

Teacher Resource

Single-use Plastic Ban

Focus Questions

1. What did the BTN *Single-use Plastic Ban* story explain?
2. Which city has just announced a ban on single-use plastics?
3. Give some examples of single-use plastics.
4. Before plastic existed, what sort of materials were used?
5. In which decade did plastic become a commonly used material?
6. What are some advantages of plastic?
7. Who will be impacted by the ban?
8. Create a T chart with the pros and cons of a ban on single-use plastics.
9. What was surprising about this story?
10. What did you learn watching the BTN story?

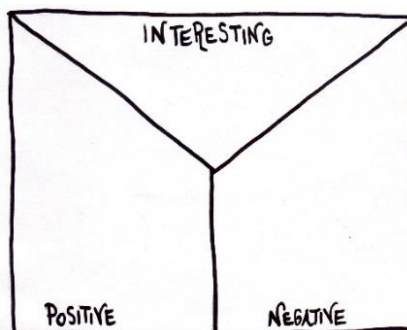
Activity

Note taking

Students will practice their note-taking while watching the BTN *Single-use Plastic Ban* story. After watching the story, ask students to reflect on and organise the information into three categories.

What information in the story was...?

- Positive
- Negative or
- Interesting



Activity

Class Discussion

As a class discuss the BTN *Single-use Plastic Ban* story using the following questions as a guide. Record the main points of the discussion on a mind map with **single-use plastics** at the centre. Use the following questions to guide the discussion:

- Which city has banned single-use plastics?
- What are single-use plastics? Give some examples.
- Why has the ban been introduced?
- What impact do single-use plastics have on the environment?
- What are the benefits of single-use plastics?
- What are the alternatives to single-use plastics?

Key Learning

Students will investigate the impact single-use plastics have on the environment.

Curriculum

Geography Year 4

The use and management of natural resources and waste, and the different views on how to do this sustainably.

HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

Science Year 4

Science knowledge helps people to understand the effect of their actions.

Science – Year 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Activity

Six Hat Thinking

As a class, use Edward De Bono's *Six Hat Thinking* to explore the impact of single-use plastics on the environment.

Students will take it in turns answering questions in relation to what they already know about the issue, what they have learned from the BTN *Single-use Plastic Ban* story and what else they want to learn about the topic.

There is a worksheet at the end of this activity for students to record their responses on.

Activity

Awareness Challenge – Single-use plastics audit

For one-week students will keep a diary to document the amount of single-use plastics they use.

Class brainstorm

Before starting this challenge, brainstorm a list of plastics that are designed to be used once. Share students' ideas by recording their responses. For example, cling wrap, zip lock bags, plastic cutlery, plastic bags, plastic straws, water bottles, take away containers.

Audit your single-use plastics

On a daily basis, collect and record all the single-use plastics used, including the weight. At the end of the week add up how many pieces of single-use plastics you threw out and the combined weight. Plot the results on a bar graph.

Day	What single-use plastics did you throw away?	Number of items	Weight
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Analyse your results

Analyse your results and respond to the following:

- What surprised you about the results?
- Identify the best areas for improvement. How could you reduce the amount of single-use plastics you use?
- How much of the single-use plastics is able to be avoided, reused, recycled or is biodegradable?
- What are sustainable options to single-use plastics?

Activity

Reduce your waste

Do your part to make a change and challenge yourself by having a 'waste-free lunch' or 'nude food' for a day or a week.

- Think of ways that you can avoid or reduce the amount of packaging you use. For example, putting food in reusable containers instead of disposable bags, and avoiding pre-packaged food.
- Did you find this challenge difficult? Why or why not? Explain.
- How has this challenge impacted on your thinking?
- What can you do to take action?
 - Reduce the amount of packaging
 - Buy food that has little or no packaging (wherever possible)
 - Buy food in bulk and put into reusable containers
 - Write to food companies asking them to reduce the amount of packaging or change to environmentally friendly packaging.



Activity

Awareness raising art installation

The [Natural Plasticity Art Installation](#) was created to raise awareness about the problem of single-use plastics and to challenge people to look at waste differently. Below are some images from the installation. Ask students to respond to the images. Do they think they're an effective way to get the message across? Why or why not? Students can then create their own awareness campaign about the issue of single-use plastics. They can create an art installation or display or any other medium of their choice to get their message across.



@naturalplasticity: Jana Cruder and Matthew LaPenta

Activity

Persuasive argument – Should single-use plastics be banned?

Students will develop a persuasive text for or against the following statement: 'There should be a worldwide ban on single-use plastics'. Students can use the information recorded on the mind map and their own research to help develop their argument. Encourage students to use a range of sources.

Provide students with the following structure to follow when completing this activity.

Structure of a persuasive text

Introduction

- What is the point you are trying to argue?
Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Tips for writing persuasive texts

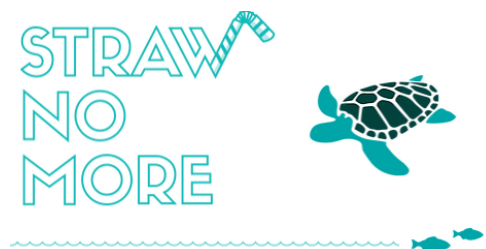
- Who is your audience? For example, are you directing your argument at kids, teachers or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this [Read Write Think persuasion map](#) to plan your exposition text.

Activity

Kids making a difference

Students will investigate ways they can make a difference to the problem of plastic pollution. Working in pairs brainstorm some solutions to the problem. For example, conducting a beach clean-up or reducing the amount of plastic packaging they use. They can take a look at kids who are making a difference on an environmental issue. Go to Molly's **Straw No More** [campaign website](#) and check out her [Ted Talk](#).



BTN has featured kids who are passionate about the issue with these stories [Plastic Ocean Campaigner](#) [Plastic Bag Ban](#) [War on Waste School](#)

Discuss ways to present the information. Some ideas include:

- Make a news report. Visit the [BTN Rookie Reporter page](#) for some ideas.
- Create a website using [Wix](#)
- Create a podcast using [PodOmatic](#), [Buzzsprout](#) to share with the school community.

Useful Websites

ABC News – Hobart’s single-use plastic ban

<https://www.abc.net.au/news/2019-03-05/hobart-to-ban-single-use-plastic/10869790>

ABC News – South Australia to consider banning single-use plastics such as straws

<https://www.abc.net.au/news/2019-01-13/sa-to-consider-banning-single-use-plastics/10711906>

ABC News – Rate of plastic pollution will double by 2030 as report calls for end to single-use plastics

<https://www.abc.net.au/news/science/2019-03-05/single-use-plastic-ban-wwf-report/9918870>

Sustainability Victoria – Single-use items

<https://www.sustainability.vic.gov.au/You-and-your-home/Live-sustainably/Single-use-items>

BTN – Plastic Bag Ban

<http://www.abc.net.au/btn/classroom/plastic-bag-ban/10522750>

BTN – War on Waste School

<http://www.abc.net.au/btn/classroom/war-on-waste-school/10522784>

Six Hat Thinking

As a class, use Edward De Bono's *Six Hat Thinking* to explore the impact single-use plastics have on the environment. Take it in turns answering questions in relation to what you already know about the issue, what you have learned from the BTN *Single-use Plastic Ban* story and what you want to learn further about the topic. Respond to the following questions:




feelings and emotions

How did the BTN *Single-use Plastic Ban* story make you feel?



facts and information

What have you learnt about the impact single-use plastics have on the environment?



positives

What are some of the positives that you learnt from the story?




negatives

What are some of the challenges that you learnt from the story?



creativity

What can we do to help reduce the effects single-use plastics have on the environment?



thinking about thinking

What do you want to learn further about this topic?
