

What can I do?

Part one



Age 7-11



60 minutes

Curriculum links

- Understand the 6 Rs and how each one can be put into practice
- Plan and execute a collaborative campaign to reduce plastic consumption

Resources



Slideshow 7:
What can I do? Part one



Student Sheet 7a:
How to reduce waste at Christmas

Student Sheet 7b:
Our plastics project

Extension or home learning

Students can use this opportunity to make resources for their campaigns. This may involve making posters, postcards, blogging, planning a speech or spending time canvassing their peers. A record of what they have accomplished can be kept in their Innovation Diaries.

Lesson overview

The last two lessons in this unit challenge students to work collaboratively to create a campaign based on the 6 Rs. First students find out about innovation, development and policy changes that have recently occurred. They are then briefed on their mission – to reduce the amount of plastic consumption. In groups students then design and implement their campaign, planning and launching it over the following week.

Lesson steps

1. Is Christmas good? (5 mins)

Students remind themselves what happens at Christmas before considering is it good for them, the environment, and the animals.

2. Scales of change (15 mins)

Students are introduced to scales of change before identifying what actions different people or groups can do.

3. Now it's your turn! (10 mins)

Students will be enacting real change. They receive their brief and mind map their ideas.

4. Plan your campaign (30 mins)

In groups, students begin to plan their campaign, creating a 'to do' list and allocate responsibilities. They can then begin working collaboratively on their tasks.

Learning outcomes

- Reflect on how they can make a difference
- Identify what actions different people or groups can do
- Reflect on how they can make a difference
- Work collaboratively to plan a plastics pollution campaign

TEACHER GUIDANCE 7 (page 1 of 2)

WHAT CAN I DO? PART ONE

Step Guidance

Resources

1
5
mins



Introduce the topic of ocean plastics, including the scope of the unit as a whole.

- Using slides 3-10 go through the 6 Rs: reduce, reuse, recycle, refuse, rethink, and repair.
- After each slide, ask students to suggest how they could do each one.

Slideshow 7:
Slides 1-11

2
15
mins



Step 2 introduces students to scales of change.

- Use slide 12 to show students the diagram of change. Explain that the diagram shows different levels of actions: Me, My Community, and My World. The circle titled Me represents actions an individual can make, such as using a water bottle. The circle titled My Community represents actions an interest group or school can do, such as opting to repair things when they are broken instead of replacing. The circle representing My World represents chain supermarkets and governments who may choose to design new products made from recycled goods or can implement whole country waste schemes that make a huge reduction in environmental impact.
- Ask students, what circle can make the biggest changes. Students should recognise that individual change is important but advocacy involves changing behaviours on a larger scale.
- Hand out Student Sheet 7a. Direct students to first put the people and organisations into the correct circle. Then decide which actions can be taken at different levels.
- Once students have completed the activity, review by coordinating a discussion about what actions can be taken at each level.

Slideshow 7:
Slides 12

Student Sheet 7a:
Ways to reduce waste during festive holidays

3
10
mins



Step 3 introduces students to their task for the next few lessons.

- Explain that in groups, students will be designing and implementing a campaign to reduce plastic use in either their community or within supermarkets.
- Using slide 13, talk through some of the possibilities and options they have for running the campaign, such as writing a letter to family or friends persuading them to have a plastic free Christmas, or sharing information posters in school or local community.
- For students who may want create a campaign targeting supermarkets, discuss how they will convince the supermarkets. For example, writing a letter to a senior employee or making a song to share with the supermarket on social media.
- Explain that students will be working in groups for this project and divide students accordingly.

Slideshow 7:
Slides 13

TEACHER GUIDANCE 7 (page 2 of 2)

WHAT CAN I DO? PART ONE

Step Guidance

Resources

4
30
mins



The final step in this lesson is for students to start planning their campaign.

- Using Student Sheet 7b students begin by deciding what their main aims are, and begin the planning process.
- You may wish to structure this activity by allowing students five minutes for discussion and then asking for feedback before moving on to the next section.
- It would be ideal if students could meet again before the end of the unit to make resources, plan their next steps and monitor progress, therefore an interim lesson could be allocated.
- Finally, students can share with the rest of the class their organisation name and what their main objective during the campaign will be.

Slideshow 7:
Slides 18-19

Student Sheet 7a:
Our plastics project

Student Sheet:
Innovation Diary

+
20
mins



Students can use this opportunity to make resources for their campaigns, this may involve making posters, postcards, blogging, planning a speech or spending time canvassing their peers. A record of what they have accomplished can be kept in their Innovation Diaries.

Student Sheet:
Innovation Diary