

What can I do? Part two



Age 7-11



60 minutes

Curriculum links

- Review and reflect on achievements and challenges during their campaign
- Prepare and deliver a presentation

Resources



Slideshow 8:
What can I do? Part two

Student Sheet:
Innovation Diary

Lesson overview

In the last lesson students review the success of their campaign and the impact it had on plastic consumption. They review their targets, reflect on what went well and decide what they would do differently. They then share their results and discuss what more they could do going forward. The unit of work could end with an assembly for students to share their findings and continue to spread their message.

Lesson steps

1. Review (10 mins)

In groups students discuss their experiences, what they discovered, their results and anything that surprised them.

2. Achievements and challenges (10 mins)

They then go decide what has been their greatest achievement and what challenges they've encountered.

3. Presentation (30 mins)

In groups students prepare a brief presentation to share with a wider audience telling the story of their campaign and highlighting what they achieved, what they found challenging and what they would do differently.

4. The future (10 mins)

In a whole class discussion, students reflect on the future of their campaigns and their thoughts on the future of ocean plastic pollution.

Learning outcomes

- Review the impact of their campaign
- Reflect on achievements and challenges
- Share findings and results with a wider audience
- Reflect on how they can make a difference
- Discuss what they plan to do next

TEACHER GUIDANCE 8

Step Guidance

Resources

1
10
mins



Step 1 encourages students to discuss their experience of running a campaign.

- Using slides 1-3 ask students to reflect on the experience of running a campaign, what surprised them and their achievements.
- Encourage students to talk through each question with a partner.

Slideshow 8:
Slide 1-3

2
10
mins



Step 2 focusses on what the main challenges have been during the campaign.

- Using slide 4 students continue to discuss with their partner, focusing on the challenges they faced and any barriers they encountered.

Slideshow 8:
Slide 4

3
30
mins



In step 3 students work in their groups to create a presentation about their experiences.

- Explain that students will be working with their campaign group to create a brief presentation which outlines what they did, what they achieved, what challenges they faced and what they would do differently.
- Use slide 5 to structure the presentation.
- Explain that the groups will now have 20 minutes to prepare their presentation for the class.
- Students can gather any materials they may require for their presentation, including their campaign materials to show case.
- After 20 minutes allow each group to present to the class.
- Encourage feedback from other groups.

Slideshow 8:
Slide 5

4
10
mins



In the last step students engage in a whole class discussion about the future of their campaigns and the oceans plastics problem.

- Ask groups to make suggestions of how they could carry their campaign forward.
- Ask individuals to reflect on what they have taken from this unit of work and how they have changed their behaviour.
- Finally, ask students to reflect on what they predict the future holds for the plastics problem and our oceans.
- Students may wish to make some final observations or reflections in their Innovation Diaries to conclude.

Slideshow 8:
Slides 6-8

Student Sheet:
Innovation Diaries