InterEd

Technology Innovators Talk Series
Global Stage Inc. (GC_EN_S1-2-3-T)

6 CLEAN WATER AND SANITATION

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

14 LIFE BELOW WATER

Lesson 3:
How can you campaign for social change around plastic consumption and waste?
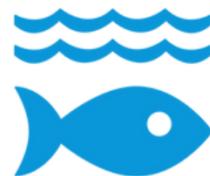
with Robin Lewis
Co-Founder, mymizu

Director, Social Innovation Japan

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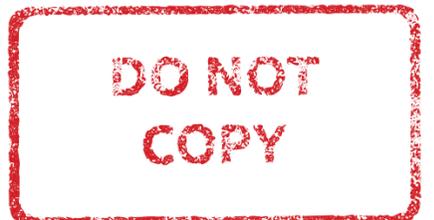
Introduction

In lesson 2, you:

- researched and discussed plastics and microplastics.
- explained how plastics enter the food web.
- explained other environmental impacts of plastics and microplastics.

In this lesson, you will:

- work together to identify a plastic-based problem.
- generate ideas about possible solutions to the problem.
- reflect on your learning experiences in this unit.

LEARNING TARGETS

1. Identify plastic-based problems in your school.
2. Create a plan to initiate social change in your school.
3. Reflect on your learning experiences.

LEARNING EXPERIENCES

- Introduction
- Reflecting and Generating Ideas
- Creating a Plan for Change
- Additional activities (time permitting)
- Reflection
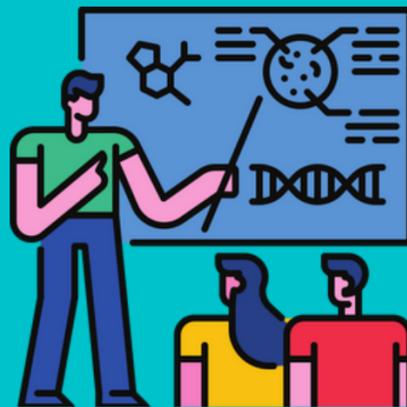
Let's Reflect

What have you noticed about Robin's success as an innovator and as an agent of social change?

What key ideas could you apply to create social change in our school?

Generating Ideas

Work with your group to generate ideas about plastic problems within your school.

Examining Plastics: Group Roles
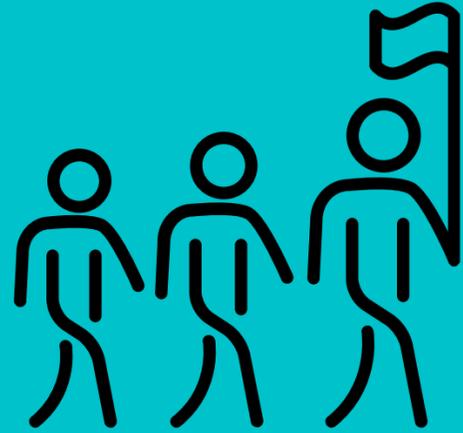
Group Facilitator

Serves as the leader by keeping their peers on task with time to complete the objective.

Group Recorder

Quickly records all the group's main ideas on the chart paper provided.

Creating a Plan for Change
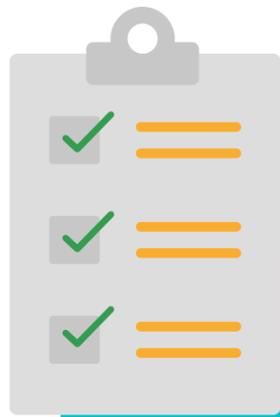
Using chart paper and markers, your group is to create a plan to initiate change within your school.

Use the questions to the right to guide you and then record your ideas.

- What problem involving plastic use have you observed here at school?

- What happens to the item once it is used?

- What is the potential impact on our oceans and environment from using plastics?

- What is an alternative to the use of plastic products in your school?

- What are the benefits of the alternative?

- How much plastic waste do you estimate would be removed from the environment by using your alternative?

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Creating a Plan for Change

Our Social Change Campaign

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Creating a Plan for Change

After your group has outlined a plan, use the rest of your available time to create your social awareness campaign for the change you want to see. Choose an idea or two from the choice board to create for your campaign.

Create a digital presentation for your plan.	Make a poster to promote your plan.	Create a meme to promote your plan.	Create a social media post promoting your plan.	Record a short song or jingle to promote change.
Make a short, creative video to promote your plan.	Create an art piece that will raise awareness.	Make an infographic to support your plan.	Create a short, safe activity or game people can do to promote the plan.	Share your own creative idea with your teacher to get approval!
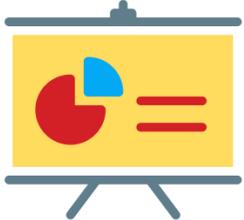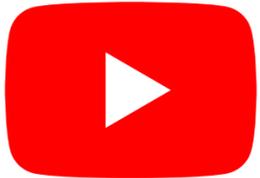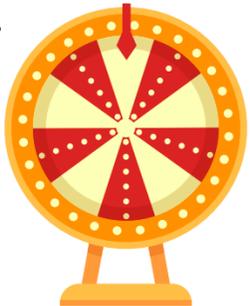
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Creating a Plan for Change

Try to make sure:

☑ Your plan has all the needed parts and makes sense.

☑ You identify the problem.

☑ You identify an alternative.

☑ You identify the impacts (problem and solution).

☑ You estimate how much waste will be removed.

☑ You have 1-2 good visual or digital elements for your social change campaign.

Rubric Lesson 3: Planning a Campaign for Social Change Around Plastic Consumption and Waste

	Beginning	Approaching	At Standard	Exceeding
Planning	There are a few elements of a plan.	The plan includes most of the key elements.	The plan includes the required elements and makes sense.	The plan includes all of the required elements, makes sense, and has extra detail/organization.
Identify the problem	The campaign does not clearly identify a plastic-based problem in school.	The campaign identifies a simple plastic-based problem in school or a plastic-based problem in another locale.	The campaign identifies a meaningful plastic-based problem in school.	The campaign identifies a plastic-based problem in school that is also a problem in the wider community or shows deeper thinking.
Identify an alternative solution or action	The campaign does not communicate a feasible alternative that is related to the problem.	The campaign identifies an alternative solution, but the solution may not be fully developed or may not completely relate to the problem.	The campaign clearly identifies an alternative solution or action that clearly relates to the problem.	The campaign identifies and explains an alternative solution that could actually solve the problem and shows deeper thinking.
Identify impacts (both of the problem and the solution)	The campaign does not identify any impacts or does so only vaguely.	The campaign identifies the impacts of the plastic- problem OR the alternative solution, but not both.	The campaign identifies the impact of the problem AND the possible impacts of the alternative solution.	The campaign identifies both the impacts of the problem and the impacts of the alternative solution with reasoning or details.
Quantify (how much plastic waste could be removed)	The plan/campaign does not estimate how much plastic waste could be removed or avoided.	The plan/campaign estimates how much plastic waste could be removed, but there may be errors or the reasoning is not justified.	The campaign estimates how much plastic waste could be removed, including reasoning and justification.	The campaign accurately estimates how much plastic waste could be removed, with extra effort made in reasoning and justification.
Visual displays and digital media	The team has begun to create digital/visual elements from the choice board (or approved) for their campaign, but they are unfinished.	The team has created at least 1 digital/visual element for their campaign with a reasonable level of quality. Or they have created 2 elements but improvement is needed.	The team has created at least 2 digital/visual elements for their campaign with a good level of quality.	The team created at least 2 digital/visual elements for their campaign. The digital/visual elements show great quality or creativity, or otherwise stand out as ~~nal.~~

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Additional Activities: Present Your Ideas

If you have the time and opportunity, you could also:

Present your plan for social change around plastics to the class.

Use this experience to get encouragement and feedback from your peers.

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Additional Activities: Launch Your Campaign

If you have the time and opportunity, you could also:

Actually launch and carry out your plan for social change within your school or your community.

You created a plan to make a change around plastics. Will your plan work? Find out by doing it!

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Additional Activities: Advocate Your Plan

If you have the time and opportunity, you could also:

Advocate for your plan for social change to your school administration.

Send an email asking to set up a meeting. Then, in that meeting, present and pitch your ideas for change around plastics.

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Additional Activities: Host a Booth

Is your school having a Science Night, Family Night, or a similar event?

Host a booth!
Use your booth or table to raise awareness around plastic pollution issues, especially in your school or local community.

Be sure to share what changes have been made in school and what positive changes families can make at home.

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Congratulations!

Congratulations on deepening your understanding of plastic pollution issues and how it impacts our environment, our oceans, and us.

You used what you learned from Robin, along with your own innovative ideas, and created a plan to initiate change.

This is what innovators do!

Reflection Questions

- What was something you learned about plastics that you did not know previously?

- What was the most surprising aspect about Robin's journey with mymizu?

- How has this course changed the way you think about plastic waste or the food you eat?

- Do you have an idea that you want to pursue to bring awareness to a different problem in our world? Explain.