

**2 lessons**

**50  
minutes**

**Age range**

**7 - 11  
years**



# PLASTIC

## *Changemakers*

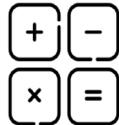
**MODULE 5: LESSON PLAN**

**BECOME AN ADVOCATE AGAINST PLASTIC**



# Module 5: Become an Advocate Against Plastic

Module Facilitator: Alya	Module Objectives
	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand what an environmental campaign is and how it can challenge and change people’s attitudes towards the environment.</li> <li>• Identify and recognise the key characteristics of environmental campaigns.</li> <li>• Create a plastic-focused environmental campaign to spread awareness of the damage of plastic in the environment and action against the single use of plastic. It could be a short film, art installation, advertisement, poster, or letter to the government.</li> </ul>

Note to teachers:	Icon Legend
<ul style="list-style-type: none"> <li>• This module consists of 2 lessons where the main activities are approximately 50 minutes each. They can be completed sequentially in one session or split over two sessions, depending on the availability of time.</li> <li>• The starter and plenary activities introduce and conclude both lessons and can be done separately or in conjunction with the lessons.</li> <li>• For Lesson 2, the template for students to create their own campaign has been differentiated to suit your students’ needs.</li> <li>• The lessons contain numeracy and literacy activities.</li> <li>• It is intended for students ages 7-11 but could be adapted otherwise.</li> </ul>	<p><b>NUMERACY</b></p>  <p><b>LITERACY</b></p> 

## Link to the Miraculous Ladybug “Action” Episode:

This module is directly linked to the Miraculous Ladybug Episode particularly, in this scene:

**In minute 9** of the episode, Mylene and Marinette interrupt the news and speak publicly to raise awareness about the plastic problem that affects the city of Paris and the environment.

Time	Activities	Resources/ Materials
<b>STARTER</b>		
<b>5 minutes</b> 	<p><b>Key Vocabulary:</b> activist, changemaker, environmental campaign, awareness</p> <p><b>Activity - (to demonstrate the impact of mass participation in a social campaign)</b></p> <p>Choose one student whilst the rest of the class puts their heads down on their desk. The student walks around the classroom and taps two other students. Explain to students this is similar to how people start talking about the plastic problem.</p> <p>Those two students join the first and all three walk around and each tap each other. Show students how it has progressed from 1 - 3 - 6 people. Repeat several times and talk about how a social campaign can gain momentum by everyone doing their part. At each round, pause to explain and record what’s happening.</p>	<p>Projector/Internet Whiteboard/Screen for presentation</p> <p>Vocabulary Worksheet (page 1 of resource booklet)</p>

Time	Activities	Resources/ Materials
<b>LESSON PLAN 1 - MAIN</b>		
<b>10 minutes</b>	<p><b>Explain</b> that one way we can raise other people’s awareness is through campaigning.</p> <p><b>Share</b> the definition of an environmental campaign (a focus on an environmental issue) and its purpose.</p>	<p>Definition of Environmental Campaign (page 2 of resource booklet)</p> <p>Teacher Powerpoint slide 5</p>

<p><b>15 minutes</b></p>	<p>An environmental campaign usually involves groups of people who educate the community on the importance of the environment. It gives them the opportunity to engage their local communities in awareness-raising activities to solve a problem.</p> <p><b>Share</b> with students the blank template of the ‘How-to-Guide Environmental Campaign’ worksheet and discuss each component of an environmental campaign (target audience, message to communicate, chosen medium to communicate campaign)</p> <p><b>Briefly show</b> class examples of environmental campaigns relevant to their context (preferably these will be examples from the country in which you teach). These could be on media, radio, television adverts, posters, art installations, etc. Use the youth environmental campaigns from the PPT as examples.</p> <p><b>Reference for teachers</b> - websites for environmental campaigns created by youth  <a href="#">Climate Action UN superhero</a>  <a href="#">Voices of Youth</a>  <a href="#">Kids Against Plastic</a></p> <p><b>Continue with elements of a campaign:</b>  Facts  Creatives Ideas  Media Outlets</p>	<p>How-to-Guide Environmental Campaign Worksheet (available in two levels, teacher chooses the appropriate level for students) (page 3 &amp; 4 of resource booklet)</p> <p>Example of environmental campaigns created by youth (in Teacher Powerpoint, Slides 7-9)</p> <p>Slide 10 on Teacher Powerpoint</p>
<p><b>20 minutes</b></p>	<p><b>Discussion:</b> As a class, compare and contrast the strengths and features of the Recycle Ranger and Earth Rise campaigns using the previous how-to-guide campaign worksheet.</p> <p><b>Question prompts:</b>  What is the issue? What does the campaign want you to do? How do they expect you to do it? What are they doing to persuade you to make a change? What impact will this have?</p>	<p>Teacher Powerpoint slides 11-12 - Recycle ranger and Earth Rise campaigns</p>

	<p><b>Notes for teacher</b> Strengths of each campaign:</p> <p><i>Recycle ranger:</i></p> <ul style="list-style-type: none"> <li>• Use of facts and statistics</li> <li>• Child-friendly</li> <li>• Persuades young people to participate with use of certificate</li> <li>• Use of social media (Twitter hashtag)</li> <li>• Attractive design</li> <li>• Encourages wider participation e.g. family</li> </ul> <p><i>Earthrise:</i></p> <ul style="list-style-type: none"> <li>• Set up a website where they include world-wide projects, films to raise awareness.</li> <li>• Collaboration with other organizations and key figures e.g. Barack Obama</li> <li>• Use of storytelling to raise awareness</li> </ul>	
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Time	Activities	Resources/ Materials
<b>LESSON 2 - MAIN</b>		
<p><b>15 minutes</b></p>   	<p><b>Explain</b> that students will now create their own campaign focussing on the plastic problem, using the campaign templates provided.</p> <p><b>Share</b> the template with the students and discuss each step.</p> <p><b>1. Identify a problem (WHAT):</b> What students decide on a topic within the plastic problem to raise awareness about - recycling, plastics in the ocean, the impact on animals, single-use plastic, etc.</p> <p><b>2. Target audience (WHO):</b> Who students identify who is in their circle of influence. Ask students to discuss who they would talk to if they wanted to influence someone to help solve the problem. Discuss how they can influence those people's decisions to reduce their plastic consumption.</p>	<p>Environmental Campaign Template Worksheet (page 4 of resource booklet)</p> <p>Teacher Powerpoint slides 14 - 25</p> <p>Any available classroom resources e.g. paper, card, sticky tape, glue, pens/pencils, paper straws, tissue paper, foil.</p>

<p><b>30 minutes</b></p>	<p><b>3. Present your campaign (HOW):</b>          Students decide how to present their campaign - images, videos, a piece of art, song, poem, TV advert, a petition, a protest/protest song, assembly, using badges or stickers, using a catchphrase, producing a vlog, podcast or concert. Depending on time, allow students time to start writing/planning their song, advert, poem etc. using their responses from the worksheet. <b>Facts and research:</b> If students are using the Level 2 worksheet, ask students to find 3 facts about their chosen problem - preferably endorsed by research and reputable sources. See some examples below:  <a href="#">UN Environment Programme</a>  <a href="#">Greenpeace International</a> (Ensure students understand what a 'media outlet' is if using the Level 2 worksheet)          Students can use page 2 of the campaign template to add to their ideas from page 1, if they have run out of writing space. Students can use page 3 to plan how they would present their campaign, writing or illustrating their ideas.</p> <p><b>Numeracy Link:</b> students find at least one fact that has percentages/numbers/fractions in it.</p> <p><b>4. Spread the word:</b> Students decide where and how they will share their message?</p>	
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<p><b>PLENARY</b></p>		
<p><b>5 minutes</b></p> 	<p><b>Pair and share:</b> In pairs, students share and give feedback about their ideas.</p> <p><b>Ask students,</b> if their campaign was a success what three things might happen? What could they change in a day, month or year?</p> <p>Present the students with their Completion Certificate for completing all modules!</p>	<p>Journal Activity Worksheet - either write or draw the future of your campaign (page 5 of resource booklet)</p> <p>Completion Certificate</p>

## Notes for low-tech and non-tech classrooms

If you don't have access to a printer and limited availability of computers/tablets for research:

- For the starter activity, if you have started to create a word wall in your classroom from the previous modules, discuss and add the vocabulary from the vocabulary worksheet with your students. The physical activity to show how a campaign is spread (campaigner tapping 2 students and repeating) lends itself well to a low-tech classroom. (10 minutes)
- Play 'Conscience Alley' - This drama game is normally played within literacy, to help a character with a specific dilemma or problem to reach a decision at the end of the activity. This will instead be used to help students understand the challenges and problem-solving techniques when starting a campaign. In groups, ask students to think of a specific problem they would like to change within their school that would benefit not just themselves but their classmates and the wider school community. Examples could be: more choice for school dinners, people leaving litter in the playground, not enough playtime for students, a lack of space within the school. Once groups have decided on a campaign, choose one group to start and say briefly what their campaign is. Ask the rest of the students to make two lines facing each other - one line thinks of challenges or barriers for a group's campaign to go ahead and the other line thinks of ways the group could carry out the campaign and ways to solve any problems. The chosen group walks down the middle of the two lines and listens to all the suggestions/advice. Examples of this could be: "the learning timetable is set and there isn't more time for play", countered with "maybe you could speak to the teachers and headteachers to see if the timetable could be changed?." (15 minutes)
- Share the headings from the Level 1 worksheet via a flipchart or board - What is the problem, Who is my audience, How is the message shared? Explain to the students that they will be creating their own campaign based on plastic pollution, focussing on a specific issue within the plastic problem e.g. plastics in oceans. Assess prior knowledge by checking to see if students are aware of any environmental campaigns. Which campaigners or activists can they remember from Module 4 - what were they campaigning for? Discuss each component of an environmental campaign (target audience, message to communicate, chosen medium to communicate campaign - refer to PPT for further information. (10 minutes)
- Next, model an example of an effective campaign, focus on one campaign - UN Recycle ranger (more info on PPT and worksheets). This campaign shows how a charity/campaign has been set by children and for children. Using the headings previously written on the flip chart/board, describe and fill in the following information with the class:

**What** is the problem - Not everyone knows proper recycling techniques

**Who** is my audience - Young people and their families

**What** is the message - To know proper recycling techniques and show others which bin items belong in.

**How** is the message shared? - Using posters, education packs, social media (Twitter), via their website. They have presented their information using an attractive design, games for young people to play with, certificates for young people if they become a recycle ranger.

- Ask students to decide on a specific issue within the plastic problem then copy and fill in the above headings. Give the following examples of facts and figures for students to use within their campaign:
  - \* '5 trillion single-use plastic bags are used every year worldwide' ([https://www.un.org/sustainabledevelopment/wp-content/uploads/2020/10/UN\\_Climate-Action-Superheroes\\_RECYCLE-RANGER.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2020/10/UN_Climate-Action-Superheroes_RECYCLE-RANGER.pdf))
  - \* 'Every kilo of plastic that is recycled saves 814 grams of CO2 emissions' ([https://www.un.org/sustainabledevelopment/wp-content/uploads/2020/10/UN\\_Climate-Action-Superheroes\\_RECYCLE-RANGER.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2020/10/UN_Climate-Action-Superheroes_RECYCLE-RANGER.pdf))
  - \* 'Only 9% of plastic gets recycled' [Greenpeace International](#)
  - \* 'It is estimated that [75 to 199 million tonnes of plastic](#) is currently found in our oceans'(UN Environment Programme)
  - \* You may want to include some of your own statistics local to your context.
- Continue to follow the lesson plan for students to plan and present their campaign, providing vocabulary and question prompts given in the worksheets.
- For the journal activity, give students 3 post-it notes each or 3 pieces of small paper with blu-tack and ask them to write how their campaign would look after a day, month and year if it was successful. Students place their notes on a shared class board and discuss as a class the different ideas from the notes.

Part of

# PLASTIC

## *Changemakers*

A partnership between:



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