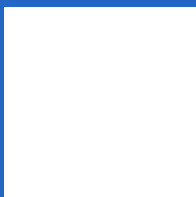




**Partecipazione del
liceo MACHIAVELLI,
Scuola associata
UNESCO ASPnet, al
Progetto Pilota Globale
“Litter Less Campaign”
(SDGs 11,12,13,14)**





OUR SCHOOL

- Liceo Niccolò Machiavelli. Roma
- Secondary school (Students aged 14-19)
- Headteacher: Elena Zacchilli
- Focal point: M.R. Fasanelli, M.Cirrinzione, V.Antonucci, M.Rizzo, G.Pastore, A.C. Marconi
- School Foundation: 1936
- 3 Courses: Social Studies, Languages, Law and Economics
- Nr. Of pupils: about 1300
- Nr. Of teachers: about 130
- Other personnel: 30



Niccolò Machiavelli



L'INIZIO



LITTER LESS CAMPAIGN

21 November 2022

Meeting amongst
participating schools to
exchange experiences and
to inspire each other





ANNO SCOLASTICO 2022-2023

PARTICIPATING COUNTRIES



nasce
il
docum



Number of teachers involved in the activities:

4

Number of students involved in the activities:

50

Number of individuals reached through activities so far, excluding participating teachers and students (e.g. through social media, meetings, events, etc.):

200

Educational approach

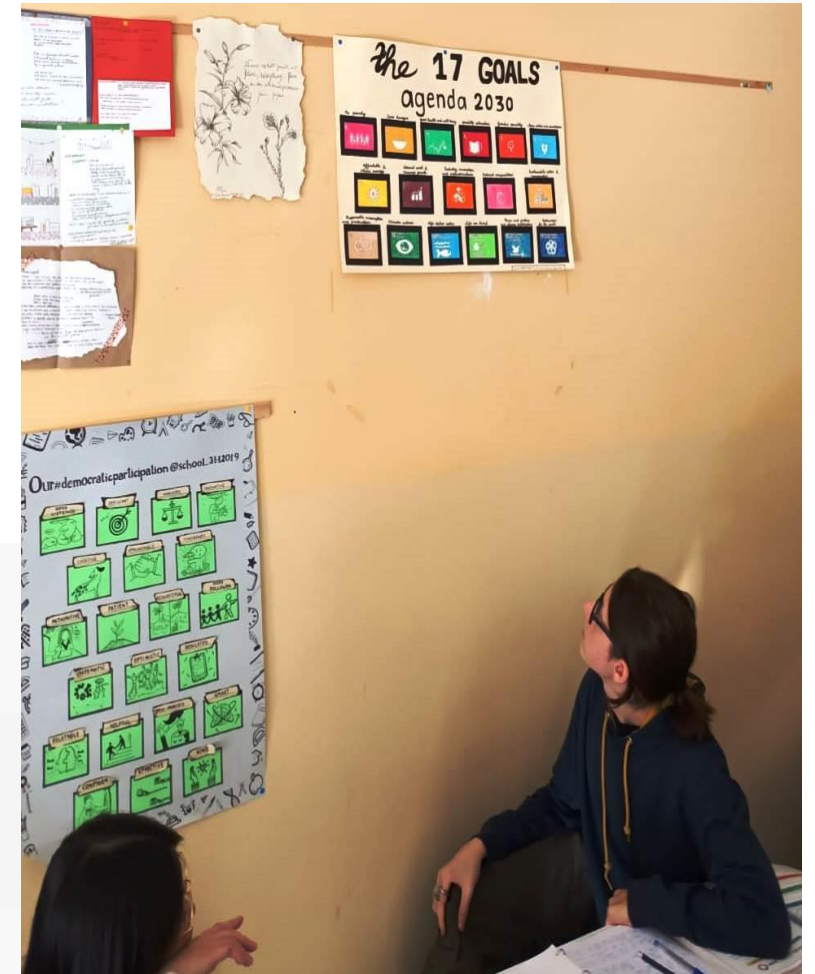
- global- oriented issues
- beyond the classroom
- transformative work of teachers



Global- oriented issues

- Agenda 2030 – SDGs
- litter less, waste
- responsible consumption and production

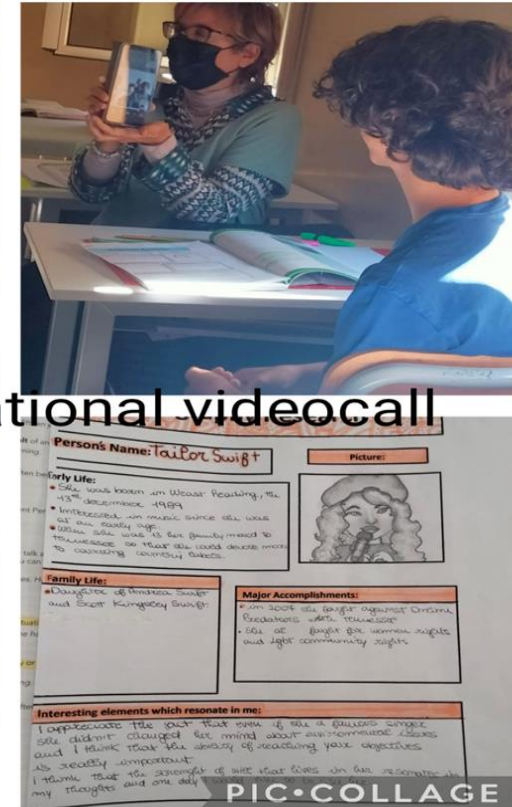
Educational approach



Beyond the classroom

learning environment spreading across several levels

1. **Local** (home, 2 school sites, community)
2. **EU** (eTwinning with Marl, Germany)
3. **Extra EU** (Aspnet school Ibn Khuldoon National School from Manama, Kingdom of Bahrein)
4. In presence/online meetings (at local and international level)





Transformative work of teachers

Non in solo
Reflection, action,
sharing, sharing





Litter Less Campaign meeting (preparation for the YRE competition)

01:28:22

Chat People Raise React View Rooms Apps More Camera Mic Share Leave



Jenan Jaffer Salman Ali Sunbul



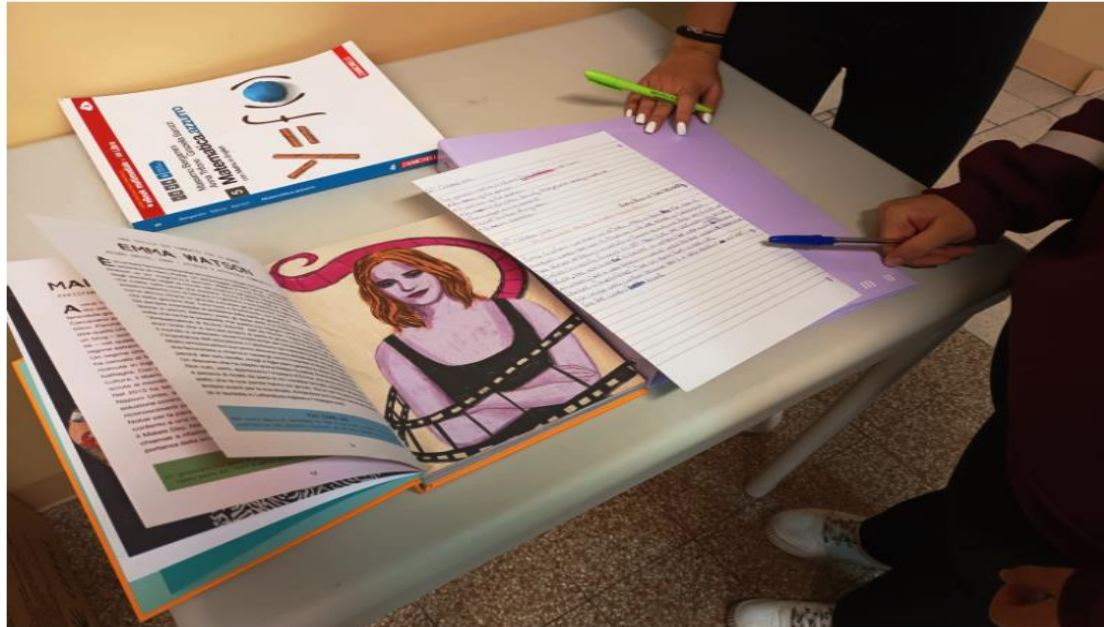
Photo Gallery



First steps in this new project

Maria Rosaria FASANELLI 2 weeks ago

Pin  



Dear German and Italian teams,
I'm so glad finally I've got access to our brand new Twinspace.
These weeks we have been working on young revolutionaries.

<p>19.10.22</p> <p>Introducing the book "Young revolutionaries"</p>	<p>20.10.22</p> <ul style="list-style-type: none"> - Viewing Malala Yousafzai's speech on education European Parliament - Group work: main elements of Malala's biography, her main achievements, do you find inspirational about this video?
---	---



19-20 October 2022
Liceo N. Machiavelli, Roma
2 H

Tomorrow is now
eTwinning project
2022-2023





Photo Gallery

Riunione in "Generale"

53:29

Contenuti | Partecipanti | Chat | Reazioni | Stanze | Altro | Webcam | Microfono | Condividi | **Abbandona**

IS +9 Isabella Sc...

Ibn Khuldoon National School



Anas Rafei (Guest)

Disattiva l'audio di tutti

- Maria Rosaria Fasanelli (Organizzatore)
- AD Abdulaziz Al Dos... (Guest)
- AA Abdulla Alshehabi (Guest)
- AC Alessandra Caporale
- AR Anas Rafei (Guest)
- AP Aurora Pirretto
- AS Aurora Seri
- B Basem (Guest)
- DA danya alaali (Guest)
- HL Huda Labib (Guest)
- IS Isabella Scalia

12°C Preval. nuvol. 16:41 12/12/2022

Come
mento



LITTER LESS CAMPAIGN

End of Year 2, 2023-2024
Reporting Form



PARTICIPATING COUNTRIES

Finland

Italy

Republic of Korea

Japan

Dominican Republic

Bahrain

Oman

Gambia

Indonesia

Namibia





Number of teachers involved in the activities: **4**

Number of students involved in the activities: about **80**

Number of individuals reached through activities so far, excluding participating teachers and students (e.g. through social media, meetings, events, etc.): **400**



Overview of the activities of “The Way We Wear” (WWW):

Module 1: Consumption - My relation to fashion, my consumer habits, my inspiration, my style (October 2023)

Module 2: Digitally literate: the power of commercials and the influence of social networks (November 2023)

Module 3: Production – Investigate: What are my clothes made from?

Why are my clothes so cheap? How can I source clothes in a better way? (December 23 – January 24)

Module 4: From linearity to circularity - waste and its management – Investigate:

What happens to my clothes when I don't want them? (EU strategy for sustainable fashion)

Waste Hierarchy Pyramid (February / March 24)

Module 5: One man's trash is another man's treasure – Consumption reconsidered – research solution: How can I make a change? Enlightened, ethical consumption (April / May 24)

Module 6: Sustainable is beautiful. Disseminate: Taking action against waste and pollution, over-consumption and fast fashion (June 24)

Key insights and learnings 1:



The project “The Way we wear” (WWW) aims at

- exploring the impact of the **fashion industry** on society and our planet earth
- encourages students, teachers, parents to consider their attitude to fashion in relation to **SDGs 12 and 13**.

We

- investigate the social function of fashion, **production, consumption, waste issues** related to the textile industry
- explore recent developments in the textile industry from fast fashion to **circular and sustainable textiles**
- engage in **practical community interaction** (e. g. upcycling clothes) to minimize the environmental impact of our consumer habits

Environmental impacts of the fashion industry

- 1. Greenhouse gas emissions:** The fashion industry is responsible for about 10% of global carbon emissions. The production of synthetic fibers such as polyester requires enormous amounts of energy derived from fossil fuels.
- 2. Water consumption:** Fashion is also one of the most water-intensive industries. For example, producing a single cotton t-shirt can require up to 2,700 liters of water.
- 3. Pollution:** Dyeing and processing fabrics involve the use of toxic chemicals that can pollute rivers and soils. Additionally, plastic microfibers released during the washing of synthetic garments end up in the oceans, harming the marine ecosystem.



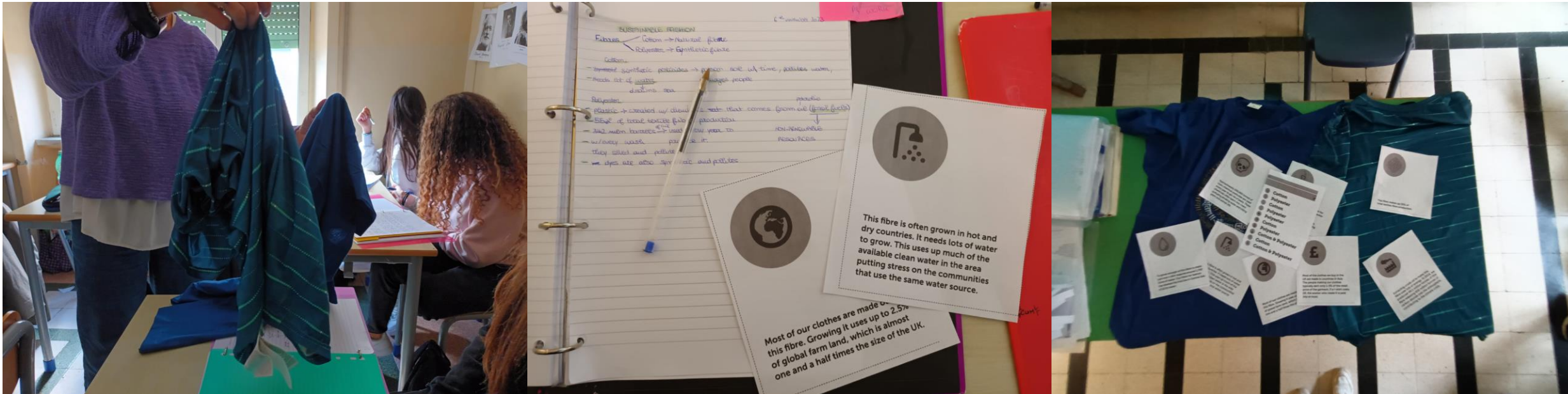
An example of activity done in class

we watched an interesting Prezi about fibres.

In groups we touched a garment made from cotton (natural fibres) and one made from polyester (synthetic fibres), made comparisons and described how the fibre feels and looks.

We scattered a cotton and a polyester t-shirt out on a table.

We read aloud the captions of some fibres cards providing a description related to either cotton, polyester or both types of fibre and then placed the cards on the t-shirt we thought they corresponded to.



An example of activity done in class

In international groups we studied several aspects of the environmental impact of the fashion industry, wrote articles about that and made an ebook



Biodegradable dyes

Did you know that the clothes we wear can sometimes harm the environment? But do not worry, because there is a perfect solution that is making a big splash in the fashion world: biodegradable and sustainable dyes!

These special dyes come from natural things like plants, insects and tiny organisms. They are eco-friendly and come in

all sorts of awesome colors. What's more, they help to make our clothes without using harsh chemicals that can be dangerous for the Earth.

You see, before these natural dyes were invented, making clothes had been pretty tough. People would use dyes made of chemicals that come from oil, which can cause problems for the environment. These chemicals pollute water, hurt plants and animals,

Welcome

In this book we show you the environmental perspective and life cycle of different textiles, what are the biodegradable dyes and natural pigments. You are also going to get to know what is "Traid" and see a clothes-take-back-guide. Please enjoy!



What's INSIDE

Biodegradable dyes
"Textile Life Cycle" by Assia
"Colors" by Aurora, Elisabetta, Sara
"Going Green: Cool Colors from Nature!" by

Aurora, Elisabetta, Sara
Retailer Clothing Take Back Guide by Viktoria TRAUD - a British charity by Leonie
Nearshoring, Reshoring, Localization by Valeria

Enjoy!



Textile Lifecycle

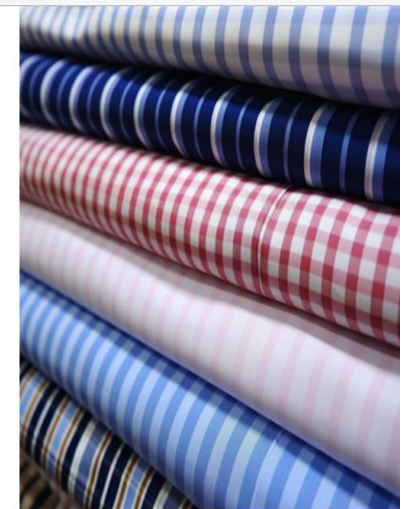
Cotton, Polyester, Wool.

Cotton : a natural fiber that is grown from the cotton flowers. Its production usually involves using a big amount of water and pesticides. Cotton farming can lead to significant environmental impacts such as water pollution and loss of biodiversity. There is a way to minimize these impacts by farming organic cotton, which requires less chemicals. Cotton is widely used in textile production because of its breathability and softness. It is commonly used in clothes, bedding etc. Cotton garments can shrink if not washed properly. However, cotton can be composted or recycled at the end of its lifetime. Sadly, lots of people dispose of it without recycling.

Polyester : a synthetic fiber derived from chemicals, its production uses a lot of oil and plastic and involves energy intensive process. Polyester production emits greenhouse gas and leads to air and water pollution, disruption of ecosystem. Polyester is known for its durability and quick-drying properties, that is why it is often used in clothing, home furnishing and outdoor gear.

Polyester garments shed microplastic during washing, which leads to marine pollution. These garments are unable to compost and can persist in the environment for centuries. Polyester products can be recycled into new textiles or other products.

Wool : a natural fiber, which is obtained from the fleece of sheep, goats (cashmere) or rabbits (angora). Its production involves shearing the animals, cleaning and spinning the fleece into yarn. Wool production has a lower environmental impact compared to synthetic fibers but it still requires land, water and energy inputs. Wool is "famous" for its breathability and, of course, its warmth. It is often used in clothing and upholstery. Wool garments are durable and can be passed down through generations. However, it does require special care during washing and storage to prevent moth damage. Wool products are recyclable and can be composted, releasing nutrients into our ecosystem, or can be blended with other fibers to improve their sustainability and performance.



Written by Assia

<https://www.pexels.com/de-de/suche/textile%20fibras>



unesco

Education 2030

Sustainable fashion as a response

1. Eco-friendly materials: the use of sustainable materials such as organic cotton, hemp, linen, and recycled fibers reduces the environmental impact of textile production
2. Responsible production processes: companies adopting less polluting production processes, reducing the use of toxic chemicals, and improving water and energy efficiency
3. Circular economy: promoting the recycling and reuse of garments to reduce textile waste. Upcycling programs and the sale of second-hand clothes are examples of circular initiatives.
4. Reduction in consumption: Sustainable fashion also promotes more conscious consumption, encouraging the purchase of high-quality, durable, and ethically produced garments, thus reducing the demand for "fast fashion"



An example of activity done in class



What does the declaration inside garments reveal about the production process?

An example of activity done in class

We researched on specific aspects of upcycling, such as its history, environmental benefits, economic impact, or creative potential

For kids

Project-based eTwinning WWW activity

Upcycling our partners' second hand garments

Form teams made up of 3 students and choose 1 student who will write the names of the students and take notes on this paper

Upcycling Research Project

1. Look for the meaning of upcycling
2. Each group is assigned a specific aspect of upcycling on which they do some research work: its history, environmental benefits, economic impact, creative potential and so on.
3. Each group thinks of a selection of discarded or unused items (e.g., old clothing, household items, packaging materials) which they might easily transform into new, functional or decorative objects through upcycling.
4. Each group presents its findings to the class, fostering discussion and sharing of insights

You can write here below

Awareness and cultural changes

- 1. Consumer education:** increased awareness about the environmental impact of the fashion industry is driving consumers to make more sustainable choices.
- 2. Policies and regulations:** governments and international organizations are introducing regulations to reduce the environmental impact of fashion, incentivizing sustainable practices.



An example of activity done in class

At school we interviewed other students, teachers, personnel to find out about their consumers' habits

[Go to discussion](#)

Page options

We interviewed other students, teachers, janitors, technicians from out school



Findings:

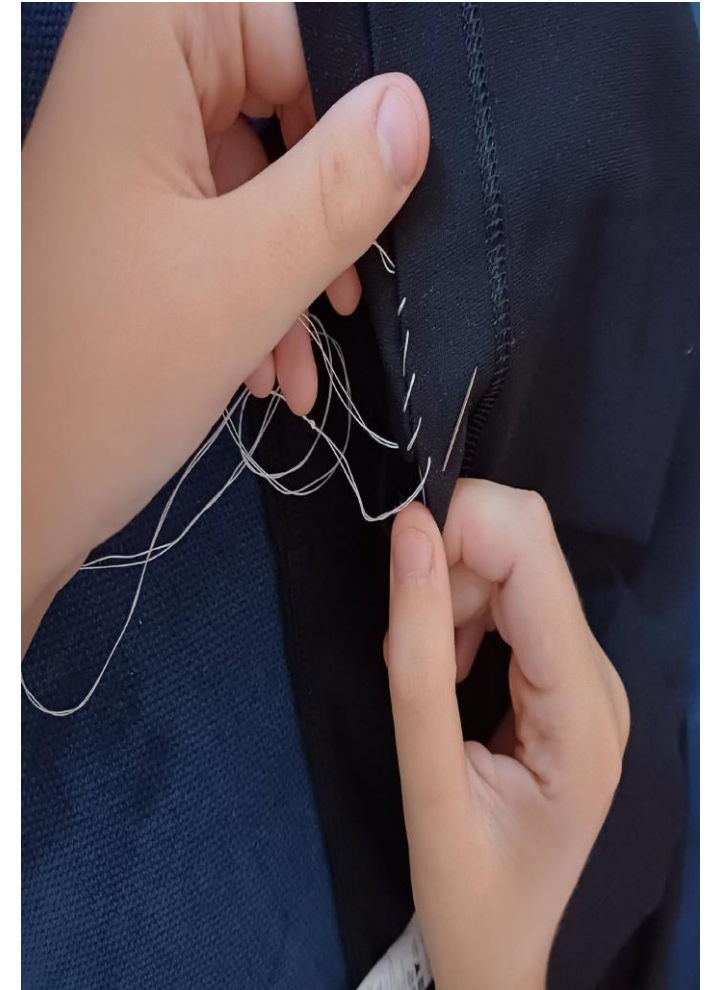
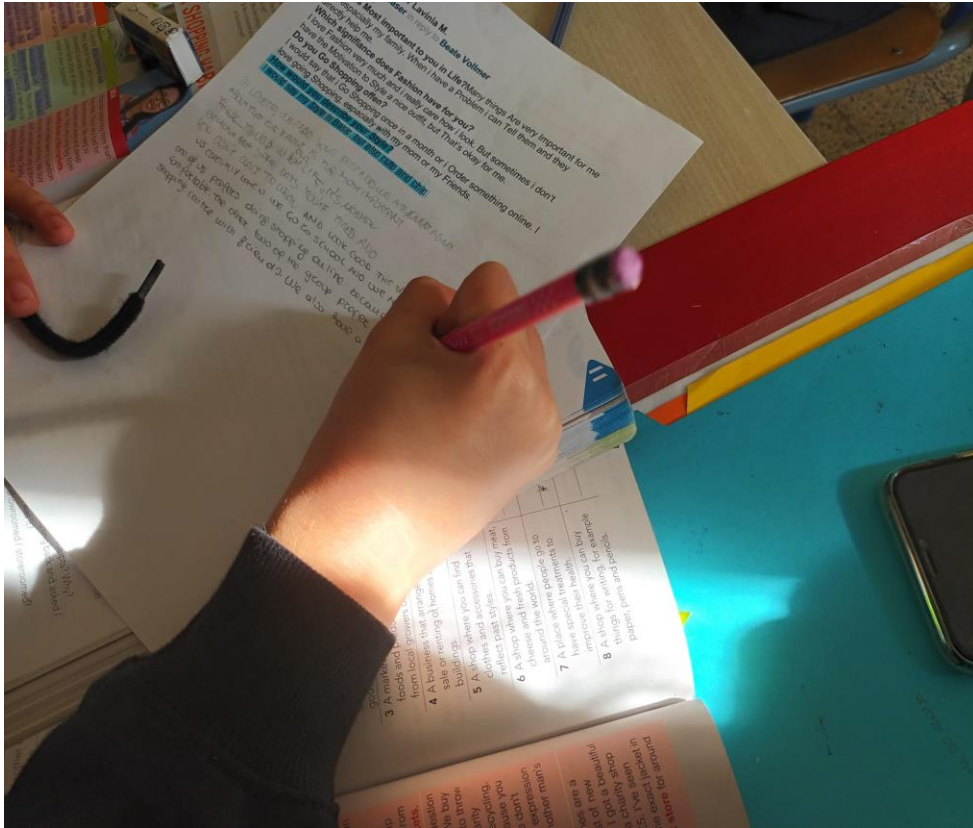


unesco

An example of activity done in class

Handicraft - activities such as sewing might help to mend and reuse things

Which handicraft skills have you got?



An example of activity done in class

In international groups we made an infographic on how to source clothes more sustainably



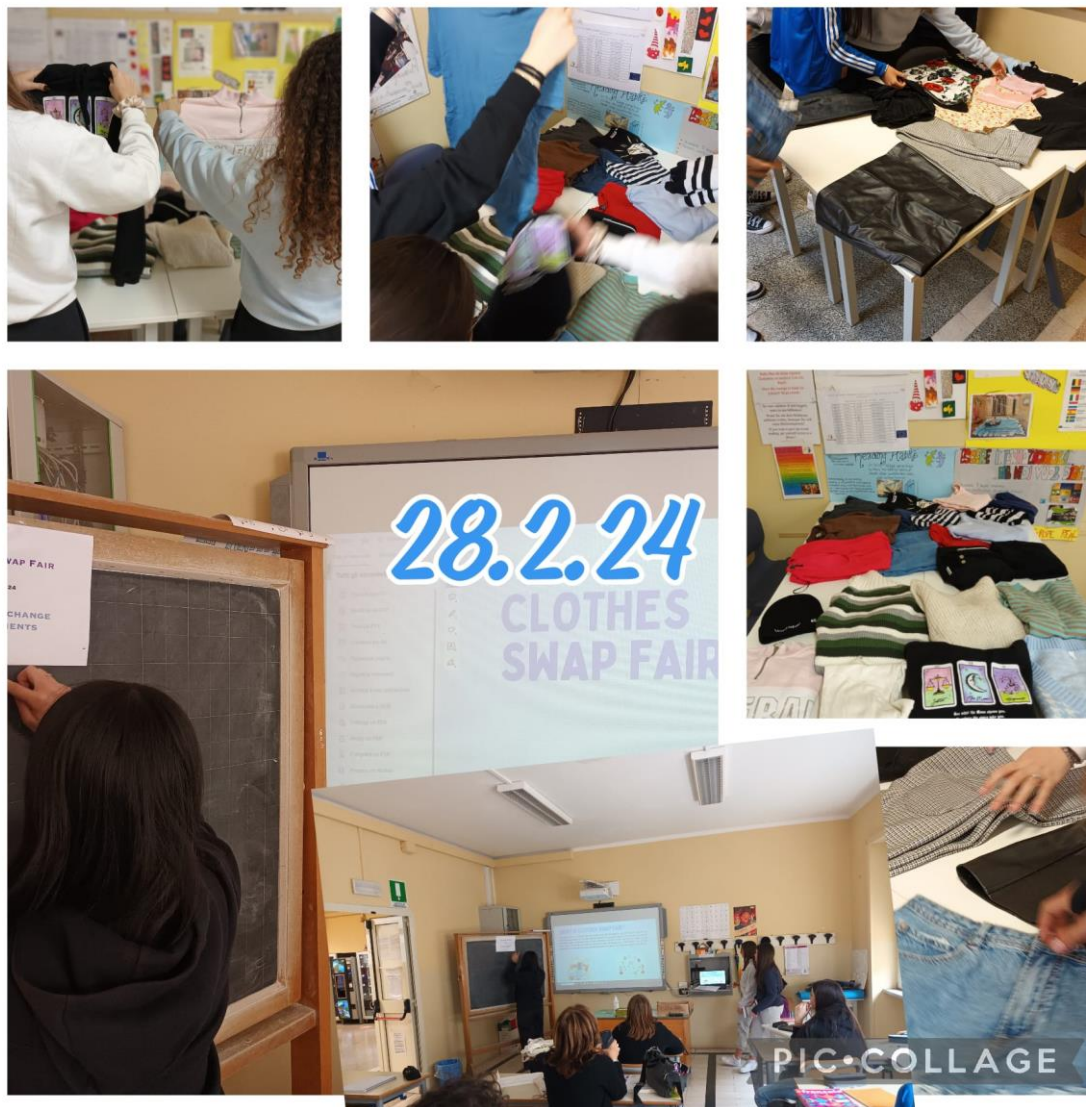
Gruppo
2



GRUPPO
5



An example of activity done at school: a clothes swap fair



Key insights and learnings 2:



The project “The Way we wear” (WWW) is also an eTwinning project (implemented in cooperation with a German school). As such it

- allows students to **interact with peers** from another country, fostering cultural exchange and understanding.
- gives the opportunity to **practice foreign languages** in authentic contexts
- makes students develop **collaboration skills** by working with peers from diverse backgrounds, learning to communicate effectively and work towards common goals
- promotes **digital literacy** and proficiency, as students utilize various online tools and platforms for communication and collaboration
- encourages to **think creatively** and innovatively to solve problems and create project outputs.
- promotes **awareness of global issues** and encourage students to become responsible global citizens through collaborative projects addressing relevant topics

Key insights and learnings 3:



The project “The Way we wear” (WWW) gives seven students from our school the opportunity to take part in the YRE Youth Forum in February 2024 thus yielding several outcomes:

- enhanced environmental awareness
- developed journalism skills
- networking opportunities: Participants have the chance to connect with other young reporters, environmental experts, and professionals in the field, expanding their network and potential collaborations.
- platform for expression
- **inspiration for action also through the participation in the YRE competition**

Overall, participation in the Young Reporters for the Environment Youth Forum can empower young people to become effective advocates for environmental sustainability and positive change

Youth Forum: Giving our Environment a Voice: Becoming Young Reporters for the Environment

13, 14 & 15 Febr. '24, each day from 1.30 to 3.30pm CET via ZOOM



Young Reporters
for the environment

What are our objectives for this forum?

This global forum intends to give students the opportunity to

- learn about the YRE competition and get motivated to create high quality entries;
- build your skills for environmental journalism, in particular critical thinking, researching, identifying fake news, use of video/image editing tools and media dissemination;
- connect with students from other countries to share your actions and learnings, and to create a collaborative artwork to celebrate global collaborative action.

Youth Forum: Giving our Environment a Voice: Becoming Young Reporters for the Environment

13, 14 & 15 Febr. '24, each day from 1.30 to 3.30pm CET via ZOOM



Young Reporters
for the environment

Who is participating?

- **Students aged 11-18 committed to creating entries for the Young Reporters for the Environment (YRE) Competition** (submission deadline of entries to UNESCO: 21 April 2024)
- Teachers from participating schools to support students to actively participate in the Forum discussions (and to contribute to the discussions themselves)
- Invited guest speakers, notably previous YRE winners and environmental journalists
- UNESCO staff

Youth Forum: Giving our Environment a Voice: Becoming Young Reporters for the Environment



Young Reporters
for the environment

	Countries (in alphabetical order)	ASPnet schools (joined the Campaign since 2022/23, 2023/24)
1	Dominican Republic	San José Obrero
2	Finland	Oriveden lukio
3	Gambia	Gambia Senior Secondary School
4		St. Joseph's Senior Secondary School
5	Indonesia	Senior High School 1 Padang
6		Public Senior High School 19 Tangerang
7		Al-Izhar Pondok Labu High School
8	Italy	Istituto Comprensivo 1 Siniscola
9		Liceo Niccolò Machiavelli
10	Japan	Kyoto Gaidai Nishi High School
11	Kingdom of Bahrain	Ghazi Al-Gosaibi Secondary School for Girls
12	Bahrain	Ibn Khuldoon National School
13		Jidhafs secondary girls school
14	Namibia	Coastal High School
15		Rundu Secondary School
16		Leevi Hakusembe Secondary School
17	Oman	Dohat ALAdab post basic school
18		Fatma bint Qais School
19		Sultan Turki bin Said School
20	Republic of Korea	Jungdong School

Youth Forum: Giving our Environment a Voice: Becoming Young Reporters for the Environment



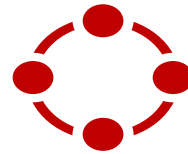
What will we do on Day I, II and III?



Become a Young Reporter for the Environment

Day I

Learn about the competition structure and participate in interactive exchanges with students who won previous YRE competitions



Give our environment a voice

Day II

Learn about environmental journalism and participate in interactive exchanges with environmental journalists



Take global collaborative action

Day III

Share your actions and learnings with other participants through the collaborative digital artwork and engagement fresco

Machiavelli contribution to Day 3

13, 14 & 15 Febr. '24, each day from 1.30 to 3.30pm CET (see your local time [here](#)) via ZOOM

Giving our Environment a Voice: Becoming Young Reporters for the Environment

On this third day of the forum, during the two 20-minute breakout rooms, our students from class 3 H of Liceo Machiavelli presented some of their environmental works to students and teachers from the following countries: Bahrain, Dominican Republic, Costa Rica, Finland, Gambia, Japan, Indonesia, Namibia, Oman, and South Korea. Among other things, the Machiavelli students presented: a concept idea for the future event "Clothes Swap Fair," the infographic "How to Source Clothes Sustainably", and an Ostia beach clean-up project. These activities are part of the class #eTwinning project work

#UNESCO #ASPnet #FEE #LitterLessCampaign #GreeningEducation #GlobalActionDays #MyActionsMatter



**Take global collaborative
action**

Day III

Share your actions and
learnings with other
participants through the
collaborative digital
artwork and engagement
fresco



unesco

Education
2030

Participation in the YRE competition with articles, photo campaigns and a video

Sustainable Fashion: Redefining Consumption in Rome

(by S.B. Liceo N. Machiavelli, Roma, Italy)

These days we all hear a lot about the issue of pollution, the consequences it brings to our world, our health and other living beings. There are hundreds of environmental problems, especially concerning waste disposal, waste such as plastic, paper, bottles... but what about **textile waste**? Consider the staggering accumulation of clothes, many of which languish in our closets, some never even worn, only to find their way into our streets, waterways, and landfills.

A deluge of polluting chemicals from synthetic fiber processing contaminates our local rivers. The production exceeds genuine market demand, resulting in surplus material that, instead of being recycled or repurposed, is callously discarded into the environment.



In June 2024 one of the photo campaigns got shortlisted for the YRE competition



SEWING A NEW MENU: FAST FASHION FOOD

By Martina Proietti, 16 years old

UNESCO ASPnet member Liceo N. Machiavelli, Rome, Italy

In this photo, I set the table with both food and sewing items such as spools of thread, pin cushions, pins, scissors, ribbons, tailor's measuring tape, fabric scraps, buttons, needles, stuffing cotton. The sewing set is mixed with the food to indicate that in some countries around the world, like Italy, we sometimes buy and consume items of clothing with the same rapid avidity with which we buy and eat food. Moreover, by combining "fast fashion" with "fast food," the title draws a parallel between the two industries, implying that both involve rapid consumption and disposal.

Key insights and learnings 4:



The project “The Way we wear” (WWW) is also beneficial at these levels

- **Teacher professional development:** Teachers benefit from exchanging ideas, best practices, hand-on-materials with ASPnet experts and colleagues from different countries, enhancing their teaching methods and approaches.
- **Motivation and engagement:** The interactive and collaborative nature of the project can increase students' motivation and engagement in learning, as they work on real-world tasks with peers from around the world.
- **Project-Based Learning:** the project follows a project-based learning approach, which provides students with opportunities to apply knowledge and skills in authentic contexts, making learning more meaningful.
- **Networking Opportunities:** the ASPnet facilitates networking among educators, enabling them to establish professional connections and partnerships that can lead to future collaborations and initiatives.

ASPNet community of practice

ASPnet focal points from Bahrain, the Dominican Republic, Finland, the Gambia, Indonesia, Italy, Japan, Korea, Namibia, and Oman meet online every 2 months

Litter Less Campaign - Community of Practice Meeting

41:24

Controlla Contenuti Chat Partecipanti Mano Reazioni Vista Altro Webcam Microfono Condividi

Abbandona

Alcune persone in questa chat sono esterne all'organizzazione. È possibile che abbiano criteri correlati ai messaggi che verranno applicati alla chat. [Altre informazioni](#)

Chat della riunione

@Abdulla [Litter & Waste Lesson Plans — Young Reporters for the Environment \(yre.global\)](#)

Abdulla - Bahrain - IKNS (Guest) 13:24

A Thank you Maria!

Lamin JARJOU - Gambia (Guest) 13:25

L Thank you Ms. Julie for the inspiration always

AYSHA FAREED HASAN ALI 13:27 Modificato

AA <https://www.yre.global/stories-from-countries-blog/2022/12/12/kingdom-of-bahrain>

Digita un messaggio

Meeting with participating schools FEE December 2023 • Saved

File Home Insert Draw Design Transitions Animations Slide Show Record Review View Help

Slide Show Resume Slide Show

Overview of recent achievements, ongoing & upcoming activities

- Workshops
 - Italy "Next generation – the challenge of climate change"
 - Indonesia: student workshop on eco-lifestyles
 - Dominican Republic: workshop with Cuba
 - Bahrain: exhibition & "Oilastic revive" Campaign
- Teachers for the Planet [Climate Education Solutions](#) featuring school-based promising practices from 100 teachers at COP28 – CONGRATS to Edward, Aisha, Huda & Abdullah!

Share achievements in form of text, photos and/or videos via Padlet, WhatsApp and email!

- Community Space on padlet https://padlet.com/ASPnet_Project_Team/litter-less-campaign-and-yre-competition-dbn3sayjuth5fn2

unesco Education 2030

Slide 6 of 14 English (United States) Accessibility: Investigate

Regular online meetings with the ASPNet International Community of Practice

2022-2023	2023-2024
26.09.2022	20.10.2023
03.10.2022	08.12.2023
21.11.2022	26.01.2024
22.02.2023	13.02.2024 Youth forum
20.04.2023	14.02.2024 Youth forum
06.06.2023	15.02.2024 Youth forum
	21.03.2024
	25.04.2024
2 incontri con una scuola del Regno del Bahrein (2 e 12 dicembre 2022)	

example of a useful resource provided by ASPNet

[Litter & Waste Lesson Plans — Young Reporters for the Environment \(yre.global\)](https://www.yre.global/)

<https://www.yre.global/litter-waste-lesson-plans>

Resource 4

Consumer Survey Form

1. The survey should help assess what consumers feel about packaging?
2. The survey should help understand whether consumers are concerned about how packaging waste affects the environment.
3. The survey should help understand whether the consumer plans to take any action to reduce packaging waste.

Are you a consumer? Yes No

Name any 3 products you consume regularly

Do you think these products contain packaging? Yes No

Name 5 different types of packaging material that you can think of

When you purchase milk, packaged in different forms like pouches,

example of a useful resource provided by ASPNet

[Litter & Waste Lesson Plans — Young Reporters for the Environment \(yre.global\)](https://www.yre.global/)

<https://www.yre.global/litter-waste-lesson-plans>

Smart Shopping Choices



INTRODUCTION

In any market, consumers decide what is sold to them in what quantities. Consumers by picking right can influence the producer in a big way. Advertising can manipulate consumers but a consumer who thinks critically with environmental consciousness can make lots of difference to shape the market.

The lesson plan take students through a process that would lay the foundation for values which can help them move from individual acts of consumption to broader changes influenced by collectives like any democratic processes that can lead to solving our environmental problems.

Objectives:

Students will be able to

- explain packaging waste has an impact on the environment.
- identify perspective and present consumers concerns about packaging waste.
- design and implement a campaign to address packaging waste.

YRE steps: Investigate, Report

Curriculum Linkage: Science/
Environmental Studies/Social Science/
Numeracy and Mathematics



We used

- [The YRE 4 step methodology](#)
- [Lesson Plans on Litter and Waste](#)

They have been useful as they provide

- **A structured approach** for students and teachers to engage with environmental issues related to litter and waste. It guides them through the process of investigation, research, reporting, and dissemination of findings
- **Hands-on Learning:** The methodology and lesson plans offer hands-on learning experiences for students

We participated in

- [YRE Competition](#)
- **Impact assessment**

They have been useful as they respectively provide

- a platform for young people to actively engage with environmental issues through research, reporting, and advocacy
- valuable feedback that can be used to improve future interventions. By identifying what worked well and what did not, we can learn from our experiences and make informed decisions

GRAZIE



MIM
Ministero dell'Istruzione
e del Merito