Plastic-free Produce

Focus Questions

1. Before watching the BTN story discuss what you know about single-use plastics.
2. What did the *Plastic-free Produce* story explain?
3. What are some good reasons for using packaging on fresh food?
4. Plastic packaging doesn't take very long to break down. True or false?
5. How does plastic pollution affect marine animals?
6. Which country is Woolworths trialling plastic-free produce?
7. Complete the following sentence. Reduce, reuse and _____.
8. What are beeswax wraps?
9. Create a t-chart with the pros and cons of plastic-free produce.
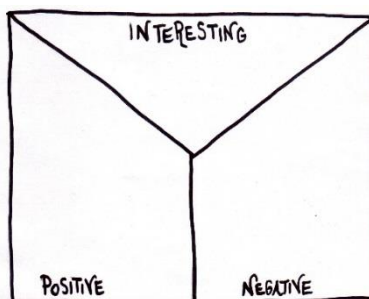10. What did you learn watching the BTN story?

Activity

Note taking

Students will practice their notetaking while watching the BTN *Plastic-free Produce* 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 *Plastic-free Produce* story using the following questions as a guide. Record the main points of the discussion on a mind map with **plastic-free** at the centre. Use the following questions to guide the discussion:

- Which supermarket will introduce plastic-free produce?
- Why are they introducing plastic-free produce?
- What are single-use plastics? Give some examples.
- Why do we have packaging?
- What impact do single-use plastics have on the environment?
- What are the alternatives to single-use plastics?

Key Learning

Students will investigate ways to reduce single use plastics. Students will research the impact of single use plastics 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

Glossary

Students will brainstorm a list of key words and terms that relate to the BTN *Plastic-free Produce* story and inventions. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.

Packaging	Food waste	Landfill
Single-use plastic	microplastics	Shelf life

⚙ Activity

Six Hat Thinking

As a class, use Edward De Bono's Six Hat Thinking to explore the issues raised in the BTN *Plastic-free Produce* story. Make your own coloured hat cut-outs and place on the floor. Students will take it in turns answering questions in relation to what they already know about the issue, what they have learnt from the BTN *Plastic-free Produce* story and what they want to learn further about the topic. Ask students to respond to the following questions:

feelings and emotions	How did the *Plastic-free Produce* story make you feel?
facts and information	What do you know about the issue? What have you learnt from the story?
positives	Were there any positives from the story? If so, what were they?
negatives	What are some of the negatives or challenges that you learnt from the story?
creativity	Why is it important to find out more about the issue?
thinking about thinking	What questions were raised during this activity? What do you want to learn further about this topic?

Reflection

After this activity, ask students to reflect on what they have learnt. Students can include details about how their thinking on this issue has changed and why they think we should act.

⚙ Activity

KWLH

Watch the BTN *Plastic-free Produce* story and discuss as a class. What questions were raised in the discussion and what are the gaps in their knowledge. The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

What do I know?	What do I want to know?	What have I learnt?	How will I find out?

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one or more of the questions below.

- What's the best way to store fresh fruit and vegetables without using plastic? Investigate ways that you can keep produce fresh for longer without using plastic packaging. Choose 5 fruit and/or vegetables and research how they can be stored without plastic.
- Should all supermarkets have plastic-free produce? Write a persuasive piece of writing explaining your reasons.
- How can we convince people that plastic pollution is a serious problem? Think of creative ways to raise awareness about the issues raised in the BTN *Plastic-free Produce* story.
- What happens to the plastic you throw away? Explore the journey of plastic from production, to landfill and its impact on the environment.

⚙ Activity

Persuasive text

Students will develop a persuasive text for or against the following statement: `*All fresh produce should be plastic-free*. 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

Aussie kids' campaigns

See below for a collection of BTN stories which focus on kids campaigning to reduce plastic pollution. After watching any one of the BTN videos ask students to respond to the discussion questions which can be found on the story page. Teacher resources are also provided for some of these stories.

PLASTIC OCEAN CAMPAIGNER
Video

STRAW NO MORE CAMPAIGN
Video

PLASTIC BAG BAN
Video   Resource PDF

WAR ON WASTE SCHOOL
Video   Resource PDF

Campaign

Students will design a public education campaign to raise awareness about single use plastics and its impact on the environment. Students will need to think about their campaign's aim, target audience and the value of raising awareness in their school community. Students can use Canva to design a poster which can be put up around their school and the wider community.

◀ Useful Websites

Single-use Plastic Ban – BTN
https://www.abc.net.au/btn/classroom/single-use-plastic-ban/10876650

Plastic Bag Ban – BTN
https://www.abc.net.au/btn/classroom/plastic-bag-ban/10522750

Plastic packaging – BTN
https://www.abc.net.au/btn/classroom/plastic-packaging/10525094

War on Waste – ABC
https://www.abc.net.au/ourfocus/waronwaste/

Reducing Plastic – Woolworths
https://www.woolworths.com.au/shop/discover/sustainability/recycling