

# LESSON PLAN

**Lesson Title:**

Ocean Plastic Education Field Experience – Shoreline Clean-up with brand audit

**Grade/Subject:**

*Cross-Collaborative:* English Language Arts 10–12 AND/OR Outdoor Education 11

An adaptation of Lesson 4 from the Oceanwise Plastic Education Kit.

Can be a follow-up to lessons 1–3.

**Date:**

September or June

<b>Big Ideas [KUD]</b>
<ul style="list-style-type: none"><li>• Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.</li><li>• Voice is powerful and evocative.</li><li>• Language shapes ideas and influences others.</li><li>• Spending time outdoors allows us to develop an understanding of the natural environment and ourselves.</li></ul>
<b>Learning Standards: Curriculum Competencies [KUD] + Content [KUD]</b>
Know
<ul style="list-style-type: none"><li>• Writing strategies and processes and how they depend on context. These may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising, and/or editing.</li><li>• the role of environmental awareness and stewardship in outdoor recreation and conservation</li><li>• First Peoples traditional practices and ecological knowledge related to activities in the local environment</li></ul>
Do
<ul style="list-style-type: none"><li>• Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences</li><li>• Express and support an opinion with evidence</li><li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li><li>• Transform ideas and information to create original texts, using various genres, forms, structures, and styles</li><li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking.</li><li>• Use applicable communication skills when interacting with others</li></ul>
<b>Specific Lesson Objectives: SWBAT (Students Will Be Able To....)</b>
<ul style="list-style-type: none"><li>• Walk or run along the beach for 15–30 minutes</li><li>• Collect samples of plastic litter</li><li>• Create an audit of the different brands as observed on the collected litter</li><li>• Work in small groups to collect and record data</li><li>• Determine the brands contributing to the most litter and write a follow-up letter to that brand and/or write a social media post raising awareness of their findings</li></ul>

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## Learning Intentions

- I use my understanding of the role and impact of story to engage my audiences in making meaning.
- I give, receive, and act on constructive feedback in support of our goals, and I can evaluate and revise plans with other group members.
- I can gather, select, evaluate, and synthesize information.
- I can compile evidence and draw reasoned conclusions.
- I can take the initiative to inform myself about controversial issues and take ethical positions.
- I advocate and take thoughtful actions to influence positive, sustainable change in my communities and in the natural world.

## Materials/Resources

- Compost bags
- Gloves
- Clipboards
- Towels (student-provided)
- Zero Waste paper bag lunch (student or school provided)
- Umbrellas (student or school provided)
- Rain gear (student provided)

## Assessment Tools

- Participation in circle discussion
- Follow-up letter or social media post

## Instructional Process

Activities & Transitions Between Activities		Time: 3 hours
<b>OPENING</b>	<b>Attendance &amp; Logistics</b> Take attendance Logistics: Discuss boundaries and shape of the 3-hour time frame.	15 min.
<b>BODY</b>	<b>Walk or Run</b> 2 groups led by a teacher leader. Walking group will take a slow, silent walk at a pace set by their leader (10 minutes out, 10 minutes back). Running group will take a gentle, silent run at a pace set by their leader (10 minutes out, 10 minutes back).	20 min.
	<b>Stretch &amp; Snack</b>	20 min.
	<b>Brand Audit</b> In groups of 3, staying within the outlined boundaries, students will collect plastic litter and record the brands responsible for each piece.	60 min.
	<b>Lunch</b>	30 min.

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<b>CLOSING</b>	<p><b>Debrief, Moving Forward &amp; Departure</b>            Circle discussion to talk about what was found, what was noticed, how they felt, how they feel, and ideas for advocacy and stewardship.            If time allows, students can start drafting their letters or social media posts.            Group clean up of occupied area.</p>	35 min.
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<b>Considerations, Extensions and Adaptations</b>	
<b>CONSIDERATIONS</b>	<ul style="list-style-type: none"> <li>• Travel (parent drivers or school bus)</li> <li>• Students with mobility challenges - option to walk/audit along the sidewalk bordering the beach / groups to gather at a location that is wheelchair accessible</li> <li>• Space within transportation vehicles to carry back plastic litter</li> </ul>
<b>EXTENSIONS</b>	<ul style="list-style-type: none"> <li>• Students can write letters to their municipality to urge them towards zero waste policies</li> </ul>
<b>ADAPTATIONS</b>	<ul style="list-style-type: none"> <li>• Weather               <ul style="list-style-type: none"> <li>◦ Rain - Walking groups only, rain jackets/umbrellas only</li> </ul> </li> </ul>