



# Volvo Adventure 2012

A guide to consumption reduction projects for community groups

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## 2 What's it all about?

This is a series of activities to help you prepare your entry to the Volvo Adventure. It collects together ideas and suggestions that could help devise and develop your waste reduction or consumer-based project. It could be used as a complete programme for people just starting out. For those of you with existing projects it provides suggestions for supporting your entry to the Volvo Adventure.

## 3 What is the Volvo Adventure?

Volvo and the United Nations Environment Programme (UNEP) challenge young people all over the world to participate in Volvo Adventure, an exciting award for a better environment. This educational programme gives young people from all around the world the opportunity to display their local environment-care projects.

Groups entering the Volvo Adventure are expected to show the need for their project or have a means to show it is being successful. If you have an existing project this could be based on your results, and showing an understanding of the impacts of your project locally. If you are starting out your research might focus on the potential solutions and why one was chosen.

## 4 Objectives

This set of activities is designed for use by groups to research the issue they are working on. The objective is to:

- 1) Provide you with ideas for researching your waste reduction or consumer-based project.
- 2) Identify potential information sources for your waste reduction or consumer-based project.
- 3) Suggest methods to develop and start a waste reduction or consumer-based project.
- 4) Devise and collate results to show the effectiveness of your project.

## 5 What the Volvo Adventure needs

The activities are not provided as a programme to be followed, they are ideas and suggestions that can be adapted to a variety of situations. In fact you might want to look at other ideas in other downloads – you may want to use these also. To take part in the Volvo Adventure 2012, all you have to do is:

- 1) Think about how you can illustrate the need for your project.
- 2) Use the ideas in this pack to measure, monitor, and come up with ways to show how you can improve your local environment.
- 3) Submit your group's project before 31st January 2012.

## 6 Activity outcomes

Teachers can use this set of activities either as part of an out of group club or within lessons. The activities are based on successful projects used with different curriculums around the world to:

- 1) Measure and monitor waste reduction or consumption patterns in your local community.
- 2) Create activity-based projects to begin solving waste reduction or consumer-based issues.
- 3) Introduce young people to researching a case that supports their actions.
- 4) Develop an understanding of how to research and present a 'brief' to local decision makers.

## 7 Using the activities

There are also general learning outcomes for these activities. Involvement in the project will introduce the following types of activity that are relevant to most curriculums such as:

- 1) Communication skills including discussion, reporting, and structured debate.
- 2) Experimenting with presenting data and visions of the future.
- 3) Youth-adult partnerships to improve local conditions and solve local problems.
- 4) An understanding and experience of how decision-making processes work.
- 5) Communication skills including discussion, reporting, and structured debate.
- 6) Collecting, recording and interpreting data.

## 8 How to use this pack

The activities in the following sections can be focussed on waste reduction or consumer based issues ranging from the reduction of paper bought by a group to reducing water or energy use.

In the past, successful finalists have been involved in many of these types of project. The pack is structured to:

- 1) Introduce a process to create a waste reduction or consumer based project.
- 2) Provide methods of qualitative research focussing on what people think about waste reduction or consumer based issues.
- 3) Provide methods of quantitative analysis.

## Section 1: Ask people

### Skills and competencies

Competency	Skill	Activity
Understand the importance of reflecting different views.	<ul style="list-style-type: none"> <li>• Identify a range of community viewpoints and interests concerning an issue.</li> <li>• Explain the importance of community viewpoints and interests concerning an issue.</li> </ul>	2: Who thinks what?
Identify a range of research methods and tools.	<ul style="list-style-type: none"> <li>• Understand how to design a research questionnaire.</li> <li>• Distinguish between open and closed questions.</li> <li>• Produce examples of different questionnaires.</li> <li>• Produce questions for self-completion.</li> <li>• Identify leading questions.</li> </ul>	1: What's the problem? 2: Who thinks what?

## Activity 1: What's the problem?

Time required: 40 minutes

Resources needed: Paper, pens and sticky notes.

### Objectives

- To brainstorm local waste issues.
- To identify reasons why these are issues.

### Instructions

- 1) Introduce this as a brainstorming session to share ideas and build up a picture of the problems mentioned. The group should not laugh or offer opinions about the points suggested. They could generate new ideas later. This activity builds upon the groups' definitions of the best and worst aspects of waste in their area.
- 2) The group should sit in a circle with their ideas and issues in front of them. Go round the circle, writing down points from each group. If they are mentioned more than once put a tick next to them. Some points might be considered good and bad depending on the group. Create a third column for these.
- 3) Collate all the "good" things onto one list these can be written on sticky pad notes and stuck onto the chart. Tick an item each time it is mentioned.
- 4) Repeat for the "bad" things.
- 5) If an issue occurs in both lists, put these in a separate column.
- 6) See which issues are mentioned most often. Use these ideas for the next activity.

## Activity 2: Who thinks what?

Time required: 20 minutes

Resources needed: Results of the previous activity.

### Objectives

- To identify peoples ideas about consumption.
- To identify what is important to own and what is not.
- To identify perceptions of consumption in groups or communities.

### Instructions

- 1) Let's start with what you think - here are a couple of questions for each member of your team:
  - What things do you feel would make your life better?
  - Why do you feel these things would improve your life?
- 2) Here are some questions about the consumption patterns in your group. Feel free to add some extra questions if you want. Be sure to ask at least 20 young people to get a good picture of what people do, know and think.

## Questionnaire

1) Do you ever ask for environmentally safe products when you go shopping?

- Always                       Sometimes                       Never

2) Do you recognize these labels? (Before you ask this question, you need to get a copy of the most common environmental labels in your country)

- All                                       Some                                       None

3) Do you know what this label stands for? (Choose the most widely used label and find out what it stands for)

- Yes, for right answer                                       No, for wrong answer

4) If you had to live on a desert island for one week, what five things of yours would you take with you?

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5) When you outgrow clothes or belongings or want to get rid of things that are still functional, do you throw them away or do you find ways to have them recycled?

- Always recycle       Sometimes recycle       Always throw them away

6) Do you sort and recycle waste at home?

- More than 3 items       1-3 items       No

7) What things do you feel would make your life better?

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8) Why do you feel these things would improve your life?

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## Section 2: Getting to know

### Skills and competencies

Competency	Skill	Activity
Undertake basic surveys	<ul style="list-style-type: none"><li>• Basic data collection and recording.</li><li>• Devise and develop a data collection strategy.</li></ul>	<ol style="list-style-type: none"><li>1: Find out what's going on</li><li>2: Resource use in our group</li><li>3: Resource use in our area</li><li>4: What does your group buy in?</li><li>5: What does your group throw out?</li><li>6: Waste estimator</li></ol>

## Activity 1: Find out what's going on

Time required: 60 minutes

Resources needed: Pens and paper or copies of this sheet.

### Objectives

- To identify sources of information.
- To suggest possible places to get the information from.

### Instructions

- 1) Think about what happens to waste where you live.
- 2) Write to relevant people in the local council or international organisations such as the World Wildlife Fund, Friends of the Earth, or Greenpeace to ask if they think that these methods are designed correctly.
- 3) Where or who else could provide useful information? Write your ideas in the grid below

Information needed	Sources

## Activity 2: Researching resource use: in your group

Time required: 60 minutes and then ongoing during the investigation.

Resources needed: Pen and paper, copies of this sheet.

### Objectives

- To identify resources used in your group.
- To work out resource timelines from entering the group to being disposed of, using this activity and Activity 3.

### Instructions

Introduce the activity by suggesting that your group is in many ways similar to a big household. Just like a family, the group has to buy things, perhaps prepare meals, do some cleaning, get rid of waste and pay their bills. Groups are consumers just like you. This activity deals with the group as a consumer. Here are some questions to help you to find out your group 's consumption:

- 1) Does your group ask for environmentally safe products when they buy the following?
  - Computers
  - Paper
  - Furniture
  - Cleaning products
  - Other things
- 2) Does your group have a system for recycling waste?
- 3) How much is recycled?
- 4) How much waste is created every day in your group?
- 5) How much waste does each young people produce? Divide the amount generated in the group over one year by the number of young people to work this out.
- 6) What happens to the waste?

### Activity 3: Resource use: in your area

Time required: 60 minutes and then ongoing during the investigation.  
Resources needed: Paper and pens, copies of this sheet.

#### **Objectives**

- To identify resources used in your local area.

#### **Instructions**

- 1) Visit three different types of shops and find out what environmental labels you can find there.
- 2) Describe the meaning of the labels and the organizations behind them.
- 3) Choose three products in each shop that have an environmental label.
- 4) Ask the staff in the store if people favour the environmentally labelled products.
- 5) Do they ever try to convince or explain why it is important to buy environmentally labelled products?
- 6) How much waste is produced in your area, per year and per person?
- 7) How is the waste treated?

## Activity 4: What does your group buy in?

Time required: 30 minutes

Resources needed: Access to staff to be interviewed

### **Objectives**

- To identify resources bought into your group.

### **Instructions**

- 1) Go round your classroom and look at the resources you buy in.
- 2) What are you using?
- 3) Is it environmentally friendly?
- 4) If your group offers lunchtime meals, is the food from local sources?
- 5) What eco saving or eco-friendly schemes are available locally?

## Activity 5: What does your group throw out?

Time required: 30 minutes

Resources needed: Paper and pens

### Objectives

- To identify waste options for your group.

### Instructions

This is a messy-sounding audit, but everything that is bought in is likely to be thrown out at some point. The question is: what is done with it?

- 1) Make a resources system grid.
- 2) List the products that are bought into your group.
- 3) Track what happen to them during their time in the group.
- 4) Now redraw the grid and decide how the waste could be reduced.

### Tips

Here are some ideas for you to think about:

- Making compost from food preparation waste.
- Joining recycling schemes.
- Printing paper on both sides not just one.
- Use discarded paper in craft activities.
- Recycle the waste paper into a commercial scheme or into your own waste paper scheme.

## Activity 6: Waste estimator

Time required: 30 minutes

Resources needed: Paper and scales

### Objectives

- To estimate the amount of waste produced.
- To consider how the amount of waste might be reduced.

### Instructions

It is difficult to quantify waste consistently, but one way to do it is by weighing it.

- 1) Try working out for each person in your class the weight of an average dustbin for one week.
- 2) Multiply the weight by the number of people in your class.
- 3) This will give you the total amount of waste generated by your class in one week.
- 4) Brainstorm for ideas about how waste can be reduced – not by recycling but by reducing this figure.

## Section 3: Planning

### Skills and competencies

Competency	Skill	Activity
Understand the importance of reflecting different views.	Identify a range of community viewpoints and interests concerning an issue and explain their importance.	1: Action it!
Develop the ability to produce a basic plan.	<ul style="list-style-type: none"><li>• Produce a plan.</li><li>• Produce a timetable.</li></ul>	2: Action Planning

### Activity 1: Setting targets

Time required: 30 minutes then length of survey

Resources needed: This sheet.

### Objectives

- To identify targets for reducing consumption in your group.

### Instructions

- 1) Once you have suggestions for actions and figures for resource use, you need to set realistic targets.
- 2) Look at the results of your surveys and write down the key points and actions on sticky note pads.
- 3) Group the actions into:
- 4) Actions that are easy to do.
- 5) Actions that are sort of easy to do.
- 6) Actions that need a long time to achieve.
- 7) Discuss incentives such as displaying results and targets in a public place.
- 8) Use competitions to motivate or convert the figures into symbols that people can understand.
- 9) Use these ideas for your action planning in the next section.

## Activity 2: Action planning

Time required: 30 minutes then length of survey  
Resources needed: This sheet, paper and pens.

### Objectives

- To identify actions in your local area to reduce waste.

### Instructions

- 1) Write the answers to the three questions below. The answers will help you to write an Action Plan for reducing resource use.
  - What issue is your Action Plan for?
  - How much waste is produced by this problem?
  - What is your solution?
- 2) Now you have the information to create your own Action Plan on a separate activity of paper. Make sure that your Action Plan includes these parts:
  - An objective: what do you want to achieve?
  - How are you going to achieve it?
  - Who needs to be involved?
  - How will you involve them?
  - How will you get support for your idea?
  - How will you get other people's ideas?
  - How long will it take?
  - How will you know it's worked?