

**3 lessons**

**50  
minutes**

**Age range**

**7 - 11  
years**



# PLASTIC

## *Changemakers*

**MODULE 1 WORKSHEETS:  
PLASTIC - THE STORY SO FAR**

## LESSON 1: VOCABULARY

Necessary		Convenient	
<p>Something that is needed and hard to live without.</p> <p><i>EG: Food, water, air &amp; shelter are necessary and difficult to live without for long periods of time.</i></p>		<p>Easy to use or makes your life easier.</p> <p><i>EG: It is convenient to use a plastic lunch box for my food for school.</i></p>	
Unnecessary		Single-use	
<p>Something that is not needed and you can live without.</p> <p><i>EG: I don't need a plastic bag, it's unnecessary, I brought a fabric bag with me.</i></p>		<p>Used only once and then thrown away.</p> <p><i>EG: Single-use plastic knives and forks are often given with takeout food and are thrown away after.</i></p>	
Overproduction		Dispose	
<p>Creating too much of something.</p> <p><i>EG: The overproduction of plastic is ending up in our environment</i></p>		<p>Throwing something away or getting rid of it.</p> <p><i>EG: When we dispose of our garbage, we put it in the correct trash can.</i></p>	
Synthetic			
<p>Man-made or not made from natural sources.</p> <p><i>EG: The playground has synthetic grass, it doesn't grow.</i></p>		<p>To take or consume something too much or too often.</p> <p><i>EG: The overuse of Plastic is polluting the environment and affecting animals and humans.</i></p>	

# INDEPENDENT TASK: CATEGORIZE PLASTIC PRODUCTS

Cut out the item



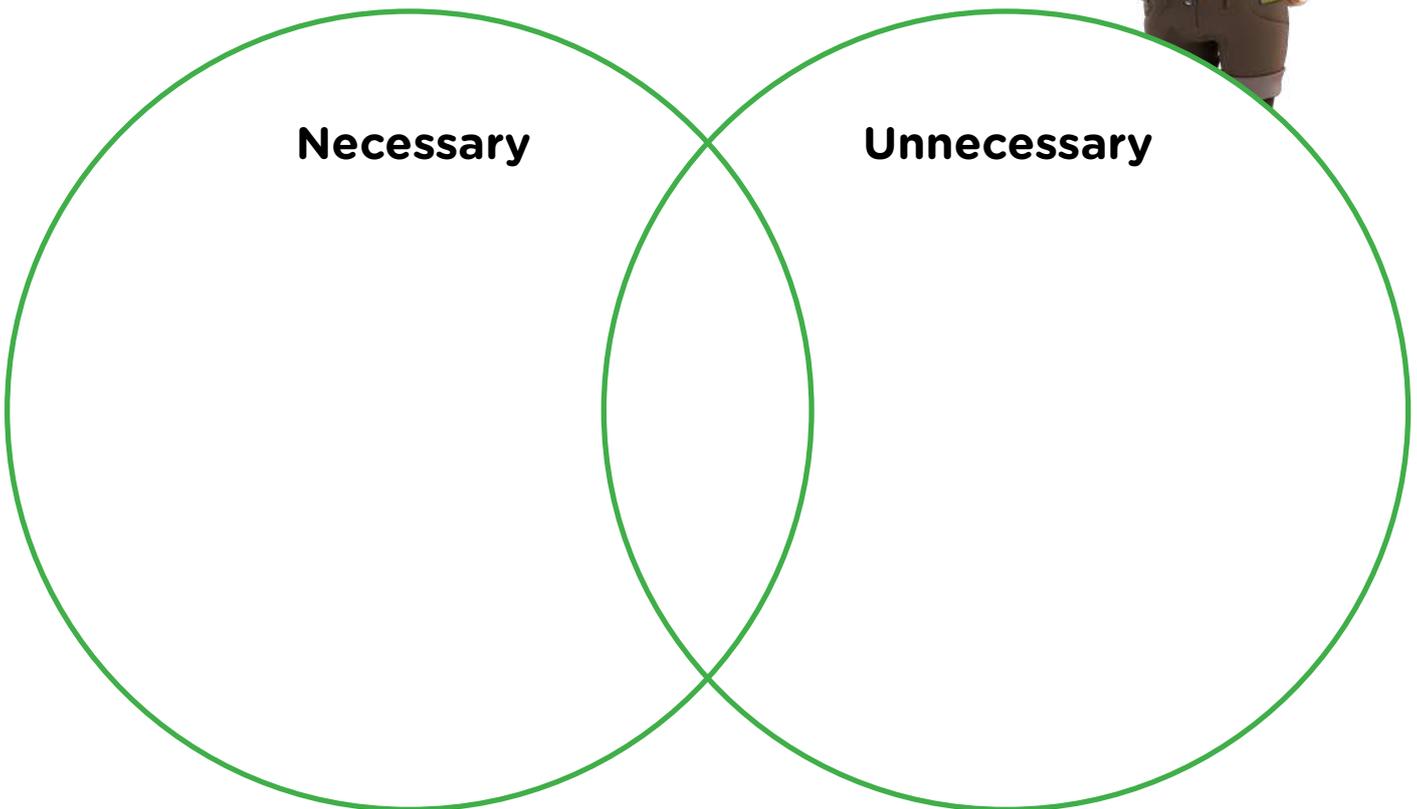
## Module 1: Lesson 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# UNDERSTANDING PLASTIC

**Sort** the items into the appropriate place on the sheet.  
**Explain** to your partner **why** you put them there.



Necessary	
Something that is absolutely needed and hard to live without.  <i>EG: This sandwich is necessary, I need food to keep myself alive.</i>	 

Unnecessary	
Something that is not needed and you can live without.  <i>EG: I don't need a plastic bag, it's unnecessary, I brought a fabric bag with me.</i>	 

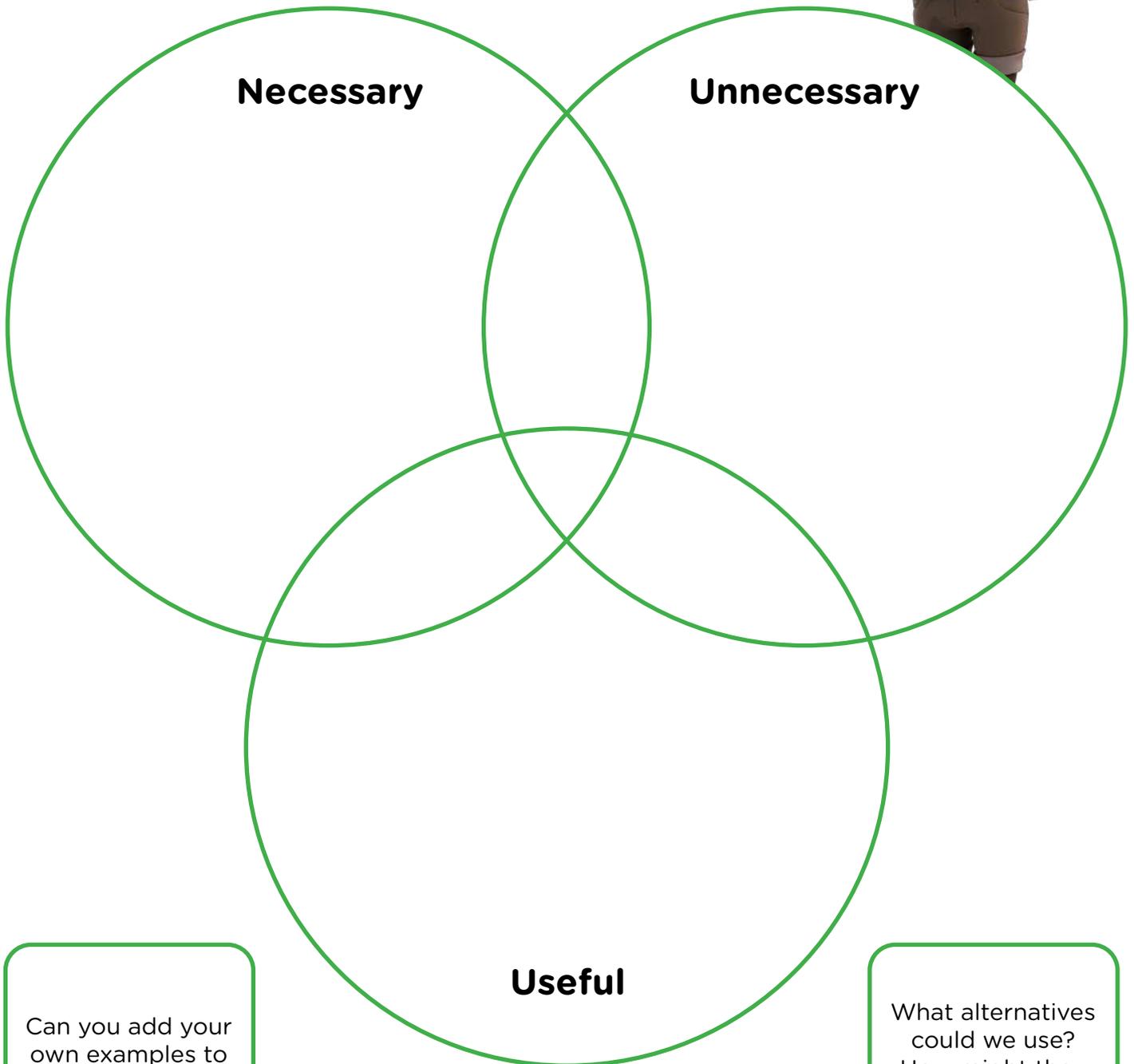
**Module 1: Lesson 1**

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# UNDERSTANDING PLASTIC

**Sort** the items into the appropriate place on the sheet.  
**Explain** to your partner **why** you put them there.



Can you add your own examples to the Venn diagram?

What alternatives could we use?  
How might they work?



**Plastic is  
fantastic!**

**I think plastic is....  
because...**



**Plastic is  
destroying  
our planet!**

**I think plastic is....  
because...**



**Plastic can  
be useful  
because...**

**I think plastic is...  
because...**

## LESSON 2: VOCABULARY

Journey		Waterways	
<p>To move from one place to another.</p> <p><i>EG: My journey to school is long, I have to take a bus and then walk.</i></p>		<p>A moving body of water</p> <p><i>EG: Canals, rivers and streams are waterways and can transport people and other things, like garbage, along their paths.</i></p>	
Landfill		Environment	
<p>A place where garbage is put and buried between layers of earth.</p> <p><i>EG: There are 8 million disposable diapers thrown into landfill every day.</i></p>		<p>The surroundings in which we live.</p> <p><i>EG: Animals survive best in a clean, natural environment.</i></p>	

# PLASTIC JOURNEY CARDS - CORRECT ORDER

## JOURNEY 1

		
<p>Amy goes into a shop. She buys a bottle of water.</p>	<p>She goes for a run and drinks the whole bottle.</p>	<p>She runs past a trash can. It's overflowing. She puts the empty bottle with the garbage.</p>

		
<p>The wind blows the bottle away from the other garbage to the side of the road.</p>	<p>It's blown even further, to the edge of a nearby river.</p>	<p>The bottle gathers alongside lot of other garbage in the river.</p>

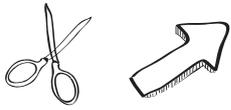
# PLASTIC JOURNEY CARDS - CORRECT ORDER

## JOURNEY 2

		
<p>Adil visits his aunt in the hospital. He buys some potato chips from a vending machine.</p>	<p>He eats the potato chips but can't see a trash can in the hospital corridor.</p>	<p>He puts the empty packet in his backpack and takes it home.</p>
		
<p>He puts it in the trash can at home.</p>	<p>The garbage truck collects the garbage on Monday morning and takes it away.</p>	<p>The potato chips bag ends up in a landfill site, alongside millions of tons of garbage.</p>

# PLASTIC JOURNEY WORKSHEET

LO1: I can give well structured narratives  
LO2: I can participate in performances and role play



Task 1: Cut out the journey cards and place the journey in the correct order.



Task 2: In your pair/group, act out the journey of the plastic.

## JOURNEY 1

		
She runs past a trash can. It's overflowing. She puts the empty bottle with the garbage.	The bottle gathers alongside lots of other rubbish in the river.	Amy goes into a shop. She buys a bottle of water.

		
She goes for a run and drinks the whole bottle.	It's blown even further, to the edge of a nearby river.	The wind blows the bottle away from the other garbage to the side of the road.

# PLASTIC JOURNEY WORKSHEET

LO1: I can give well structured narratives  
 LO2: I can participate in performances and role play



Task 1: Cut out the journey cards and place the journey in the correct order.



Task 2: In your pair/group, act out the journey of the plastic.

## JOURNEY 2

		
<p>He puts it in the trash can at home.</p>	<p>The potato chips bag ends up in a landfill site, alongside millions of tons of garbage.</p>	<p>He puts the empty packet in his backpack and takes it home.</p>
		
<p>He eats the potato chips but can't see a trash can in the hospital corridor.</p>	<p>The garbage truck collects the garbage on Monday morning and takes it away.</p>	<p>Adil visits his aunt in the hospital. He buys some potato chips from a vending machine.</p>

**Module 1: Lesson 2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# THE JOURNEY OF PLASTIC



Draw and describe your own journey of a piece of plastic, from use to waste. It could be based on one of the ones you've learned today, or it could be your own idea.



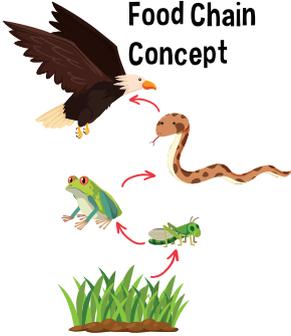


What is the best route for plastic? Where should it end up and why?

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## LESSON 3: VOCABULARY

Microplastics		Food Chain	
<p>Tiny pieces of plastic that break off of larger items and end up in the environment.</p> <p><i>EG: Microplastics were found in the sick turtle's belly.</i></p>		<p>A food chain describes how energy moves through plants and animals in the environment.</p> <p><i>EG: An example of a food chain is when grass is eaten by the rabbit, which is eaten by the fox which is eaten by the bear.</i></p>	<p><b>Food Chain Concept</b></p> 
Ingest		Microbeads	
<p>To eat and swallow food.</p> <p><i>EG: I ate cereal for breakfast and ingested all the nutrients!</i></p>		<p>Microbeads are a special type of microplastic commonly used in beauty products.</p> <p><i>EG: When cleaning my teeth or washing my face, I can choose toothpaste or gels that do not have microbeads in them.</i></p>	

# THE STORY OF THE MYSTERIOUS STOMACHACHE



**The three sea animals (Fish, Turtle, and Seabird) meet at the Whale Doctor.**  
All are clutching their stomachs with terrible pains.

<b>Turtle:</b>	My stomach is hurting so much!
<b>Whale Doctor:</b>	Ah OK, I have seen this many times before - is anyone else feeling like this?
<b>Seabird:</b>	Mine too! What is going on?
<b>Fish:</b>	My stomach is hurting too. My friend told me it is because of all the plastic that humans are using in their homes. They use it for everything! Packing their food, drinking their drinks, brushing their teeth - they even drink through a plastic straw instead of using their mouths!
<b>Seabird:</b>	Are their beaks not good for drinking?!
<b>Turtle:</b>	I don't really understand why this is making our stomachs hurt though.
<b>Whale Doctor:</b>	The problem is that all this plastic, when it is not carefully reused or recycled, will end up going from their home to our home - the ocean! It travels through the rivers and arrives in the ocean in either big pieces or breaks down into tiny pieces (called microplastics) to our water. We then end up eating them thinking that it is food!
<b>Seabird:</b>	I have heard of this! Once, my neighbor the whale had to go to the doctor with terrible pain and after many tests, the doctor found she had 1000 plastic bags in her stomach! I felt very bad for her, but I'm OK because I don't eat plastic, I only eat fish (said proudly).
<b>Fish:</b>	But if the fish are eating plastic, and you are eating them... then this means that all your daily feasts also have lots of tiny plastics in them filled with toxins and poison.
<b>Seabird:</b>	What can we do?! How can you fish stop eating this plastic so that I don't have to eat it too?!
<b>Whale Doctor:</b>	Unfortunately, there is little I can do for you! Only humans can help us. They need to understand how they are damaging our world and oceans with all the plastics they use. And they need to reduce how much they are using it to save us all!

# PLASTIC EXPERIMENT STATION 1

## The Jellyfish Experiment



**Materials:** plastic bottle, plastic bag, blue food coloring (optional)

### Instructions:

1. Fill the plastic bottle with water and add drops of food coloring.
2. Put the plastic bag in the water and close the bottle.
3. Shake the bottle and watch how the plastic moves.



### Discuss with your group:

1. What does it look like when it's still?
2. What does it look like when you shake it gently?
3. How do you think this is connected to jellyfish?
4. What do you think this experiment represents?



# PLASTIC EXPERIMENT STATION 2

## The Milk Bottle Experiment



**Materials:** milk bottle (pre-cut), hole punch, water in a see-through bottle, sand, funnel (if available)

### Instructions:

1. Use the hole punch to cut out small circles from the milk bottle.
2. Place the small circles (microplastics) into the bottle with some water.
3. Add some sand and shake it together.



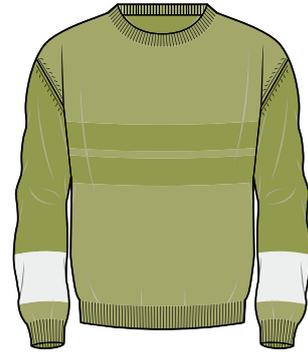
### Discuss with your group:

1. What does it look like?
2. What happens when you shake the bottle?
3. Could you separate the sand and the plastics? How might you do this?
4. What do you think this experiment represents?



# PLASTIC EXPERIMENT STATION 3

## The Fiber Experiment



**Materials:** a piece of fabric (dark jumper), a clear water bottle, and water

### Instructions:

1. Cut some of the fabric and put it in the bottle.
2. Fill the bottle with water.
3. Shake vigorously.
4. Hold up to the light and look at the water.



### Discuss with your group:

1. What happens when you shake the bottle?
2. What do you see when you hold it up to the light?
3. What do you think this experiment represents?



**Module 1: Lesson 3**

Name: \_\_\_\_\_

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# EXPERIMENT CARDS

Experiment 1: The _____ Experiment	
What I observed:	What I think:
	
Questions I have:	

Experiment 2: The _____ Experiment	
What I observed:	What I think:
	
Questions I have:	

**Module 1: Lesson 3**

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# EXPERIMENT CARDS

Experiment 3: The _____ Experiment	
What I observed:	What I think:
	
Questions I have:	

**Module 1: Lesson 3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# REFLECTIONS SHEET

How I feel about the plastics problem:

Some ideas of how we can help:



**REDUCE**



**REUSE**



**RECYCLE**

**Module 1: Lesson 3**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# WRITING ASSESSMENT SHEET

How I feel about the plastics problem:

Some ideas of how we can help:





**REDUCE**



**REUSE**



**RECYCLE**

I cannot believe that...  
It upsets me that...  
I didn't know that...

I think we could... because...  
If only...  
Let's try... so that...

Part of

# PLASTIC

## *Changemakers*

A partnership between:



ZAG

ZAG  
HERDEZ

Mediawan  
KIDS & FAMILY

METHOD  
Mediawan