

MAY 2026

A

STUDENT GUIDE

to

**Breaking Free
from Plastic**

**Our move towards a sustainable
future starts with our schools**



#break
free
from
plastic

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Step 1

Understanding the need to go plastic-free. The science behind plastic, and its harmful impacts on the people and the planet

Definition of Terms

PLASTIC refers to a synthetic material made of polymers such as PVC, polyethylene, or nylon, produced using fossil fuel. One of its most distinguishing properties would be malleability, which allows it to be molded into different shapes, and used in a wide range of applications - from packaging and manufacturing, to electronics and construction. Its other significant characteristic would be its durability, which makes it impossible to decompose for hundreds, even millions of years.

In addition, chemicals such as colorants, lubricants, and flame retardants are added to plastic to improve its physical composition.

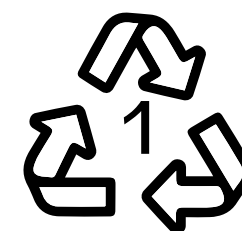
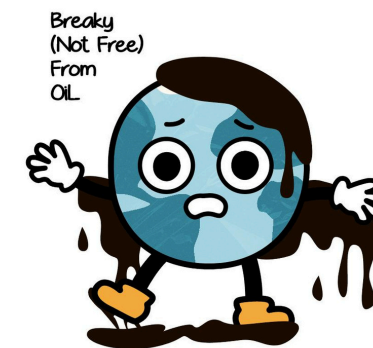
POLYMERS are very large molecules made of a bonded chain of simpler chemical units called monomers.

MICROPLASTICS are microscopic plastic fragments, measuring no more than 5 millimeters long. They are found in personal care products, polyester clothing,. They end up in the water, eaten by wildlife, agricultural ecosystems, and our bodies. They've even made their way up to River Nile, Lake Victoria and are ingested by 1 in every 5 fish caught in Lake Victoria.

SINGLE-USE PLASTICS are disposable plastics made from fossil fuel-based chemicals. Examples would be bottles, straws, bags, and wrappers.

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The 7 Categories of Plastic



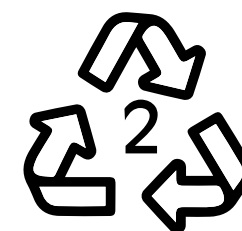
PET

PET – POLYETHYLENE TEREPHTHALATE

We encounter PET most often in the form of water bottles.

It is intended for single use, especially because repeated use increases the risk of leaching and bacterial growth. PET is also difficult to clean, requiring harmful chemicals for disinfection.

But PET plastic is recyclable. The recycling process entails crushing and shredding the plastic, to be turned into new PET bottles, or as polyester fiber for making apparel.



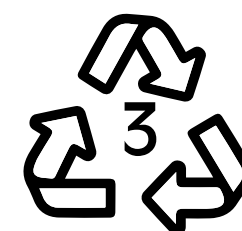
HDPE

HDPE - HIGH-DENSITY POLYETHYLENE

Stronger and thicker than PET and with a relatively lower risk of leaching, high-density polyethylene (HDPE) is often used for making large bottles, such as juice containers, shampoo bottles, milk jugs, bleach containers, and thick bottle caps.

HDPE containers are widely recycled and are thought of as a safer option for food and drinks because of their sturdy quality.

However, some studies show that they may release chemicals that disrupt the human endocrine system.



PVC

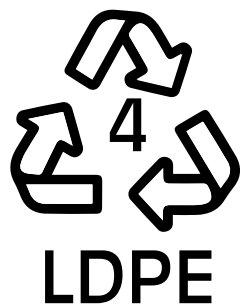
PVC –POLYVINYL CHLORIDE

PVC or vinyl is a common material for food wrapping, pets' toys, detergent bottles, blood bags, blister packaging, and hospital tubes. Its thicker version is popular for cable sheathing, as well as garden hoses and plastic pipes.

PVC used to be the second most widely used plastic resin in the world (after polyethylene), before its manufacture and disposal was revealed to be the cause of serious health risks and environmental pollution.

PVC

carries such toxins as bisphenol A (BPA), cadmium, dioxins, mercury, phthalates, and lead, which may cause cancer, as well as allergic reactions among children. PVC-based products are not recyclable. While some can be repurposed, these should not be reused for food applications, or for children's use.

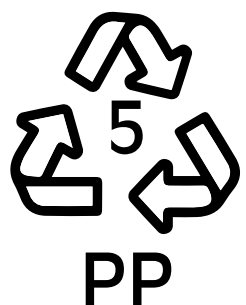


LDPE – LOW-DENSITY POLYETHYLENE

The most used family of plastics in the world, LDPE has the simplest plastic polymer chemical structure, making it very easy and cheap to manufacture. LDPE is a generally thinner and more flexible form of polyethylene.

LDPE is mostly found in grocery bags, shrink wraps, frozen food bags, container lids, squeeze bottles, and coatings for milk cartons and beverage cups. Heavy-duty applications include garbage can liners and floor tiles.

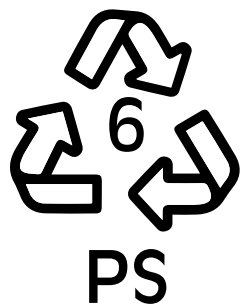
While reusable and considered less toxic than other plastics, LDPE is not commonly recycled.



PP –POLYPROPYLENE

Polypropylene plastic is a tough, lightweight material typically used in the manufacture of pails, plastic bottle tops, potato chip bags, margarine and yogurt containers, straws, packing tape, rope, and disposable diapers.

Like LDPE, PP is considered a safer option for food and beverage, and can be reused. However, it is recyclable only under select programs.



PS – POLYSTYRENE

Polystyrene is an inexpensive, lightweight, and easily-formed plastic that most of us call styrofoam. It is commonly used for food containers, disposable cups, and packaging, as well as for foam insulation and sheeting in construction. Its weak and ultra-lightweight composition allows it to easily disintegrate and disperse throughout

the natural environment, posing long-term harms on one's respiratory, nervous, endocrine, reproductive, and immune systems. Polystyrene products also have a low recycling rate.



Other – BPA, POLYCARBONATE AND LEXAN

Category 7 is a catch-all for polycarbonate (PC) and other plastics, such as those that feature layers of different types. Category 7 plastics vary in their reuse and recyclability.

While some polycarbonate containers will be marketed as non-leaching or odor-free, they may still leach trace amounts of BPA, if used to heat liquids. Examples of polycarbonate applications include baby bottles, sippy cups, water bottles, and ketchup containers. But PC is toxic, and its BPA content has since been linked to adult-onset (Type II) diabetes, obesity, increased risk of breast cancer, prostate cancer, metabolic disorders, and fertility problems.

A new generation of compostable plastics, made from bio-based polymers like corn starch, is being developed to replace polycarbonates. These are also included in Also under category #7 are a new generation of compostable plastics marked PLA, made out of bio-based polymers such as cornstarch, which are reusable but not recyclable.

Going plastic-free requires understanding the differences between plastic types, as well as the options available for reuse and recycling, to bolster policy recommendations. What is clear, however, is that all categories carry risks to human health and the environment, and the wide range of their applications means a lot of work is needed to educate people about the impact of plastic use on their daily lives.

The problem with PLASTIC

Plastic is everywhere –
it's malleable and convenient.
But it has a dark side.

Plastic pollution is choking our planet and is one of the most challenging environmental issues in the world today.

Plastic products take thousands of years to decompose. They break down into microplastics, which contaminate water and soil.

Here are some Harsh truths about plastic:

Since plastic's mass market adoption in the 1950s, 8.3 billion tonnes of plastic had been produced, at a rate faster than that of any other material, and in a shift from durable towards single-use products.

As of 2017, one million plastic beverage bottles are purchased every minute. Every year, the world uses up to 5 trillion single-use plastic bags.

Only 9 percent of all plastic waste have been recycled, while about 12 percent has been incinerated. The rest, 79 percent, has ended up in landfills, dumps, or the natural environment.

Over 150 million tonnes of plastic waste can be found in our oceans, with 8 million tonnes more added each year. This is the equivalent of a garbage truckload being dumped every minute.

If nothing is done to reverse the trend, by 2050: the figures could increase to 2 per minute by 2030, and four per minute by 2050.

There could be more plastic than fish in the sea, and 12 billion metric tons of plastic in landfills.

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Nearly all plastics are created from non-renewable fossil fuels such as oil, natural gas, and coal. Their production thus depends on the pollutive practice of extracting these chemicals. By 2050, plastic production could account for 20% of the world's total oil consumption.

Finally, plastic is bad for health. Its components are known to disrupt human endocrine system, resulting in hormonal imbalances, even cancer and infertility.

Plastic also brings harm to animals, causing such health issues as intestinal blockages, punctured organs, and fatal intestinal blockages. Wildlife getting entangled in plastic may also damage their organs, on top of the risk of choking. And when plastic pollutes ecosystems, animals cannot establish their habitat, access the nutrients they need, and grow their population.

Plastic Pollution in Uganda

One in every five fish caught in Lake Victoria has ingested microplastics.

Ugandan communities are highly insufficiently resilient to cope with the increasing plastic pollution. There is too much plastic produced that what the waste system can manage.

Import and dumping of waste from the Global North has only made the problem worse for Global South countries. Uganda is experiencing increasing amounts of imported waste in the guise of second hand clothes.

River Rwizi in western Uganda is one of the most visibly damaged rivers with plastic waste visibly flowing through the river to Lake Mburo



Practicing Zero Waste at School and at Home

Place waste segregation bins in your kitchen



Keep 3+ small containers near your cooking area — organic, recyclable, and residual. Label in your home language.



Compost organic waste

Food scraps and peels can be composted in your compound — free organic fertiliser for your vegetables!

Involve the whole family

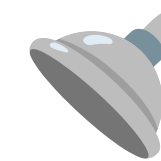


Teach children to sort waste daily. Communities that segregate at source can reduce waste costs by up to 70%.

Refuse single-use plastics



Carry a reusable bag to the market. Say no to unnecessary plastic sachets and straws every chance you get.



Rinse before you sort



Rinse plastic bottles, tins, and jars before putting in the Blue Bin. Dirty recyclables contaminate the whole batch.

Support waste pickers



Clean, sorted materials make waste pickers' work safer and more dignified — and raise the value of recyclables.



What NOT to DO

Never mix organic + plastic

Food waste contaminates plastic, making it unrecyclable.

Always keep organic and dry recyclables separate.

Never dump in waterways or drains

Plastic in drains is a danger to public health causes seasonal flooding. Every properly sorted item protects our wetlands, rivers and lakes.

Never burn plastic waste

Burning plastic releases dioxins and toxic gases, burns jobs for waste pickers and contributes to climate change.

Never mix hazardous waste

Batteries, chemicals, and medicine containers must be kept separate — they require special disposal to prevent soil and water contamination.

Why go plastic-free?

Understanding why we must lessen our dependence on plastic is the first step to convincing others of the pressing need for change. This applies whether we are trying to convince fellow students, businesses, or the government.

We should build plastic-free communities, for ourselves, for future generations, for our environment, and for a sustainable economy.



Step 2 Building the collective. An introduction to organising around the plastic-free campus campaign.

What is a collective?

Put simply, a collective is a group of people. For our purposes, we will use 'collective' to refer to the group that you can build, to perform the coordinated actions for this campaign.

It can be as small as three people, or as big as ten. The idea is to make the delegation, conduct, and monitoring of tasks systematic, and with clear expectations regarding timelines, quality of delivery, and ways forward.

Ideally, a collective is composed of people who belong in the same community, have more or less the same schedules, and can then meet regularly, perform tasks together, report on their accomplishments, assess the impact of their efforts, and determine the next steps.

Depending on its size, a collective can comprise committees, or simply have a team leader who steers the campaign. Some examples of committees and their corresponding tasks would be:

Membership and networking

Finding people and organisations to recruit or forgoan alliance with

Advocacy and communications

Crafting messages for the campaign, strategising how to bring the campaign to policy arenas

Finance

Raising funds and other resources

But a good collective makes decisions on a consensus basis, where plans are discussed in an assembly, and everyone's inputs are heard.

Why collective action?

Building a plastic-free campus, as you will realise along the way, is one challenging mission. You will face obstacles, and sometimes be met with dismissal and discouragement, perhaps even complete rebuke from those who have a stake in keeping things as they are.

This is because the shift to a world without plastic demands a big shift in the way we do things, and humans, in general, are wary of change. We like to stick to what we know, and fear what we do not.

You will then need a lot of tools and resources to get your message across. There will be many people to talk to, pamphlets to hand out, and petitions to gather signatures for, and too little time.

All of this means that you cannot do it alone. As you engage in this campaign, you will learn that you are in fact standing on the shoulders of giants: environmentalists, scientists, activists who had been exposing the harmful impacts of plastic for decades, and have already offered so much for the cause.

Like them, you will need to find kindred souls, and explore how to organise communities, amplify your messages, and sustain campaigns. Like them, you will discover that collective action means finding strength in numbers, as you confront long and widely

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Finding people to engage in the collective

It is good to have willpower and commitment as individuals to carry out this fight. But those will not be enough.

To give yourselves the best chance of success, you must engage the entire school community. This starts with identifying the different stakeholders in the school who would be interested in and would benefit from a policy to minimise and eliminate plastic.

This could include:

- The principal and school head master or head mistress
- Heads or representatives of departments
- School maintenance staff
- Student representatives
- Parents
- Alumni



Working collectively towards a plastic-free campus entails identifying each stakeholder group's needs, expectations, and strengths, then negotiating and securing their commitment for every step to be taken.

As every group comes from a different situation and perspective, they might have conflicting opinions about what should be the campaign's goals, and how to achieve these. Strong collective action depends on campaigners being able to draw the most contribution from each, to attain significant and lasting progress on the overall mission.

Step 3

Knowing the situation.

How to determine where your community is at in terms of waste.

Principles in conducting situation analysis

A good campaign will depend on a comprehensive analysis

of the situation. This analysis will establish the baseline, or where you're at, so that you can understand what needs to be changed. In short, you need to know where you're coming from, in order to know where you're going.

To carry this task out effectively, you will need to be guided by the following principles:

BE THOROUGH. The plastic-free campus campaign is founded on science and data. We advocate the shift because we believe it is the path towards humanity's survival, because it is what is right for the people and the planet, based on the harms that plastics bring to the soil, air, and water, and to human and animal health. Campaigners must be thorough and painstaking in their research. They should ensure the accuracy of the data they are using, especially by choosing references well, and fact-checking claims big and small. This discipline in conducting research will be the foundation of a campaign that is evidence-based, has integrity, and is then worth supporting.

BE CRITICAL. Breaking free from plastic demands a critical approach to policymaking around economics, waste management, production system, and governance, among other domains. To be able to present the most useful and compelling

Campaigners should know the right questions to ask, and go beyond the whats, whens, and wheres of the matter, to the more incisive ones such as *How did this happen? Who suffers and who benefits from the current state of affairs? Who has the power to change it?* Campaigners must understand that current practices are maintained to favour one segment of the population over the others, and it is their duty to bring this dynamic to light. That said, information should be presented along with its significance, and points the audience to what should be done about it.

DETERMINE THE BEST METHOD TO GET THE DATA.

Drawing certain kinds of information from a certain sample may require a particular approach or methodology. Maybe a focused group discussion will be best for gathering student views about the campaign, while key informant interviews will be useful for those in power, who legislate or implement the policies on plastic use. Knowing how to carry out each method, and respond as the circumstances call for, will be valuable in building a good database for the collective.

Conducting plastic audit use in school

Guided by these principles, you can now delegate research duties to members of your collective. Delegating should take into consideration their areas of expertise and available time for the task.

Plastic audit use is best conducted in coordination with the school administration, which can provide the right reference persons, the data they may have on-hand (e.g. list of school concessionaires, partner recycling centers), and resources.

Through letters and proposals, present the arguments for a school-led audit, and how it is in the interest of the entire school community. If this pushes through, the role of the students would then be to monitor the transparency of its conduct, and the inclusiveness of data-gathering. Student views should definitely be covered by the surveys, for example. If the administration is unsupportive, students can also initiate their own efforts.

Questions to ask

These are some of the questions to ask in such an audit. You may add or remove some items, as your school's particular context calls for. Check out the [Annex A](#) for a sample form.

COMMUNITY AWARENESS

Where do the members of the school community presently obtain information about waste management/recycling/plastic pollution? What is the quality of such information?

What information do the students/staff/vendors/concessionaires still need to enable their transition to a plastic-free campus?

Which are the best platforms to use to reach them?



POLICIES, LAWS AND REGULATIONS

What policies, laws, and regulations apply to the school's waste management?

Who crafts these policies, law, and regulations? Which parties influence the process?

Who implements these? How effective are they at implementing?

Which parties monitor the implementation? What tools, resources, and capacities do they have to support their efforts?

What policies can be put in place to gather the support of the students, suppliers, local businesses, and other stakeholders, to facilitate their smooth transition to a plastic-free campus?

PLASTIC USE

What plastic products are currently used in the school?

Which of these are single-use? What are the other categories?

Which companies/suppliers produce/supply these plastic products?

How much plastic is recycled?

What are the needs of each school community stakeholder group that are related to their ability to go plastic-free?

CHALLENGES

What challenges exist in terms of sanitation in the campus?

Has there been a change in the school's waste policy or laws and regulations to promote sanitation?

EXPLORING ALTERNATIVES



What are ways to improve the school's plastic waste and recycling policy?

What aspects of plastic management are not covered in the existing policies?

What plastic alternatives exist?

How accessible and affordable are these alternatives, considering the situation of the school and the community demographic?

What additional resources will be needed to implement the plastic-free campus campaign?

After conducting the audit, write up a report that summarises your data. The resulting document will be your reference for when you set your goals, and plan your actions. Remember, your actions should always be based on evidence.

The report should be revisited and updated every so often, to reflect developments in your community. For example, new policies regarding plastic waste management may later be adopted by the school, and suppliers of alternatives may soon become available in the neighborhood.

End Plastic Pollution has adopted a brand audit toolkit developed by Break Free From Plastic to guide campaigners on identifying companies responsible for plastic pollution in your area.

You can download it here: <https://endplasticpollutionnow.org>

Step 4

Setting goals, crafting messages.
Learning how to set realistic and resonant campaign goals and messages.

SMART goals are the foundation of a meaningful and effective campaign.

It sets the expectations well, and will thus be able to inform you if you are making progress.

A requisite to formulating **SMART** goals would be knowing who you are trying to influence and to what end, which entails breaking down the school community into different stakeholder groups. In turn, this will mean developing a strategy that responds to their needs and interests, and therefore garners their support and participation.

Knowing the parties to influence

The campaign must be based on a thorough understanding of each part of the school community, related to the proposed shift to a plastic-free campus. The data for this should be drawn during the audit.

These are the different stakeholder groups to consider:

- Students
- School administration / Teachers
- Local council
- Students leaders / prefects
- Vendors/suppliers/service providers
- Local businesses
- School canteens
- Maintenance staff
- Student class monitors
- Parents



As goals should be based on your school community's particular contexts, this guide will only present examples, which have been categorised under the different components of a campaign.

Sample Goals

Awareness:

- To hold an online campaign launch
- To establish online platforms (social media, website, mailing lists) for the campaign
- To forge media partnerships with local news organisations

Policy advocacy:

- To arrange consultations with school administration regarding its plastic waste policy
- To develop a proposed plastic-free community policy for the local government

Resource-generation:

- To establish a partnership with the local council for funding the shift to plastic-free campus
- To raise X amount of funds for the campaign

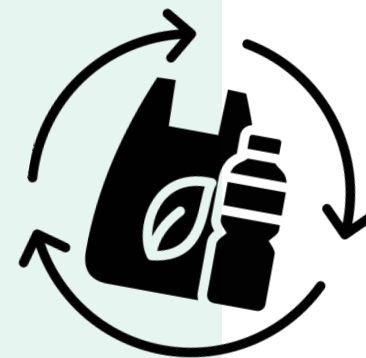
Crafting messages around the plastic-free campus campaign

Again, your goals and messaging should depend on your school community's situation. But here are some ideas for change that you may want to adopt for your campaign:

In general, schools should:

Move to limit or end:

- Supply of products packaged in single-use plastics
- The use of single-use containers, cutlery, cups, and straws
- Littering on school campus study time or during events



Promote good waste management practices throughout the campus

Use the school communication platforms to raise awareness on reuse, recycling, and plastic ban

Include lessons on plastic pollution where relevant in the school curriculum

Allocate funds towards in-campus reuse and recycling practice

Support student-initiated efforts around the plastic-free campaigns

- Incentivise student efforts around the campaign
- Provide student campaigners the available platforms, information, guidance, and other forms of support

Supply chains/ businesses creating and using plastic must:

Shift to plastic-free alternatives where possible

Eliminate unrecyclable/uncompostable elements from otherwise recyclable/compostable products.

Promote plastic-free lifestyle as a necessary shift for the entire community, and not as a matter of consumer choice.

Integrate plastic waste disposal into supply chain/ business plans

Governments must:

Lead efforts to introduce or ensure increase in plastic recycling, green waste disposal, and plastic-minimising and plastic-free practices

Provide funding for plastic-free initiatives

Allocate budget to ensure equitable access to plastic-free alternatives among disadvantaged individuals and institutions

Effective messaging 101

In crafting and promoting your messages around the plastic-free campus campaign, strive to make sure they are:

Accessible

Share your messages in a way that is easy to understand, with simple language that is immediately relatable to your target audience.

Informative

Messages should equip the audience with the data they need to understand the urgent need to go plastic-free, and to be able to convince others in the community to support the cause.

Fun, hopeful, and positive

The messaging should convey how good the changes will be for everyone, and that your campaign is driven by hope for a better world, not by spite or hate.

Inspiring and empowering

The audience must feel inspired and empowered when they receive the campaign's communication. They should see the importance of commitment and continuing to push for change, as well as ways to hurdle or bounce back from challenges. They should also feel that the campaign goals are immediately achievable and not simply a far-off dream.

Presented in creative and popular forms

Be willing to meet the audience where they are, whether that be on social media, schoolyard activities, or wherever else. Present your material in a way that is fresh and catches people's attention.



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Step 5 Taking action. A quick guide to launching actions – from raising awareness to fighting for institutional reforms around plastic use, including getting agreement

Different types of actions around going plastic-free

After determining your campaign goals and messages, you can now plan your actions.

Your aim is to let key stakeholders know the importance of going plastic-free, your proposals towards the shift, the steps the administration is taking, and how the rest can contribute. You would also want to influence the school's supply chains, as well as local councils and governments, to help your school achieve its plastic-free goals.

Here are sample actions, along with tips for effective conduct.

- | | |
|-------------------------|--|
| Digital efforts. | Explore what social media platforms are popular within the school community. Facebook, X, Instagram, and TikTok are all great starting points and can host messages posted in a number of different formats.

Create pages (website, blog, vlog) for your plastic-free campaign where people can show their support and stay up-to-date with developments. In these spaces, you can post examples of plastic alternatives, or feature plastic-free initiatives.

Use hashtags like #plasticfree, #plasticpollutes, and create others to draw attention to the issue in your school and community. Short and witty hashtags work best to attract attention. |
|-------------------------|--|

- Be visual. Make sure your content features photos, infographics, memes, and videos, among other materials to make your message stand out.
- Encourage the members of your collective and school community to contribute their own creative works towards the campaign.

Posters

Seek permission to put up posters around your campus both when you are campaigning for change and while it is being implemented. Gather poster designs from your school community to promote the cause.

School newspapers and newsletters

Publish articles explaining the plastic problem and how your campaign is seeking to address it within the school and beyond.

Media work

Contact local and national media to cover your cause and gain broader public support. You can also write letters to the editor of newspapers to achieve this aim.

Presentations at meetings and assemblies

Organise spaces where you can take your message to greater numbers of students, staff and community members. Produce a slideshow and use video to highlight your cause.

Classroom-based efforts

Liaise with the principal, head master or mistress and heads of departments to discuss how the plastic-free message could be integrated into the curriculum.

The arts

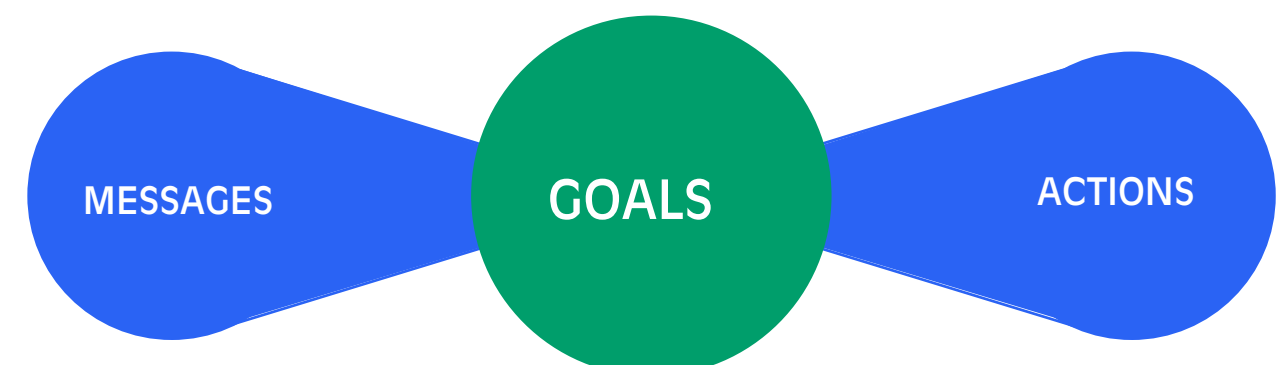
Organise within the school community to hold a concert, play, dance routine, flashmob, etc. that highlights your cause. Or maybe an art exhibit on the problem with plastic, and the alternative.

Anything else? The sky's the limit!

Think about other activities that will not only draw already interested parties but also new participants. This cause needs all kinds of skills and talents to influence the future direction of our planet.

Once you have determined the actions to implement, sit down with the collective to plan their conduct: when to hold, whom to involve, and where to get resources, among others. Sample tasking and resource planning sheets are in Annexes B and C!

Linking goals, messages, and actions



A good campaign is one that features strong links between goals, messages, and actions. In this manual, we presented goals as the foundation of the campaign, upon which the collective must draw the messages to convey to the target audience.

The campaign goals should drive the actions, which should aim to spread the messages as strongly and as widely as possible.

Activities should not be held for their sake; they must be the result of careful planning, during which the campaigners thoroughly discuss how their conduct will advance the shift towards a plastic-free campus.

The same is true for campaign messages. Information about the benefits of going plastic-free or how to go about the change must be dispensed with care: they should target particular audiences at a given point and using the appropriate form, too, so that there is focus of efforts and resources, and the impact will be more readily observable. Such targeting will be informed by planning around the campaign goals.

Knowing when to negotiate, with whom, and how

As earlier discussed, the campaign towards going plastic-free will be met with opposition at some points, like most endeavors that propose change.

Negotiating is key, because campaigners need all the help they can get from each member of the school community. Negotiating may entail presenting a better alternative to the other party’s proposal. Or extending the timetable for the change, but securing a stronger, more sustainable commitment. Finally, it can mean offering to provide them the support they need, should they express hesitation in taking on the challenge.

For instance, if school concessionaires worry about the extra costs of shifting to reusable plastics instead of disposables, the collective can offer to be a partner in promoting them among the students, by “certifying” them as student-approved plastic-free choice.

Key to effective negotiation would be a careful analysis of the interests of the stakeholder group in question, the resources at their disposal, and the power

they wield within the community. Of course, the bigger and more entrenched the campaign collective becomes, the more leverage it can bring to the table, and the greater the chances of the other party’s takeup of its demands.

Every commitment secured from a stakeholder group is a win, and the objective must then be to find more opportunities for pushback, for compromises where possible and not antithetical to the principles of the campaign.

Documenting and reporting actions

Holding campaign events is not enough. These must be promptly and properly documented, to enable you to assess the conduct and determine rooms for improvement.

Take note of these details when documenting, among others:

Viewers/participants. How many attended (targeted vs. actual)? What is their composition? How did they learn about the event?

Impact: What is the overall feedback of the participants? What are the actions/results expected after the event? What are the chances of these being realised?

Messages and positions: What messages and positions were articulated during the activity? Were there disagreements? Who are the parties involved?

Resolutions: What were commitments made or agreements reached during these activities? What are the ways forward?

Documentation may cover the following:

- Attendance sheet
- Transcription of audio recordings of meetings
- Video summary of the event
- Photos with caption
- Feedback form participants

A sample documentation report form is available in Annex D.

Step 6 Building on gains. How to scale the campaign up or down, or redirect efforts, based on what has been achieved.

Analysing the results of the campaign. What worked/what didn't?

Premised on good documentation and monitoring work, this step involves a close examination of the campaign's impact, based on the indicators outlined during the goal-setting stage.

The process of analysing must reveal what goals were achieved, in what way, and how. Activities must be assessed against the plans, how the messaging was received by the participants, and what could be rooms for improvement. Lessons must be drawn, along with the next steps. At the minimum, the scope of monitoring, which may come in the form of survey for stakeholders, should cover communications, organising and recruitment, alliance work, and policy advocacy. See [Annex E](#) for a sample campaign monitoring form.

For this process, it is important to seek the input of people inside and outside the committee. They should be made to understand that their feedback is vital to the growth of the campaign and its goals.

Scaling the campaign up or down

Knowing what you're trying to achieve will help you decide when your strategy needs to change. If something is not working, or when you fail based on your set indicators, determine if there's a way to adapt or change what you're doing to achieve greater results in a specified time period. If something is successful, can it be replicated or expanded upon to achieve further goals?

Scaling up or down can be in terms of the use of resources, or of audience reach, among other aspects. Perhaps after already achieving so much among the student population, you would like to scale down your campaign and switch to a specific, smaller sector in the school community. It all depends on what you find in your honest and thorough review.

Moving beyond isolation:

Engaging other schools and community institutions working to go plastic-free

Explore other schools, institutions, or interest groups in the community that could take up the plastic-free campaign. The larger the body, the more likely they will have access to funds and influence to contribute towards a plastic-free environment. Your school's experience with the campaign can be used as a small-scale case study of what's possible.

A decisive shift to a plastic-free community will be based on the strong links between strong regulations, adequate monitoring, and tough enforcement. When you plan your next actions and reach out to other parties, determine how your efforts can help strengthen these links.

Perhaps another school can help you prove the replicability of your shift in a slightly different setting. Or a nonprofit can be your partner in monitoring the practices in your community. Or a local politician can be your champion in pushing for plastic waste elimination.

Keep going back to your goals to drive your actions, then aim for more success whenever you achieve a milestone. And when you do, give yourselves a pat in the back!

Annex A

School audit form

School:

Date of audit:

Reference persons:

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Community Awareness

Community stakeholder group	Level of awareness about plastics.	Information needed to drive engagement	Most used communications platforms

Policies on plastic use and waste management in your community

Policy			Remarks (e.g.for review or under protest)

Plastic Use

Domain	Item	Plastic category	Supplier	Remarks (e.g.use is widespread because of affordability)
School canteen				
Community shop				
Event				

Parties involved in plastic waste management

	Unit	Person in charge	Remarks (e.g.responsive to plastic-free shift)
Policy development			
Implementation			

Annex B

Tasking Sheet

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	Task	Deadline	Person in charge	Resources needed	Remarks
GOAL 1					
GOAL 2					

Annex C

Resource planning sheet

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Goal	Resourcesneeded	Possible providers/ partners	Timeline for gathering	Remarks

Purpose/objectives	
Highlights	
Resource persons	
Participants	
Resolutions	
Activity assessment points	Things we did well: Rooms for improvement:
Ways forward (next steps planned, decisions to be made, new contacts to tap, etc.)	
Link to photos	
Relevant links (resources used, websites to check into, etc.)	

Annex E

Campaign monitoring report

Period covered: Goals:

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	Details	Remarks
External context (e.g.the plastic-free movement is gaining ground in the country, a new law on the subject was passed)		
Internal context (e.g. the collectiveis just starting to build skills and resource pool)		
Major accomplishments		
Activities conducted		
Major assessment points		
Outputs		
Ways forward		



MODULE TWO: REDUCING WASTE IN DAILY LIFE.

1. Assessing personal waste.
 - Hazardous. → Chemicals
 - Organic. → Sanitary towels,
 - Recyclables. → plastic bottle
 - Electronic waste (E-waste)
 - T.V. appliances.
 - phones.

Steps of waste.

1. Waste Audit. This month, or week. Collect waste in our house hold.
2. Categorisation waste.
3. Track and weigh the → Recording. in kg
4. → Areas for Improvement. What was the waste.

Our move towards a sustainable future starts with our schools



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www.endplasticpollutionnow.org
www.breakfreefromplastic.org