

Stop the Plastic Tide! Learning Resource to accompany RSGS *The Geographer* magazine, Spring 2018

Experiences and Outcomes – Social Studies

I can consider ways of looking after my school or community and can encourage others to care for their environment.

1-08a

I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. *2-08a*

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. *3-08a*

Prior Learning

Learners may have watched some episodes of the BBC's Blue Planet series which can be referred to in this lesson.

Learners may have been involved with Beachwatch.

Resources

The Geographer Spring 2018 <https://rsgs.org/exploring-geography/publications/geographer-archive/>

<https://www.britannica.com/science/plastic-pollution#ref285878>

<https://www.bbc.co.uk/news/topics/c6lpgw300lt/plastic-pollution>

<https://www.nrdc.org/about>

<https://www.bbc.co.uk/programmes/p04tjbtX>

Benchmarks

Identifies a way in which the school looks after its environment.

Identifies at least three impacts of human activity.

Suggests at least three ways people can live in an environmentally -responsible way.

Provides a simple explanation of at least three consequences of an environmental issue, and for each suggest how they can be managed.

Links to Literacy

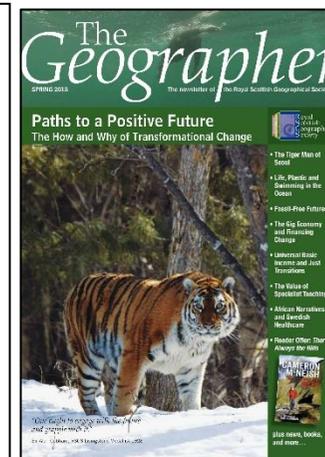
As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**

To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are. **LIT 2-08a**

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a**

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a**



Assessment

Presentations or letters could be assessed tasks.

Activities

- In small groups learners could research
 - the types of plastics which end up in the sea or on beaches, and
 - how they get there
- Each group could make a presentation on their plastic source.
 - the consequences for marine life
 - the consequences for humans

They should put their material together and create a presentation to show to the other groups.
- Learners could compile a case, showing why single-use plastics are bad for the environment.
They could then choose a local business or perhaps their school to lobby. They could write a persuasive letter to the organisation setting out the case for reducing the use of these plastics.
They could make a list of methods of lobbying and consider which might work best for the case they have.
- Learners could have a class debate about the consequences caused by single use plastics. They could argue against the use of these but they might also want to argue for them, for reasons of cost and convenience perhaps.

- Learners could investigate the disposable plastics being used in their local area, for example the school dining hall, or local shops used by pupils. Learners could look at the litter in their local streets, to see how much is plastic. They could then consider alternatives that could be used instead such as wooden cutlery shown here, and how this might change takeaway food. A litter pick would allow them to count the types of litter they find and display their results in a bar graph.
- To extend this learners could research further into the environmental cost of the different kinds of materials. Where do these materials come from? Are producers paid fairly? Is the source of the material sustainable? How much energy does it take to produce them? How long do they take to biodegrade?

