theatre). The dialectical method stimulates critical thinking (including reasoning, analysis and discovery), supports the effective and constructive interaction with others and suggests democratic and socially responsible actions. The artistic and storytelling approach allows an emotional approach to social issues that supports the development of empathy. This combined approach allows the creation of a safe environment in which youth are able to express more freely their reasoning and arguments, but also to exercise their creativity, co-create and share stories about the topic at hand. The model can be used also to create pieces of visual storytelling and artworks like short films or comics. The model was developed within the Erasmus+ project “EAR - Forming active European Citizens through the Dialectical Method and Theatre”. [Learn more about the model >](#)

How to use it?

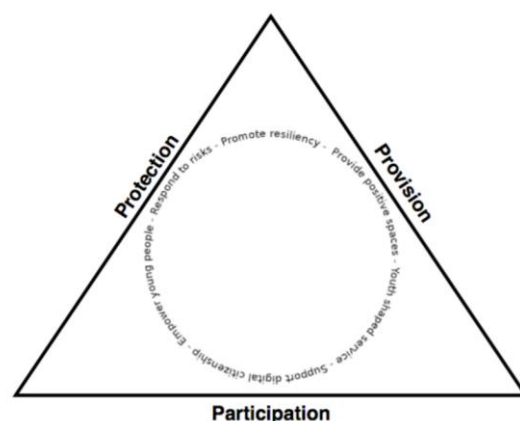
1. **Concept:** Start from the concept (ocean protection) and try to find how it applies to your context.
2. **Stimulus:** Use a newspaper article, a poem, a photo, a song, a video or a film related to the main concept and let the participants discuss it.
3. **Storymaking (theatre):** Participants explore the topic by acting out several different scenarios (e.g. act and intervene in a story in which a factory dumps plastic waste on the ocean).
4. **Debriefing:** Participants step outside their roles as actors to discuss how they felt before/after the intervention.
5. **Dialectical discussion:** Participants share questions about ocean protection and how they feel about it.
6. **Research:** Participants work individually or in groups to find evidence supporting answers to questions.
7. **Group discussion:** Let different groups of participants, according to their views, present answers and ask for feedback.
8. **Attitude change:** Participants record their feelings and opinions, after working together on the topic.
10. **Action plan:** Participants create their personal or group action plan, to act on ocean protection issues.

3 Six Principles of Online Participation, Tim Davies (2011)

These principles of online participation are based on the UN Convention on the Rights of the Child, and framed by three main categories of rights: provision rights; protection rights; and participation rights. The principles help to identify specific guidance to work with youth people in relation to their online presence and activity.

These principles are:

- **Support digital citizenship** – make (good) use of digital connectivity to help young people participate actively in their local community.
- **Empower young people** – foster awareness about positive and/or harmful online behaviour, to provide a safe online experience.
- **Respond to risks** – have clear and proportionate policies and processes in place.
- **Promote resilience** – recognize risk situations in the online environment and create mechanisms to overcome those risks.
- **Provide positive spaces** – offering opportunities to experiment with and explore digital media in different ways, according to developing age-appropriate online spaces (addressing issues of consent, privacy and security in the design of social software or devices).
- **Create youth shaped services** – provision of digital services for youth must be informed by young people’s active participation, taking into account their priorities and proper safety measures needed.



How to use it?

These principles can be integrated with creative and artistic work in relation to young people’s online lives. This conceptual model will help you consider or reconsider how you design young people’s interaction with online and digital environments in your context, and in activities you provide. [Learn more about the principles >](#)

Choosing the right youth participation model for you:

There are multiple definitions, theoretical frameworks and practises for youth participation depending on what you prioritise. The Models of Youth Participation (MYP) Handbook created by the Erasmus+ Project “Youth-Led Development for Schools’ Participatory Management – BE PART” provides an analysis of 28 Models of Youth Participation, tips for action and recommendation, as well as a tree-decision layout to help you choose the models that will be most helpful for you and your work, considering your interests in youth-led participation. [Learn more and explore the Models of Youth Participation >](#)

CHAPTER 5: Sounding the horn - Art-making for a plastic free ocean

INTRO: Below you can find a few hands-on ideas on art-making workshops to conduct with youth groups. The descriptions are not a rule book, but rather an inspiration and a basic structure you can build on for what works in your context. At the end of the chapter you even have a support tool to design your own workshop about art-making and ocean protection.

How to start and set up your workshop? OCEA(n)RT's general tips:

- Use the learning resources in Chapter 1 to introduce the plastic waste problem and how we can act. Screen videos and discuss together what you've seen.
- Take some time to do some research and learn more together.
- Be inspired by other artworks (some ideas in Chapter 3).
- Consider your target group - who do you want to reach? The plastic producers, the investors, the sellers, the end users, the waste management companies, politicians?
- Consider how to best reach your chosen target group/s.

1 HACK CLASSIC ARTWORKS WITH COVID-LITTER

Ages:

13-30

Group: 2-8

Leaders: one facilitator, the photo editing instructor/operator

Space needed: Any room with a computer

Material/equipment: Computer with photo editing software and internet connection (or if offline, with artworks contents)

Time required: 2-8 hours, depending on artworks and ideas

Results: new, original digital artworks

Where to share the results: websites, social media, printouts

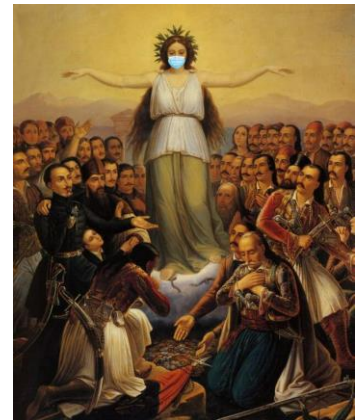
Possible collaborators to make it and share it: artists

Safety measures: Set up a safe online environment. Use public domain artworks to edit. Get informed consent by participants for publishing their works.

Possible to do it digitally? Yes (not cool to do for real in a museum)

But how?

The activity is about interfering in classic paintings by adding Covid waste through Photoshop. Imagine if Mona Lisa or the figure in Munch's The Scream wore a mask. How would the observer receive the artists' message? Imagine a hero of the Greek Revolution like Manto Mavrogenous carrying an antiseptic bottle instead of a gun. What happens when we add modern day messages about plastic pollution to these new artworks? Put time into finding strong messages and combinations.



2 PAINT AN OCEAN-THEMED COMMUNITY MURAL

Ages: 13-30

Group: max. 10

Leaders: two youth workers, to instruct and facilitate

Space needed: Empty surface for sketching, wall/s for the mural

Material/equipment: Eco-friendly paint supplies (incl. spray paint, brushes, rollers), large papers or boards for the rough sketch, scaffolding, camera to record the painting process, editing app or equipment (optional)

Time required: 6-8 hours, excluding getting the permits for mural painting, and post-production/editing of video documentation

How to make it a longer project: engage youth in the whole process of getting permission to make the mural, prolong the sketch making process, work together on the video editing, work on messages to spread alongside the video.

Results: Mural to be enjoyed for a long time, video/short film of the artistic process

Where to share the results: Websites and social media

Possible collaborators to make it and share it: documentation by young filmmakers, soundtrack by young musicians, screening the documentation in youth spaces.

Safety measures: Permits for mural painting needed in advance, dependent on national and local regulations. Be aware of the relevant regulations before starting, to provide scaffolding and safety equipment accordingly. Get informed consent from people shown in video documentation published.

Possible to do it digitally? No



But how?

- | | |
|---|--|
| <ol style="list-style-type: none">1. Introduce the project/workshop and its aim2. Instructions on how to use painting materials3. Small groups of 3-4: Brainstorm concept for the mural4. Come together to finalise the concept & divide the wall space into 3 working areas, one group per area | <ol style="list-style-type: none">5. Draft designs for each wall area on paper or cardboard6. Groups convene to check how the designs combine with each other and make necessary adjustments7. Painting and recording time!8. Edit and post the video9. Evaluation |
|---|--|

Inspiration: [Sea Walls: Artists for Oceans](#), an activism program that brings the message of ocean conservation into streets around the world.

Video: [“Paint for a Purpose”](#) (PangeaSeed Foundation, 2019, 05:48)

3 MAKE A CHILDREN'S E-BOOK ABOUT OCEAN PROTECTION: BY YOUTH, FOR KIDS

Ages: 13-30

Group: 3-10

Leader: one instructor (the book's editor)

Space needed: Quiet class or conference room

Material/equipment: Paper, painting/drawing materials, art supplies. If creating digitally, tablets with creative apps of choice and internet connection. Computer and software for editing and publishing, scanner to digitise artworks.

Time required: 4-40 hours (shortest version to full project)

How to make it a longer project: Break the work into different creative sessions, dedicated to different themes: characters, art techniques, etc.

Results: digital book(s) for children, each page an individual illustration part of the same story

Where to share the results: A website, digital readers, or social media - each page/illustration can be displayed as an artwork in a virtual gallery.

Possible collaborators to make it and share it: Artists and art teachers to guide illustration work. Local libraries, bookstores, schools or preschools to use the published book.

Safety measures: Get informed consent from creators to use content, as well for publishing the book in all platforms, and credit all involved authors (unless they do not want to be credited). Have clear rules and a safe space to select which artworks get selected for publishing, to manage expectations.

Possible to do it digitally? Yes

But how?

Create child-friendly illustrated stories to encourage interest for a life with less plastic. How to talk about ocean protection in a constructive, child-friendly tone? The stories are published in open access online books, for families or older siblings to read with children. Involve children, by having them illustrate the story of young adults, or create the story for young adults to illustrate.

1. Introduction: info on ocean protection, and how to make a difference?
2. Introduction: how to make a book?
3. Decisions about each particular book, e.g. age group targeted? How many pages, what format, colours will the book have? What messages to include, should there be text? If yes, rhymes, poems or what?
4. Decide: who does what and when?
5. Make illustrations and prepare texts (or include texts in illustrations)

6. Scan illustrations
7. Layout each page and add texts that are easy to read
8. Put together the book and make it a pdf or use other user-friendly online reader
9. Publish the book and promote it by posting single pages on social media, with a link to the book and hashtags to find relevant information on plastic waste and how to/why we should fight it
10. Evaluate

Inspiration:

Video: "1, 2, 3, Who's Cleaning the Sea?" (Loopsider, 2019, 03:11), [a children's book >](#)

Video: "Ocean Trash Talk K-Gr 3" (Sea Smart 2018, 03:53), [trash talk for children >](#)

4 MAKE TIKTOK DANCE VIDEOS: OCEAN PROTECTION GOES VIRAL

Ages: 13-30

Group: max. 12

Leaders: two youth workers (need to have some moves)

Space needed: dance or rehearsal room, of about 40 m2 floor space

Material/equipment: Mobile phones with TikTok installed, props and costumes if you like, the possible/available tech setup to watch recorded material together on a bigger screen (projection from phones or workshop leader's computer)

Time required: 4 hours

How to make it a longer project: Creating your own choreography, putting up a school show with documentation, making video installations to exhibit in a bigger context etc.

Results: TikTok (short video clip) online films.

Where to share the results: Individual TikTok (short video clip) uploads

Possible collaborators to make it and share it: Choreographers if you want to make an original choreography and TikTok [online dance clip] challenge.

Safety measures: Get informed consent from all participants for publishing any film material.

Possible to do it digitally? Yes (no other way!) [New to TikTok? Learn more >](#)

But how?

Create a movement among youth by making TikToks [short video clips] about plastic litter!

- | | |
|--|---|
| <ol style="list-style-type: none">1. Introduce the project/workshop and its aim2. Plastic litter and the ocean: watch a selection of short films recommended in the guide, let the participants take notes – key words of what they think is important, for later on3. Present 4 R's: Refuse, Reduce, Reuse, Recycle4. In groups of 3: Create your own messages5. Create 4 dance moves that represent the 4 R's, mix them, decide the order, repetition and combinations to make an original 15 seconds choreography | <ol style="list-style-type: none">6. All participants learn the 4 moves and the leaders support the process7. Groups of 3 (or individually): Create your own video based on moves and own messages.8. Have a watch party for all the videos on a bigger screen and applaud every one9. Gather, publish and share material (with hashtags and links)10. Evaluate |
|--|---|

"Film is incredibly democratic and accessible, it's probably the best option if you actually want to change the world, not just re-decorate it." Banksy, Artist

5 MAKE YOUR OWN OCEAN PROTECTION CINEMA

Ages: 13-30

Group: 1-12

Leaders: self-led, or with two youth workers (with filmmaking skills)

Space needed: From outdoors setting to a professional film studio (depending on ambition)

Material/equipment: Mobile phones or video cameras, props and costumes, editing equipment, the possible/available tech setup to watch recorded material together on a bigger screen

Time required: 10 hours to several weeks

How to make it a longer project: Making video installations to exhibit in a bigger context

Results: Short films for online streaming or public screening

Where to share the results: YouTube and other social media

Possible collaborators to make it and share it: Professional filmmakers

Safety measures: Get informed consent from all participants for publishing any film material. Only use your own or free to use music and/or copyright-free footage, stock photos or audio if any is needed.

Possible to do it digitally? Yes

But how?

Make it as small (supporting 1 young person doing their film) or big (a community film project) as your ambition. Here are a few options for your inspiration:

A) “50 seconds - choose an R” video challenge

Choose a short lived plastic object (i.e. cigarette bud, food wrapping, toothbrush, sanitary pad) and explore the consequences of using this item with short video clips. Then “rewind the tape” and show us alternative ways through any of the 4 R’s Refuse, Reduce, Reuse and Recycle. Try and make your film no more than 55 seconds long including information and credits (if such are needed). If the video is too long – skip the first, negative, part and concentrate on the positive alternative. Publish in social media, with hashtags, facts about and links to relevant information on plastic waste and how to/why we should fight it.

Additions or variations: Write a super short spoken word-text, catchy song or new lyrics to a classic nursery rhyme and let that be the basis of the video. Subtitle the video and submit to a one minute film festival. Make a compilation of several videos and put it on repeat on a screen where many people see it.

B) “My Plastic Week/Month” video performance

Collect all plastic you normally throw away within a week or month – all food wrapping, packaging, hygiene items etc. - and attach them to your clothes. Walk around wearing your growing plastic garment and document your and other people’s thoughts on camera. Explore the 5 R’s: Refuse, Reduce, Reuse, Repurpose, Recycle for the plastic items gathered. Edit and publish in social media, with hashtags and links to relevant information on plastic waste and how to/why we should fight it.

Video: [We Wore our Plastic Waste IN PUBLIC for 7 Days](#) (Asap SCIENCE, 2019, 02:45)

C) Artistic performance/demonstration enacted for digital distribution

Gather a group of creators. Make signs and powerful images on boards and posters and find costumes or other expressions to enhance your message. Enact a performance/demonstration and make a video. Include the participants holding their signs or delivering the messages chosen in other ways. Edit and add (your own or free to use) music and/or stock photos/videos to enhance the messages. Post on social media, with hashtags and links to relevant information on plastic waste and how to/why we should fight it.

Examples of powerful expressions:

Video: [The Art Of Extinction Rebellion: To Rebel Is To Create](#) (Change Incorporated, 2020, 16:35)

Did you know that...

- Most people watch videos on social media with the sound off. Put subtitles on your video or make the film with no dialogue for a wider reach. More advice on how to create [watchable silent videos for social media >](#)
- It’s almost always easier to reach a broad audience with a short video. Keep it short!

- There are lots of film festivals for short films, environmental films and films made by youth. Why not submit your video to a local or international film festival? Some examples of [one minute film festivals \(for different age groups\)](#) >

Film + plastic + humour examples for inspiration:

Video: [Sucker Punch](#) (Lonely Whale, 2018, 01:00)

Video: [Break-Up: "It's not me, it's you"](#) (United Nations, 2018, 01:57)

6 MAKE MEMES OR GIFS FROM YOUR ARTWORKS, FILMS, STORIES OR THE INTERNET

Ages: 13-30

Group: max. 12

Leaders: minimum one youth worker (helps if they're cool)

Space needed: Any room with a computer or safe meeting space

Material/equipment: Computer with internet connection, or mobile phones of participants

Time required: 2-4 hours

How to make it a longer project: Cooperate with media literacy promoters, and/or connect it to results of other activities like the photoshopped artworks, children's e-book, or films.

Results: Online memes and gifs (image formats, shared online)

Where to share the results: your preferred social media

Safety measures: Set up a safe online environment. Use public domain content to edit.

Possible to do it digitally? Yes (no other way!)

But how?

Test how these online community-based languages are useful for learning, being creative, or advocating for a cause.



1. Analyse memes and gifs, to understand what they are, how they spread, copyright laws that apply, and so the youth can share with each other what they are interested in.
2. Practice making your own memes and gifs, with the help of online tools like a [meme generator](#) or [gif-maker](#) or others of your choice. You can use freely available online content, or young people's own creations as a basis.
3. Make use of existing or created memes to develop advocacy material or lesson plans about ocean protection, or for any other use you can find.

7 WALK THE TALK WITH A WATER CLEANUP + CREATIVE UPCYCLING SESSION

Ages: 13-30

Group: 5-20

Leaders: minimum one youth worker per 5 young participants

Space needed: Outdoors, equipped workspace for creative session

Material/equipment: Plastic free personal protective equipment; equipment for creative work

Time required: 8-16 hours

How to make it a longer project: Cooperate with Plastic Free Communities, local authorities or other local stakeholders to integrate your action into a local context and community. Make this activity part of your preparations for creative workshops, or document it in video/audio/photo for content.

Results: Less plastic on the sea, plus creative outputs (documentary film, images shared online)

Where to share the results: Your preferred social media

Safety measures: Follow local safety rules set up by local authorities, inform local stakeholders like waste management or nature protections organisations in advance to make sure your cleanup happens safely and does not disrupt other initiatives (like recurrent monitoring of specific beaches) or natural wildlife. Get informed consent by participants for publishing media they appear on.

Possible to do it digitally? Partially

But how?

Get a real sense of plastic pollution in the ocean and waterways, by getting your hands “dirty” and doing or joining a community cleanup of a beach/waterway in your area. Protect your health, but don’t generate more waste, and make use of plastic free personal protective equipment.

If the plastic gathered from the cleanup already has a destination, be creative by documenting the experience and working with generated content on some of the workshop formats suggested here.

If you decide what happens to the plastic gathered, remember the “Reuse” principle and create something from it: public sculptures, vertical gardens, trash/recycling cans.

Just remember to walk the talk, and do everything in a way that is plastic free, and does not add more plastic to the natural environment than if you had not done nothing at all.

More hands on art-making-workshops ideas, including mud-graffiti, photos of trash, upcycling trash, environmental posters and more can be found in the [Art for the Environment booklet by YEE - Youth and Environment Europe >](#)

8 DESIGN YOUR OWN WORKSHOP

Use our workshop template as a start to design your own workshop! If you have the possibility - design it together with the intended participants. You can also invite a local choreographer, video maker, musician, painter, comics artist, photographer, actor, graffiti artist, print maker or creatives/professionals of other disciplines to co-host the workshop.

Name of activity:
Aim of activity:
Target group (ages etc):
Group size:
Leader/s needed (+ role description):
Rooms or space(s) needed:
Material and equipment needed:
Time required:
Description of activity (in order, from start to end: who, what, when, where, why?):
1. Introduction to workshop and the plastic waste problem (presentations, videos etc)
2. Discussing/choosing the message/s the participants want to work on
3. Choosing the form and the framing of the output/s that will be created
4. Creating the output/s
5. Gathering and reviewing the output/s together
6. Publishing and spreading the output/s
7. Evaluation of workshop and impact
Output/s (e.g. digital paintings, photos, videos, cartoons, digital book):
How to spread the work/s produced:
Partners to cooperate with prior to or during activity or connected to spreading the artworks:
Safeguarding measures needed:
Non-safety problems that might arise:
Can this activity be conducted digitally if needed? What's needed for that?
More to think about?

Dissemination tips:

- Put time into preparing a dissemination plan together with the participants. Who do you want to reach? What channels can best be used for this?
- Let participants spread the artworks through their own social media channels, as well as through your organisation's.
- Arrange a big or small premiere or exhibition of the artworks produced - or a full-blown "[plastival](#)". Invite family and press. Let the participants write press releases and prepare messages about why plastic pollution matters and what we can do about it. Send printed artworks and a party invitation to local or national policy makers.

IF YOU HOLD ME TO
STANDARDS THAT YOU
CANNOT MEET YOURSELF,
YOU SHALL EARN
MY DISFAVOR.



Plastic checklist for events (like workshops and meetings)

We should be practising what we preach – and there are resources to help us get there. This comprehensive checklist outlines the most commonly used single-use plastic items in the events industry. This list can be used by us all as a guide to determine which [single-use plastic items we need to eliminate from our event practises](#) >

Inspired? Check out [The Blue Events Guide](#) - a guide for producing conferences, corporate events, private

events, festivals and community gatherings. (There are also several other free guides for restaurants, offices, hotels and more if you want to spread the word.)

CHAPTER 6: Navigating the Ocean – Lessons learned and best practices

INTRO: If you work with youth and care about the ocean, the good news is that you are not alone. Many people and initiatives are actively working with youth participation for ocean protection. You can benefit from what your peers already know. Here are eight lessons learned from other initiatives working with creativity and youth participation for ocean protection:

1 Make it about them, the youth: by Youth and Environment Europe (YEE)

Tips to help you get young people engaged in your project, and to stay engaged, are:

- organise presentations to introduce the idea and initiative to them as a way to increase their interest;
- inform young people about what's in it for them: experience, skills, contacts, travels...
- use the social networks and media they prefer to talk and be active in
- get help from other young people to spread the word
- give young people tasks they can do, and after, show them appreciation for it;
- show young people the benefits of what they do (for society, ocean protection, etc.)

This lesson comes from the Erasmus+ project “Active Youth - Better Environment”. [More info >](#)

2 Connect to local society: by Youths Saving our Seas

Implement activities in which the young people get to interact with and learn from local communities, for example, local fishing communities. By listening to local communities' own challenges regarding climate change and ocean pollution, any action the youth takes can be directly related to local needs, and more easily receive support from the wider community. This lesson comes from the Erasmus+ project Youth Saving our Seas. [More info >](#)

3 Connect to international peers: by Ocean Citizens of the Future

Implement activities in which the young people get to interact with and discuss with young people from other countries. Ocean protection and climate change are bigger than local realities and thinking in connection to what happens in communities from other countries can make young people feel empowered, and help them develop language, leadership, and interpersonal skills. This lesson comes from the Erasmus+ project Ocean Citizens of the Future. [More info >](#)

4 Make action a part of learning: by KiiCS

You can make small call-to-actions part of the learning experience, for example, following up a learning session or creative exercises with a challenge to think together on a business idea, volunteering or creative project, while making space to support the development of those ideas with experienced mentors. This lesson comes from the EU-project Knowledge Incubation in Innovation and Creation for Science. [More info >](#)

5 Take a chance to learn yourself: by ARTcycling Training Course

Organising creative and ocean protection activities for young people can also provide interesting and useful learning opportunities for adults working with youth. Before or during the same activities in which young people participate, take the chance to learn about, for example, upcycling of waste via artistic activities. This gives you more tools and context for your work with young people, but also as a citizen. This lesson comes from the Erasmus+ project ARTcycling. [More info >](#)

6 Learn from the activities you implement: by Creative People and Places

Evaluation of participatory artistic programmes, focused on youth participation, ocean protection, or not, can let us know more about what works and doesn't for the purposes and target audiences we want to work with. Setting up some form of evaluation of your activities, however small, can give you insight into early impacts, generate new knowledge about your audiences, and inform decisions about future activities and programming. This lesson, and further inspiration on how to evaluate your activities, comes from the project Creative People and Places National Peer Learning and Communications Programme. [More info >](#)

7 Prepare youth for what they want to/will do in the future: by OCEAN i³

Non-formal education activities may introduce young people to ideas, initiatives and situations that can influence their later choices regarding formal education and professional career. From creative storytelling, to engineering, to psychology, many different skills and social functions play an important role in ocean protection and fighting for a sustainable future. Introduce youth to partners, opportunities, resources as a way to support them making active choices about the future. This lesson comes from the EU- project OCEAN i³. [More info >](#)

8 Help youth organise democratically: by Swedish Agency for Youth and Civil Society

Whenever legally permitted, youth can start their own association, as an opportunity to work together with friends on a topic they are passionate about, learn about democratic processes, and become active citizens in the process. Support young people understand how to act by themselves and the rules in place to keep everyone safe. This lesson comes from the Demokratihandboken (in Swedish), part of the Swedish Agency for Youth and Civil Society package for schools. [More info >](#)

CHAPTER 7: Strong currents - Events to enhance impact of initiatives

INTRO: Join the movement. Many of the initiatives below let you get involved, post your own events and help inspire others to join in. These events can serve as leverage for your own messages and help you get media attention for your local initiatives and actions.

[World Wildlife Day](#) (March 3rd)

[Global Recycling Day](#) (March 18th)

[Earth Day](#) (April 22nd)

[World Environmental Day](#) (June 5th)

[Beat Plastic Pollution Day](#) (June 7th)

[World Ocean Day](#) (June 8th)

[Plastic Free July](#) (July)

Video: [It's as easy as this!](#) (02:02)

Video: [Take the Challenge](#) (01:12)

[World Cleanup Day](#) (September)

One of the biggest civic movements of our time. In 2021 millions of people from over 190 countries joined in for cleanup activities!

[European Week for Waste Reduction](#) (November)

CHAPTER 8: *Little drops of water/(...)/Make the mighty ocean*³⁰ - Getting organised

INTRO: Immediate and transformative action is needed to protect at least 30 percent of the world's ocean for it to continue to provide food, climate stability and healthy ecosystems. Young people are becoming leaders in starting and taking that action. As someone working with youth (from a social, artistic or environmental perspective) you can support young people organise their efforts to be part of this large-scale collective action to protect our oceans. This chapter points you in some directions on how to get organised, educated and active, and on joining others in working towards the common goal of plastic-free oceans.

5 ways to get involved with others:

1. Become part of an already formed activist group
2. Start your own activist movement and get others on their feet!
3. Campaign
4. Start and sign petitions
5. Protest

From the publication "[Active Youth-Better Environment](#)" by Youth and Environment Europe (2018)

Environmental organisations

- [Break Free From Plastic Movement](#)
- [Greenpeace](#)
- [Oceana](#)
- [Oceanic Global](#)
- [Sea Shepherd Conservation Society](#)
- [Surfrider Foundation Europe](#)
- [WWF - World Wildlife Fund](#)
- [5Gyres](#)
- CY: [Friends of the Earth Cyprus](#)
- CY: [Let's Make Cyprus Green](#)
- CY: [Terra Cypria](#)
- GR: [Enaleia](#)
- GR: [Helmepa](#)
- ES: [Rezero](#)
- ES: [Submon](#)
- SE: [Kusträddarna/Håll Sverige Rent](#)
- SE: [Naturskyddsföreningen](#)

Organisations led by youth

- [European Youth4Ocean Forum](#)
- [Fridays For Future](#)

³⁰ Carney, J. (1845). Little Things: [https://en.wikipedia.org/wiki/Little_Things_\(poem\)](https://en.wikipedia.org/wiki/Little_Things_(poem)).

- [UN Youth Champions for Environment and Peace in Cyprus](#)
- [UNICEF Youth for Climate Action](#)
- [YEE - Youth and Environment Europe](#)
- [Young Friends of the Earth](#)

Young initiatives

- [Bye Bye Plastic Bags](#)
- [Kids against Plastic Video>](#)

Great tools that can be used for campaigning:

- [Be\(e\) the change guide on campaigning](#) by Youth and Environment Europe (2016)
- [Break Free From Plastic Campaign Toolkit](#) by Break Free From Plastic Movement (2021)
- [Campaign Handbook; A user's guide to campaigning](#) by Green European Foundation (2014)

CHAPTER 9: Catching up - Countries in comparison: legislation

What is the current situation in your country? And across Europe? Here you will find some basic info to help you contextualise discussions and prepare presentations or classes.

EUROPEAN CONTEXT

Protection of shared coasts and waters across European borders is complex, and different countries show different levels of implementation of national and European laws. In general, protection of European waters against pollution is connected to economic development, but sometimes these priorities clash politically. The Water Framework Directive, from 2000, is the European Union (EU) directive committing member states to achieve good qualitative and quantitative status of all water bodies. A review from 2012 found that 47% of EU water bodies covered by this directive fail to achieve the directive's aims. It has been amended by the 2002 EU Recommendation on Integrated Coastal Zone Management and the 2008 Marine Strategy Framework Directive. This last one, with its later supplements³¹, represents the EU's approach on marine environment protection. It is complemented by several policies³², and one especially relevant for ocean protection against plastic waste is the Directive 2019/904 on the reduction of the impact of certain plastic products on the environment (in particular, the aquatic environment), which directs EU member states to prohibit the use of single-use plastic products. The European Union sees ocean protection as a requirement to protect maritime biodiversity, as well as for a competitive maritime economy, but external analysis sees many of these policies as superficial, and yet to be implemented by different European countries.

For more information, read here:

[EU Coastal and Marine Policy >](#)

[EU Coastal and Marine Policy's Interaction with other policies >](#)

[OECD on European Union Marine Legislation >](#)

[WWF Oceans critiques the EU for failing to achieve its objectives for 2020 >](#)

[European Commission on Marine Litter >](#)

[European Commission on Single Use Plastics and the SUP Directive >](#)

[European Commission on Plastics in a Circular Economy >](#)

³¹ The 2014 Directive on Establishing a Framework for Maritime Planning 2014/89/EU, and the 2002 EU Recommendation on Integrated Coastal Zone Management 2002/413/EC.

³² The EU Habitats Directive, the EU Directive on the Conservation of Wild Birds, the regulation of fisheries through the Common Fisheries Policy (CFP), EU Biodiversity Strategy to 2020, EU Regulation 1143/2014 on Invasive Alien Species, and the control of input of nutrients and chemicals into waters through the Water Framework Directive (WFD), the Nitrates Directive and the EU Common Agricultural Policy (CAP).

CYPRUS

Cyprus does not contain a comprehensive legislation to protect its territorial waters from degradation as a result of pollution and intensive exploitation, making this work budget-based, and divided between various government departments and local administrations. Some relevant laws are the Law on Beach Protection, the Law on Fisheries, the Laws on the Organisation of the Ports of Cyprus, and the Regulation of Marinas, besides being a signatory of several mediterranean conventions. Cyprus is implementing the EU's Marine Strategy Framework, but plastic pollution in the sea is still a main issue that concerns the island's tourism associations and organisations. Hotels in Cyprus have started their own action, pledging to ditch unnecessary plastic, to inspire others and make further changes to cut single-use plastic where possible, and some projects dedicated to this have received support from several mayors, the Association of Cyprus Travel Agents, the Cyprus Hotel Association, and the University of Nicosia.

For more information, read here:

[The Environmental Implementation Review 2019 for Cyprus, by the European Commission >](#)

[Article: Cyprus: ICLG: Environment & Climate Change Law 2020, on Mondaq >](#)

[On protected areas and biodiversity in Cyprus, by The Biodiversity information system for Europe >](#)

GREECE

There has been some progress in the protection of marine environments in Greece during the past two decades, with national legislation adapting to European standards and introducing harsher fines for polluters. The Law 743/1977 on the Protection of Marine Environments remains in force until today, and is complemented by EU frameworks as well as by the Barcelona convention for the Protection of the Mediterranean Sea Against Pollution - although implementation of the latter is inadequate. Another important law, no. 4037/10/A/30.01.2012, which establishes administrative fines and criminal sanctions regarding pollution from ships (for businesses and corporations), in line with all environmental protection laws in Greece. However, many towns in Greece continue to lack the necessary infrastructure for safe waste management. Issues such as limited or old infrastructure, complex bureaucracy and little incentives to adhere to environmental regulations, slow down any positive developments in ocean and water protection in Greece. Environmental taxation is not implemented to the same level as other European countries, besides a recent tax on single-use plastic bags, and there are no positive incentives towards citizens to adopt "greener" habits.

For more information, read here:

[Greek National Legal Framework >](#)

[Ministry of the Environment and Energy on the expansion of network of marine protected areas in Greece >](#)

[WWF on Environmental Law in Greece >](#)

[OECD Environmental Performance Reviews: Greece, 2020 >](#)

[The Environmental Implementation Review 2019 for Greece, by the European Commission >](#)

[On protected areas and biodiversity in Greece, by The Biodiversity information system for Europe >](#)

SPAIN

The 2010 Marine Environment Law adapted the EU Directive 2008/56/CE, to local reality, constituting a turning point in the protection of the marine environment in Spain. National initiatives and ad hoc working groups, with participation of stakeholders from the national and regional public administrations, academia, the civil society and the business sector have been set up, including collaboration with NGOs to collect data on coastal marine litter. Plastic litter (and single use plastic) is considered as the most pressing concern regarding ocean pollution, with emphasis still put on recycling, while many believe that disincentivizing purchase of plastic items and promotion of reuse should be prioritised. Steps in these directions were taken by pioneer projects on the prohibition of single use plastics, as well as circular economy frameworks making use of deposit and return systems. Plastic-related litter and ocean pollution is a central issue for Spanish society and laws, policies and strategies are being progressively put in place. Civil society still actively calls for new policies that go beyond classical recycling, while the country tries to find ways that tackle the issue from its root causes.

For more information, read here:

[Environmental Law and Practice in Spain, an overview on Thomson Reuters Practical Law >](#)

[The Environmental Implementation Review 2019 for Spain, by the European Commission >](#)

[On protected areas and biodiversity in Spain, by The Biodiversity information system for Europe >](#)

[On Coasts and Marine Environment in Spain, by the Ministry of Ecological Transition >](#)

SWEDEN

The main environmental legislation in Sweden is the Swedish Environmental Code (SFS 1998:808), which entered into force in 1999. The Swedish Environmental Protection Agency and the Swedish Agency for Water Management have coordinating roles, with protection of marine and land territory delegated to regional authorities. From 2011, it is illegal to litter in public areas. Regulations on municipal responsibilities for waste management were updated in 2020. From 2022, Sweden implements the EU's SUP directive, and adopts additional bans. An earlier exemption for minor littering offences has also become obsolete in 2022, through amendments to the Environmental Code, which means that people littering relatively small things containing plastic, such as a cigarette butt, candy wrapping paper or a chewing gum, can get fined. Extended producer responsibility applies to certain categories of products. Swedish legislation thus places demands on several actors in society; citizens, the municipality (responsibility to clean up litter), and some producers, but complementary measures are needed for legislation to be effective. Although littering is illegal, the number of fines for littering has almost halved since the law came into force in 2011.

For more information, read here:

[Sweden's National Review 2021 on the implementation of the 2030 Agenda for Sustainable Development, by the Government Offices of Sweden >](#)

[The Environmental Implementation Review 2019 for Sweden, by the European Commission >](#)

[On protected areas and biodiversity in Sweden, by The Biodiversity information system for Europe >](#)

[Statistics on fines for littering 2011-2020 >](#)

The Single Use Plastics (SUP) Directive - how are we doing so far?

There's always improvements to be made: better monitoring and data collection, extended producer responsibility, better deposit return schemes, reduction targets, enforcement of bans, and so on... Good practice, particularly when seen in countries that are otherwise not progressive in their policymaking, can encourage both policymakers and civil society of other such countries. It shows that top down change is not always as slow and inefficient as is often believed and expected, and that, in fact, change is possible at an institutional level.

The 2021 assessment of European countries' transposition of the Single Use Plastics Directive, by Surfrider Foundation Europe & Rethink Plastic Alliance, called "[Moving on from single-use plastics: how is Europe doing?](#)" gives a picture of how different countries are doing and what more can be done.



CHAPTER 10: Going deeper – Research, reports and other great resources

INTRO: This guide was designed as a practical tool to help you in your work with young people. It contains the necessary information to get you acquainted with the reality of plastic waste and the global ocean protection movement. That said, the guide does not dive very deep into the immense array of initiatives and knowledge about working for plastic free oceans. Here are some more links and information if you want to go deeper in the topics.

Remember to check out the [OCEA\(n\)RT Capacity Building Programme](#) for more knowledge and tips on how to boost youth engagement in ocean protection.

On marine plastic litter

GLOBAL Report: [Drowning in Plastics – Marine Litter and Plastic Waste Vital Graphics](#) (2021) by UNEP et al., an overview of the global challenges related to marine litter and plastic waste, using graphic illustrations accompanied by condensed descriptions of key thematic areas. (English)

GLOBAL Report: [The Sustainable Development Report](#) (2021), by Cambridge University Press, a global assessment on reaching the 17 SDG's. (English)

GLOBAL Report: [The business case for a UN treaty on plastic pollution](#) (2020) by WWF, The Ellen MacArthur Foundation and BCG, a report that argues that a UN treaty on plastic pollution would benefit businesses as well as the environment. (English)

GLOBAL Report: [Just one word: refillables](#) (2020) by Oceana, a global report in the relation between PET bottles, and plastic marine pollution, with thoughts on how the soft drink industry can – right now – reduce marine plastic pollution by billions of bottles each year. (English)

GLOBAL Report: [30X30 a Blueprint for Ocean Protection](#) (2019) by University of Oxford, University of York and Greenpeace, a report on how we can protect 30% of our oceans by 2030. (English)

GLOBAL Report: [Single-use Plastics - A Roadmap for Sustainability](#) (2018), by UNEP, a report aimed at policymakers that introduces measures to curb consumption and improve management of single-use plastics. (English)

GLOBAL Report resource: [UN Environmental Programme \(UNEP\)](#), publications and data from UNEP. (English)

GLOBAL Report resource: [The Organisation for Economic Co-operation and Development: Ocean](#), by OECD, an overview of the organisation's work in support of a sustainable ocean. (English)

GLOBAL Educational platform: [Ocean Campus](#), by Surfrider Network Europe, an organisation working for the preservation of the oceans through conservation, activism, research, and education. (English)

GLOBAL Educational platform and project hub: [Plastic Oceans](#), by Plastic Oceans International, a non-profit organisation working to end plastic pollution and to foster sustainable communities worldwide by using Education, Activism, Advocacy and Science. (English)

GLOBAL Educational platform: [The Global Goals For Sustainable Development on SDG 14 - Life Below Water](#), by Project Everyone, an educational overview of SDG 14. (English)

GLOBAL Educational platform: [Planet or Plastic?](#), by National Geographic, a multiyear effort to raise awareness about the global plastic trash crisis. (English)

GLOBAL Toolkit: [Tide Turners Plastic Challenge](#), by CEE and WWF India, an educational material about the impact of plastic pollution, how to reduce your plastic consumption, and how to encourage others to do the same. (English)

GLOBAL Podcast: [Plastisphere](#), an investigative podcast by journalist Anja Krieger (English)

GLOBAL Campaign: [Clean Seas](#), a global campaign started in 2017 in which UNEP is connecting individuals, civil society groups, industry and governments to catalyse change and transform habits, practises, standards and policies around the globe to dramatically reduce marine litter and its negative impacts. (English)

EU Report: [Best practices to gradually reduce and remove one single use plastics in Europe](#) (2021) by Seas At Risk, a catalogue with exemplar initiatives per country. (English, also available in Spanish and Greek)

EU Report: [Moving on from single-use plastics: how is Europe doing?](#) (2021), by Rethink Plastic alliance, an assessment of European countries' transposition of the Single Use Plastics Directive. (English)

GR Report: [National Strategy for Adapting to Climate Change](#) (2016), a governmental report by Greek authorities, detailing negative impacts of climate change, and the different bodies and stakeholders that must take actions to combat it, from the individual to businesses. (Greek)

ES Report: [More trash, more cash. Who is really behind the plastic crisis in Spain?](#) (2021), by Changing Markets Foundation, a report that critically reviews the problem with plastic in Spain and provides recommendations addressed at policymakers, companies, retailers, citizens and consumers. (English)

ES Report: [Technical document of the working group for marine litter in Spain](#) (2018), by Conama2018, reviews the problem at global, European and national levels, revealing the groups of interest concerned, the strategies put in place and the commitments of key stakeholders. (Spanish)

ES Roadmap: [Citizens' Decalogue against marine litter](#) (2017), a roadmap agreed by environmental organisations in Spain, administrations, CSO's, fishermen and the business sector, with 10 commandments on how citizens can contribute to the improvement of the environmental status of the seas. (Spanish)

ES Report: [What to do with the can?](#) (2010), by Retorna, analyses the situation on the single use plastic recycling system in Spain, and introduces a proposal for a Deposit and Return System (DRS), in comparison to other countries who have implemented it. (Spanish)

SE Roadmap: [The Swedish EPA's roadmap for the sustainable use of plastics](#) (2021), provides an overall picture of where we are going and a guide on what a sustainable use of plastics means. (English, Swedish version also available)

SE Report: [Everything you \(don't\) want to know about plastic](#) (2014), by the Swedish Society for Nature Conservation, an extensive report presenting what consequences plastic can have on human health and the environment and how to tackle this complex problem. (Swedish)

SE Podcast: [Hello Plastic Free Oceans](#), by Keep Sweden Clean, an educational podcast on marine plastic pollution and how to fight it. (English)

On youth and environment

GLOBAL Report: [GEO-6 for Youth](#) (2021) by UNEP, an interactive e-publication report written by youth for youth to inform, engage, educate, and lead youth towards environmental action (English)

EU Report: [Active youth, better environment](#) (2018), a report by Youth and Environment Europe, a network of youth environmental NGOs, on how to include young people in environmental decision-making. (English)

EU Guide: [Be\(e\) the change](#) (2016), a guide by Youth and Environment Europe, for all young environmental enthusiasts who want to explore different aspects of organising a successful environmental campaign. (English)

EU Toolkit: [Youth for a just transition - A toolkit for youth participation in the Just Transition Fund](#) (2021), a toolkit for youth participation, focusing on how to incorporate the voices of youth on implementing the European Green Deal. (English)

GR Article: [Climate Change, society and Environmental Ethics](#) (2019), an open science article made by young students, looking at dilemmas regarding the relation between individual and community responsibilities for environmental protection. (Greek)

SE Educational platform and resource hub: [Ocean Blues at the University of Gothenburg](#), a project linking non-academic young adults to the scientific community to discuss threats to the marine environment and how we can create a more sustainable future through action. (Swedish)

On environmental art and communication

GLOBAL Article: [Visual art as a way to communicate climate change: a psychological perspective on climate change-related art](#) (2017), by the CLIMart project, an article discussing the possible effects of climate change-related visual art. (English)

EU Report: [Climate Visuals](#) (2016), by Climate Outreach, a report specifically on visual climate change communication, presenting seven principles for effective visual communication around environmental protection, based on in-depth, international social research. (English)

ES Article: [Art and Sustainability. Artistic Responses to the Collapse](#) (2018), by the Barcelona Research Creation, an article on contemporary art and political ecology. (Spanish)

UK Report: [Climate communication in practice](#) (2018), by Climate Outreach, a report presenting key findings about climate communication in the UK, with visual arts and creative methods analysed and recommended to make climate communication be engaging and build balanced optimism. (English)

UK Report: [The Seven Dimensions of Climate Change](#) (2015), by the UK's Royal Society of Arts, a report identifying Culture as one the seven interconnected dimensions of making climate change a shared social challenge, namely regarding artistic mediums that can associate climate change viscerally to what we care about in our everyday lives. (English)

UK Report, [Young Voices: how do 18-25 year olds engage with climate change?](#) (2014), by Climate Outreach, asking young people in the UK how to engage their peers more effectively. (English)