Protecting Our Oceans

PBL Unit on Social Change Campaign Building

14 to 18 hour class curriculum

Target English Level: EIKEN Grade 2 and above

**Lesson 3**

**Building a Campaign to Save Our Oceans**

**Lesson total duration: 200 minutes (four 50 minute class periods)**

**Activity 1, My hopes: a world where the environment comes first!**

Duration: ~10 min

PPT Slides 2-3

1. Highlight to students that for people to take action, the must have a feeling of hope or possibility. If people do not feel that their actions will have any impact, they probably will decide not to do anything.
2. So ask students to think of a world in which everyone tries to protect the environment. Ask them to think of one way that that world would be different from the world in which we now live.
3. Have students form pairs and share their idea of how a world and society in which everyone lives in harmony with nature and strives to protect the environment would be different from the world in which we now live.
4. Now have pairs form groups of 4 to 6 students. The original pairs should share their partner’s idea with the group.
5. Highlight to students how a campaign which motivates people starts with a positive image of how the world will change after the campaign is successful!

**Activity 2, The 4 Components of a campaign: review and group reading**

Duration: 10 minutes

PPT Slide: 4

1. In their groups, without looking at the article used in lesson 2 or to be used in this lesson, ask students to complete the 4 blanks.
2. Collect the correct answers from groups.
3. Instruct students to read the first paragraph of the *Building a Campaign to Save Our Oceans*

**Activity 3, Passion: the base**

Duration: ~15 min

PPT Slide 5-6

1. Explain to students that while there are 4 main components of a campaign, people who design and manage a campaign must also have passion and a personal reason to make a campaign a success!
2. Ask students to come up with a personal reason why they have passion to protect the environment. Examples could include: I want to protect my family. I love nature and often go camping and hiking.
3. Students should share their personal reason for wanting to protect the environment in their groups.
4. Write the word ‘Passion’ on the white board and bellow it, list up some of the reasons students discuss in their groups on the whiteboard.

**Activity 4, Awareness: Providing information, connecting issues to people’s daily lives**

Duration: ~10 minutes

PPT Slide 7

*This is short brainstorming activity to help students review the importance of the ocean on the general environment and society. It should also help students make the topic of the ocean environment more personal.*

1. Individually students take 1 minute to continue the prompt “When I think of the ocean, I think of...” with as many ideas as they can. They might write things which are general such as ‘fish’ or ‘climate’ and they might also write very specific things such as ‘Last summer’.
2. Students share their ideas and any ideas which 2 or more students in the group should be written down on the group sheet of paper.
3. In their group, students should pick the 1 or 2 ideas which they have written down on their group paper and which they feel would help the largest number of people feel connected to ocean and protecting the ocean environment.
4. Students should announce these ideas to the class. There is a high chance that students will use these ideas in their campaigns during the final lesson.

**Activity 5, Group Reading (p1~2) Step 1: Raising Awareness**

Duration: ~15 minutes

PPT Slides 8-9

1. Tell students that for the next activity they will need to read the ‘Step 1: Raising Awareness’ section of the article.
2. Give each group a large (A3) piece of paper and tell students that as they read this section of the article, they need to collect as many “Things that damage the ocean” as possible which are mentioned in the article. For example, microplastic fibers from washing shirts. If students know/remember other things that damage the ocean　that are not mentioned in the article, they can list these up as well.
3. Explain to students that, as we explore the idea of building environmental campaigns, for the rest of the lesson, we will use the idea of “Bottled Water in Never Ocean Friendly” as our example campaign.
4. Ask students if any of the things they identified as damaging our ocean during their reading are connected to bottled water and the idea that ‘Bottled water in never ocean friendly”.

**Activity 6 Awareness Raising: creating good survey questions**

Duration: ~35 minutes

PPT Slides 10~12

1. Explain to students that when campaigns use a survey, they are trying to help people understand the issue (knowledge) and also think about their own actions. When people think about their actions and start to see how their daily lives are related to the campaign, they are personalizing the information. This is an important step in helping people take action.
2. Explain that a good survey not only gets people thinking, it also helps to prepare them to take an action.
3. Ask students why a ‘yes/no’ question might not be a good question in a survey. If they need some support to answer this question, you can ask them “If a person answers ‘Yes’ to the questions, “I know a lot about the ingredients in my shampoo?” is there any action that they will feel they need to take. On the other hand, if they simply answer ‘no’ to this question, it is also difficult for them to imagine what they need to do.
4. Explain to students that a more accurate way to understand people’s situation and help people think about starting to take an action is to use an attitudinal question with an answer scale.
5. Tell students that this particular question is called a 5-point Likert scale survey question.
6. Tell students to answer the question. Ask students if anybody circled 5. There should be very few students who circle a five. Because people rarely circle 1 or 5 in this scale, it is easier to give people advice and suggestions for actions after taking this type of survey.
7. In their groups students should think of one suggestion that they could give someone who circles ‘2’ on the scale.
8. In their groups, students should think of one suggestion that they could give someone who circles a ‘4’ on this scale.
9. Remind students that for the rest of the lesson, we will be using the theme ‘Bottled water is never ocean friendly’ for our example campaign.
10. Ask students to think of a 5-point Likert question that they could ask to get people to think about their own actions and the danger of bottled water to the environment.
11. If students are having difficult thinking of a question, show them the example question on this slide.
12. Have groups break into pairs. Each pair should ask their group’s survey question to another pair of students from a different group. Each pair should ask their question at least 3 times.
13. Explain to students that the questions they have created would make a very good survey tool for a campaign to reduce bottled water use!

**Activity 7, Desire to Join: Group Reading (p2~3) Step 2: Recommending Specific Actions**

Duration: ~15 minutes

PPT Slide 13-14

1. Tell students that for the next activity they will need to read the ‘Step 2; Recommending Specific Actions’ section of the article.
2. Tell students that as they read this section of the article, they need to collect as many specific recommended actions as they can find in this section of the article. For example, replacing a conditioner that contains microplastics or taking a water bottle with you when you go out.
3. Ask students to give some suggestions from the article or original suggestions for actions people can take to protect the marine environment. Remind students that, if we think about risk reduction, even a very small action is positive and worthwhile.
4. Write some of the groups’ recommended actions on the whiteboard

**Activity 8, Recommending Actions: Specific, Achievable, Measurable**

Duration: ~30 minutes

PPT Slide 15

1. Remind students that our example campaign is ‘Bottled water is never ocean friendly’ and the goal is to reduce people’s bottled water use.
2. Have groups think of 3 actions that they could recommend to people to help them reduce their bottled water use. Explain that the recommendations should be specific (i.e. easy to understand an try out), achievable (people should be able to do the action without a giant amount of effort), and measurable (at the end of a certain amount of time, for example 1 week or 1 month) people should be able to have numbers which express what they did (for example: I only drank 2 bottles of bottled water this week).
3. Teacher should solicit 2 recommended actions from each group and write them on the whiteboard.
4. Each group should then order all of the recommendations that have been written on the whiteboard based on the criterion of S(pecific) A(chievable) M(easurable).
5. The teacher should check each groups ordered list and find the 1 or 2 recommended actions which is at the top of each group’s list and write them on the whiteboard.
6. Teacher should lead a class discussion as to why these two recommend actions would be good recommended actions for a campaign trying to reduce bottled water use.

**Activity 9, Group reading (p4~5) and rating event types**

Duration: ~20 minutes

PPT Slide 16

*This group reading activity serves two purposes, it helps check students comprehension of the article while at the same time, helping them think a bit more deeply about the types of events that they and other people close to them might enjoy and want to participate in. This will be important information for them when they move into the final lesson and start building an original campaign.*

1. Tell students that for the next activity they will need to read the ‘Step 3: Building Community through Events’ section of the article.
2. Tell students that as they read this section of the article, they need to write down all of the events that are mentioned.
3. For each event mentioned in the article, they should give the event a score from 1 to 5 based on how much people in their group would like to participate in that kind of event:
   * For example, in the article, students find the event ‘beach clean up’. In their group 2 students really want to join the event and so give it a score of 5 each. The remaining two students in the group are not very interested in the event and so give the event a score of 3. The total average score for a beach cleanup for this group would be 3.
4. Each group should then announce which event received the highest participation score.

**Activity 10, Events for the *Bottled water is never ocean friendly campaign***

Duration: ~20 minutes

PPT Slide 17

1. Remind students that our example campaign is ‘Bottled water is never ocean friendly’ and the goal is to reduce people’s bottled water use.
2. Have groups think of 2 events that they could hold to help build a sense of community around this campaign and help people reduce their bottled water use.
3. Remind students to check if their proposed event is inclusive, helps to educate or give participants a skill, can be shared on SNS, and helps participants stay in touch with each other
4. Groups present their event idea to the class.
5. After each group presentation, teacher should elicit feedback about possible ways to improve the event.

If students are having difficult thinking up an event, the following examples can be used:

* My Water Bottle Craft Event (people can design and make their own “my water bottle”)
* Bring your own water bottle to school day

**Activity 11, Group reading (p6~7) and rating event types**

Duration: ~20 minutes

PPT Slide 18-19

*At this point in the lesson, students are probably actively thinking about the Bottled water is never ocean friendly campaign while they are reading. So the reading activity challenges to pick up ideas from the article to build an evaluation component for the Bottle water is never ocean friendly campaign as they are reading.*

1. Tell students that for the next activity they will need to read the ‘Step 4: Evaluating the Impact’ section of the article.
2. Tell students that as they read this section of the article, they need to decide if evaluation ideas mentioned in the article would be useful for the Bottled water is never ocean friendly campaign.
3. Students should keep a list of the evaluation components they would include in the campaign. These evaluation components might include: count participants, track results, and get feedback.
4. Have each groups share the evaluation components that they have identified as being useful for the campaign and explain why they believe they would be effective.
5. If necessary, the teacher should highlight how each of the evaluation components selected by groups can help increase trust, create a sense of progress and success, and help to make the campaign better in the future.

**Activity 12, Lesson Review/Homework**

Duration: ~10 minutes

PPT Slide 20

Review/Homework: Reviewing environmental social campaigns

Duration; ~10 minutes of class time to start the homework and for teacher to check if it is being done correctly

Recommended total time for completion of homework: ~1 hour

It would be best to provide 5 to 10 minutes of class time so students can try and complete part of the homework and the teacher can check if it is being done correctly.