CONSIDER LITTER

Vanessa van Heerden, Ph.D.
vanheerden1@lsu.edu

Pontchartrain Conservancy

Sea Grant LOUISIANA

data-driven & community-centered approach

TO MARINE DEBRIS PREVENTION & MITIGATION

- Answers a need for land-based litter initiatives

- Provides detailed data on collected debris

- Facilitates locally-driven marine debris assessments, removals, and prevention projects in Louisiana

	MARB boundary
	Rivers & streams
	Major rivers
	Arkansas
	Mississippi
	Missouri
	Ohio
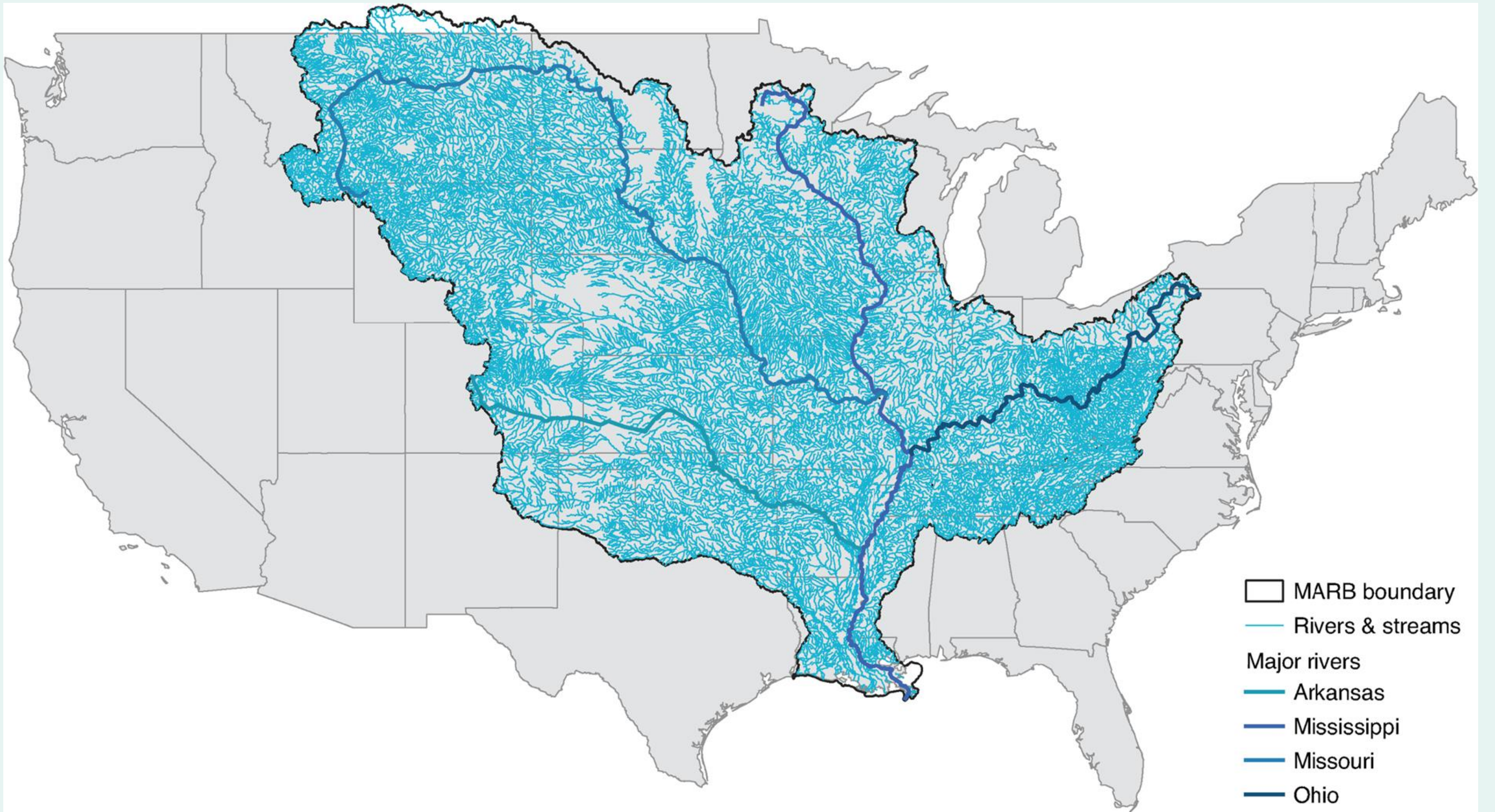
THE PROJECT

Implementing monthly clean-ups on school campuses and adjacent areas
- Student driven litter clean ups on site
- Data collection & analysis on litter

Builds environmental literacy and stewardship through research-based litter collection.

EXAMPLE

Environmental Science: lead litter clean up
Math: lead litter data collection & analysis
Civics: lead action project at end of year

Two-fold outcome:
1) Understanding of land-based litter
2) Stewardship of their school campus

The Approach

THE AUDIENCE

4th - 12th grade students
Teachers in the sciences, math, social studies, and all others!

THE STEPS

1. Teacher professional development day
2. Monthly clean ups and data collection
3. Teachers enter data into online platform
4. Students and teachers create action plan for their school

STUDENTS SORTING

METHODS

Schools use the EPA Escaped Trash Assessment Protocol (ETAP) for clean ups and assessment
- Site selection and boundary determination
- Site characterization and cleanup
- Data entry and analysis

Consider Litter team creates and provides clean-up kits to each school

Consider Litter team works with schools to set up:
1. Building class participation schedules
2. Integration of the activities into their existing curriculum
3. Use of online tools for data analysis and action projects

FIELDSCOPE

Interactive mapping platform where students, teachers, and community members can view, analyze and understand litter in their community.

Provides an easy, manageable approach to data collection and storage for teachers.

Our project:
considerlitter.fieldscope.org
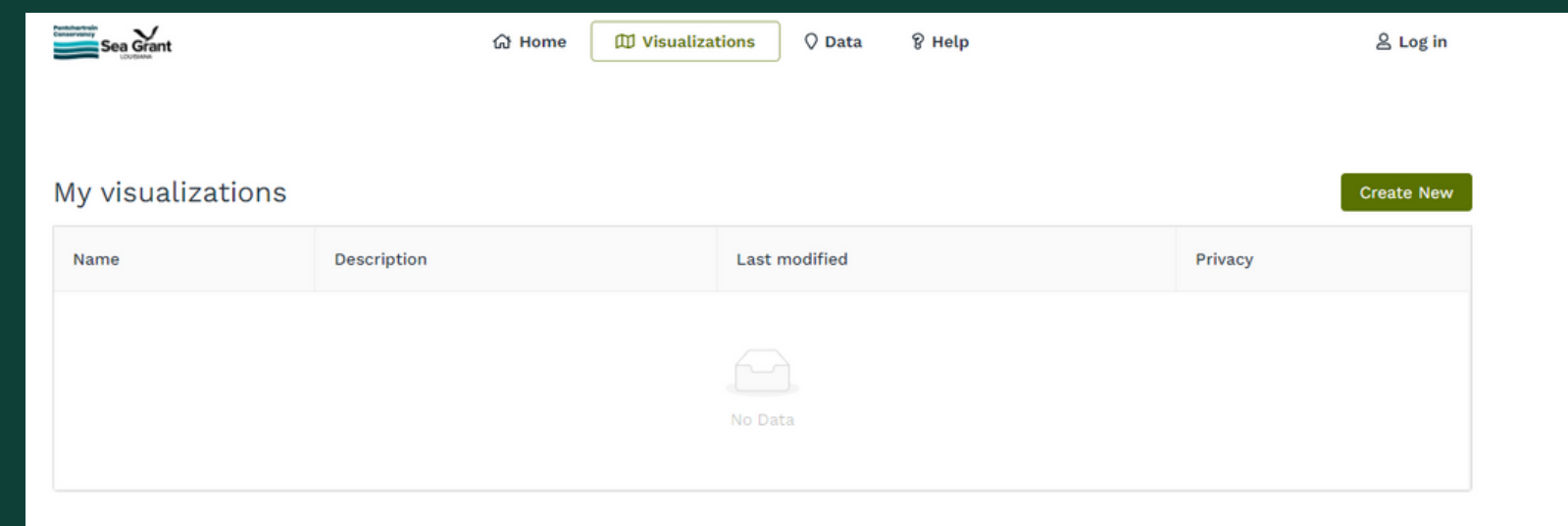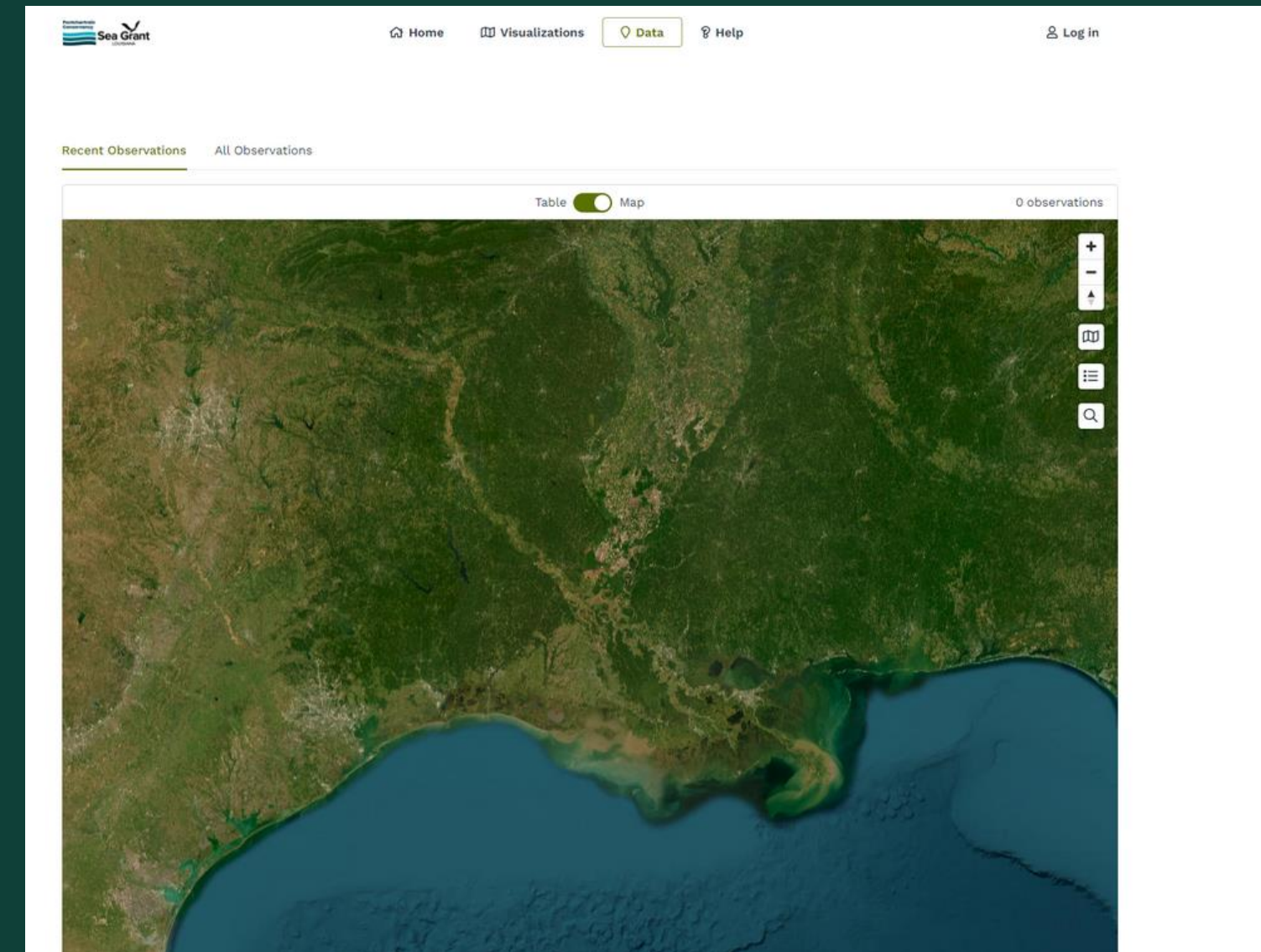
Teachers:
- Input each monthly clean-ups data
- Have an account for their school

Students:
- Look at, analyze, and download data
- Create visualizations on the data

DATA DRIVEN EDUCATION & ACTION

	Has Media	Choose Item Group & Type	Item Conditions: How many items are intact/un-fouled?	Item Conditions: How many items are
4	Yes	Smoking - Cigarettes & Canna...	3	6
4	No	Automotive - Other	1	0
4	No	Other - Textiles, Clothing & Sh...	1	5
4	No	Other - Balloons	1	0
4	No	Other - Toys, Sports & Rec Eq...	2	1
4	No	Other Paper	2	0
4	No	Plastic Straws & Stirrers	2	1
4	No	Plastic Bottle Caps & Tabs	4	0
4	No	Plastic Food Wrappers & Snac...	10	20
4	No	Plastic Utensils	1	0
4	No	Plastic Small Fragments	0	1
4	No	Other Plastic	2	0
4	No	Other Foam	2	0
4	No	Other Paper	1	4
4	No	Glass Small Fragments & Othe...	0	3

Table ⚪ Map   341 observations

Graphic by: Lower DuPage River Watershed Coalition and Lower Des Plaines Watershed Group

OUTCOMES

- Students and teachers will increase their knowledge and awareness of the origins of litter

- Students and teachers will increase stewardship of their campus = decrease in litter over time

- Understanding of their role in protecting their local piece of the greater Mississippi/Atchafalaya River Basin.
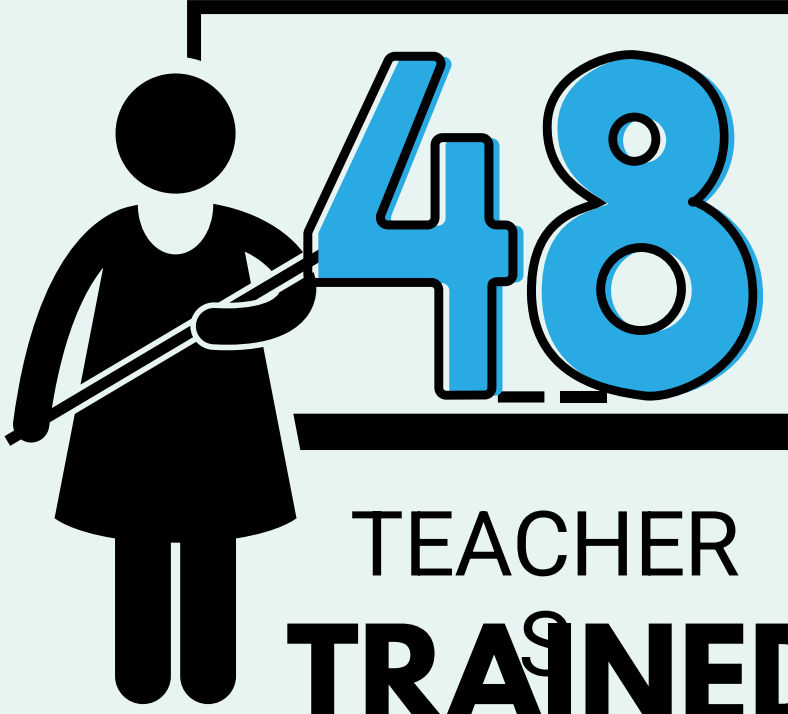
HOW DID THIS GET HERE?

WHY DOES IT KEEP BLOWING AWAY?

CONSIDER LITTER: BY THE NUMBERS

12
SCHOOLS
SIGNED ON

48
TEACHER
TRAINED

TEACHERS COLLECTING & SORTING DURING TRAINING

1,950 STUDENTS ENGAGED

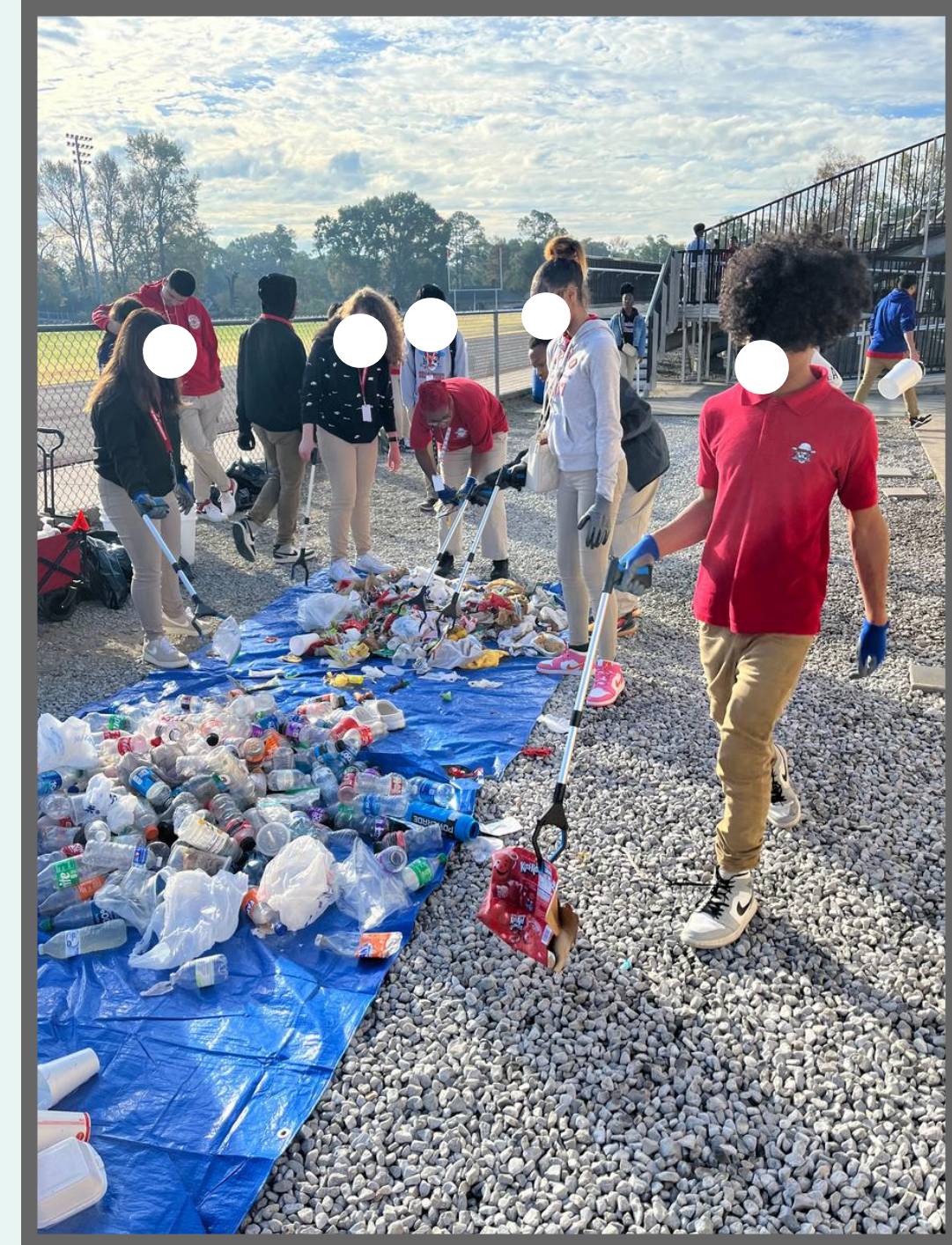AFTER **15** SCHOOL CLEAN UPS, A TOTAL OF...

3,900

PIECES OF LITTER

&

OVER **170** LBS.

STUDENTS
WEIGHING

STUDENTS COLLECTING
AND
PRE-SORTING

...HAS BEEN COLLECTED, CATEGORIZED, QUANTIFIED, AND DISPOSED OF.

THANK YOU.

vanheerden1@lsu.edu

laseagrant.org