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 4**

**Holding a Model Environmental Summit**

**Lesson total duration: 300 minutes (Six full 50 minute class periods)**

*This final lesson of the series is based on all of the materials and activities which were used in the High School Environmental Summit 2025 held on January 21, 2025. The purpose is to give students, as much as possible, an experience similar to that of the participants in the Environment Summit itself. If possible, a full day of classes, or two half-days of classes should be set aside to allow students the chance to engage in all the summit activities consecutively, working through the materials in the same manner as student representatives at the 2025 Summit.*

**Model Environmental Summit orientation**

Recommended time; 5 minutes

PPT slide: 2

1. Students should be set up in groups. If possible, the ideal number of students would be 6. There is quite a lot of work/tasks that need to be completed during the Summit, and having enough students to split up the work will help students succeed during the lesson.
2. Teacher explains to students that they will be participating in a full day Model High School Environmental Summit. The style of the summit is based on the High School Environmental Summit 2025 which was held in Sapporo Japan and included students from across Hawaii and Japan.
3. The goal of the Model Environmental Summit is for each group to create their own full environmental campaign to preserve the ocean environment. During the Model Summit, students should be encouraged to use any of the materials from previous lessons which they feel would be useful.

**Activity 1, Orientation and Warm Up 1: When I think of the ocean...”**

Recommended time: ~10 minutes

PPT Slides: 3~5

1. Pass out the *“My Ideas” Notebook*. [File name: Notebook for The Summit]
2. Ask students to turn to page 1.
3. In their groups have students ask each other the question, “When you think of the ocean, what do you think of?”
4. Now turn this into a brainstorming/train of thought activity.
5. The first student in the group says, “When I think of the ocean, I think of ‘A’. If people in the table also thought of ‘A’, they should slap the table.
6. The next student says, “When I think o ‘A’, I think of ‘B’. and any student who also thought of ‘B’ should slap the table.
7. This continues for one round around the table.
8. Give students a few minutes to answer the discussion question 1: Why it is better for a large number of group members to slap the table
9. Collect some group answers to discussion questions 1
10. Give students a few minutes to answer the discussion question 2: Why is it better for only a small number of group members to slap the table
11. Collect some group answers to discussion questions 2

**Activity 2, Picking a secretary**

Recommended Time: ~5 minutes

PPT Slide: 6

1. Reviews the 3 main responsibilities of a secretary which are listed on the slide
2. Have each group pick 2 secretaries to share the duties listed on the slide

**Activity 3, Lecture: The Global Environment and Ocean, Dr. Makio Honda**

Recommended Time: ~55 minutes

PPT Slide: 7

YouTube Link to Dr. Honda’s lecture in English:

<https://youtu.be/nfSv3WkI6uo?si=Jv3mYZHxfJg22C8v>

YouTube Link to Dr. Honda’s lecture in Japanese:

<https://youtu.be/nfSv3WkI6uo?si=Jv3mYZHxfJg22C8v>

1. Direct students to page 2 of the *Notebook for the Summit* file, “Key-Note Lecture Notes”
2. Students should try and find information from the key-note lecture which they can use in their campaign.
3. Because the lecture is 47 minutes long, is academically advanced, and contains a large amount of environmental information, it might be best to break the video into 3 parts. Give students 5 to 10 minutes after each section to share parts of the lecture they believe could be used effectively in an environmental campaign to protect the ocean environment.

**Activity 4**, **Culture and the Environment: Workshop 1**

Recommended Time: ~40 minutes

PPT Slides: 9~14

1. Explain to students that they will now engage in a short workshop
2. Explain to students that they will be using pages 4 through 6 from their *“My Ideas” Notebook.*
3. Tell students that they are going to do an activity to explore how cultural traditions can have a positive impact on environmental issues. This is a chance for students to engage in some active cultural exploration during the Model Summit. Make sure to highlight that culture is often times highly influenced by region. So even though students are all from Japan, they will also have many traditions and habits which differ from their classmates’ and which can be tied to the environment.
4. In your group brainstorm as many cultural/family/religious traditions which have a positive impact on the environment as possible. Notes can be kept individually in their *“My Ideas” Notebook.* One of the two secretaries from the group should also be selected list up all ideas generated.
5. In your group evaluate the ideas which were brainstormed
6. In pairs (3 pairs per group), share the ideas you evaluated in your group with other pairs from other groups. Write down any new ideas which you found inspiring/intriguing/something you would like to try to implement in your own life
7. Prioritizing: As a group, rank all of cultural activities/traditions/behaviors from least to most likely to be negatively affected by the information included in Dr. Honda’s lecture.
8. After you ranking is finished, list the top 3 most likely to be negatively affected in the highlighted section of *“My Ideas” Notebook.*
9. As a group, students should think of how to combine the information from Dr. Honda’s lecture with the most affected cultural activities/traditions/behaviors into a short message. This message should help raise people’s awareness and get them motivated to make some kind of change.
10. Each group should break into pairs of two students.
11. The two students should join up with a pair of students from another team.
12. They should role-play practicing explaining the information they are highlighting from Dr. Honda’s speech and how it will negatively impact the cultural activity/tradition/behavior selected.
13. Have students answer the three questions of the mini attitudinal survey from the *“My Ideas” Notebook.*
14. Remind students that when they start a campaign and try to raise people’s awareness, they want to be able to reach as many people as possible.

**Activity 5, Campaign Design: group develops a full campaign**

Recommended time: 100 minutes (2 full class periods)

PPT slides: 15~17

1. Explain to students that in this section of the Model Environmental Summit, they will be developing their own campaigns.
2. Make sure that students are aware that they should check and cite their sources.
3. Review the 4 components that must be included in each group’s campaign.
4. Pass out five A3 pieces of paper to each group. 1 piece of paper should be used for: (1) campaigns name (2) Awareness raising component (3) Recommended actions (4) Community building event(s) (5) Evaluation component. **ALTERNATIVE:** students can create a PPT presentation for their campaign, 1 slide for the campaign name and each of the 4 components.
5. Give students a total of 2 class periods to create their campaigns. Make sure to set and informs students of the start time of their campaign presentations before they begin working on their campaigns.
6. When there is about 20 minutes left in the campaign design time, encourage groups to begin practicing their presentation.

[Note: even if students do not have a highly detailed and complete campaign at the end of 2 class periods, it is not a problem. Creating the base of the campaign is the goal for the Model Summit. But implementing one of the student designed campaigns as a class or an entire school is the wider and more important goal.]

**Activity 6, Presentations and Campaign Selection**

Recommended time: depends on number of groups presenting. With 5 presentation, total time would be 50 minutes.

Slides 18~29

1. Explain to students that it is time for the Model Summit campaign presentations.
2. Students will need to explain all 4 of the required components of their campaign and be prepared to answer questions from other groups
3. Have students turn to p.11 in their notebook.
4. Explain that as students are listening to presentations, they should be making notes about the four major components of each campaign presented.
5. They should also give each campaign a score of 1 (I believe the campaign would have minimal impact and I am also not personally interested in joining this campaign) to 5 (I believe the campaign could have a large impact and I would be very interested in participating in this campaign)

**Activity 7, Full Assembly: Class Campaign Selection**

Recommended time: 30 minutes

Slides 30~31

1. Using the scores given by each group for the presentations as a guidline, give students time to officially pick the campaign that their class would like to try to implement.
2. Once the campaign has been selected, create 4 working groups, each group focused on one of the components of the campaign
3. Give working groups about 15 minutes to identify the first step they will take in helping to institute the campaign
4. Have students present about their working groups first step
5. Make sure to provide students with time to meet and institute their campaign
6. If students are interested, encourage them to join the High School Environmental Summit 2026