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 2**

**Protecting the Oceans which Protect Us All**

**Lesson total duration: 150 minutes (three 50 minute class periods)**

Activity 1: What we value, making recommendations

Duration: ~10 min

PPT Slides 2-3

1. Students should think of one small thing that they can recommend to a classmate. It can be an interesting manga, a clothing brand, or even a recipe.
2. After students have thought of one thing they can recommend, they should talk with two other students and make their recommendations to each other.
3. Ask students, based on the thing they recommended what they value. For example, if a student talks about a good movie, they can say they value entertainment or art. If they recommend a beautiful tourist spot, we can say that they value culture, or nature, or maybe beauty.
4. Explain how the more we can help people connect the things that they value to our oceans, the more people will try to protect the ocean environment.

Activity 2: Individual Reading and making discussion groups

Duration: ~10 min

PPT Slide 4

1. Have students read the first page of the article *Protecting the Oceans which Protect Us All*.
2. They should be encouraged to use dictionaries or any other language aid which will help them to understand the content.
3. Much of the vocabulary in the article will be used throughout the unit, so making note of the meaning of unknown vocabulary should be encouraged,
4. After reading the first page of the article, have students form groups of 4 or 5 students.

Activity 3: How we Depend on the Ocean, brainstorming and rating activity

Duration: ~15 minutes

PPT Slide 5-6

1. Give each group a A3 piece of paper and 15 to 20 post-it-notes
2. In their groups, students should brainstorm as many things as they can which people ‘get’ from the ocean. The word ‘get’ can be interpreted as broadly as the students wish. For example, clouds would be something that we get from the ocean. Sushi as well. And so would summer vacation memories!
3. As students are brainstorming ideas, they should write each idea down on a post-it-not and place it on the A3 piece of paper.
4. Have students place the brainstormed ‘things we get from the ocean” on an necessity line with a scale of 1 (not necessary for life) to 10 (completely necessary for life).
5. Things that students are less necessary should be placed on the left side of the paper and as the effects increase they should be placed further to the right side of the A3 paper.
6. Each group should announce the two things which we get from the ocean which they believe are the most necessary for human life.
7. Groups should then also announce one thing, which, while not ‘necessary’, they feel is very important for them as individuals or us as a society.
8. Highlight to students that based on what people value, sometimes things that seem unimportant, can be a very strong motivator for people to take action!

Activity 4: Trivia Masters Part 1: Comprehension check and question making

Duration: ~5 minutes

PPT Slides 7

1. Tell the students that you are going to play a trivia game but that they are not allowed to look at the article to find the answers to the questions. Make sure to write each team’s name on the whiteboard to keep track of points.
2. Ask the students question number 1. Give them a short amount of time to discuss their answer and write it down.
3. After the allotted time is complete, have each team announce their answer and award points if the answer is correct.
4. After all three questions have been answered, reveal that the 4th question will be made by the teams themselves.

Activity 5: Trivia Masters Part 2: Comprehension check and question making

Duration: ~30 minutes

PPT Slides 8

In their group, students should read page 2 and page 3 of the article *Protecting the Oceans which Protect Us All*.

1. Students should be encouraged to use dictionaries or any other language tools that will help them comprehend the content.
2. Students should make note of new vocabulary they learn through the reading as the vocabulary will be necessary throughout the rest of the lessons.
3. After students have completed the two pages of the article, they should then create 2 trivia questions related to the material they have read.
4. A representative from each team should write their teams trivia question on the white board in space for their team on the PPT slide.
5. Give teams an allotted amount of time to answer all the questions on the board, but they are NOT to use the article to help them answer the questions. Their answers should be based solely on what they remembered while reading and what they remember from making their own questions.
6. After the allotted time is complete, have each team announce their answer and award points if the answer is correct.
7. Announce the winner of the Trivia Masters game after adding up all the points.

Activity 6: Desire to Join: what inspires you to action

Duration: ~30 minutes

PPT Slide 9-14

1. Explain to students that now that we have learned about various young activists and actions, we are going to discuss which actions the students themselves would like to get involved in.
2. In their groups, students should discuss what problem Boyan Slat’s campaign, The Ocean Clean Up, targets.
3. Students should then each give a participation interest score of 1-10 to *The Ocean Clean Up*. The higher the score, the greater the interest students have in participating in the campaign.
4. Students should give the average Participation Interest Score for the whole group.
5. If the score is low, the group should come up with at least 1 reason why their group members are not interested in participating in the campaign.
6. If the score is high, the group should come up with at least 1 reason for why their group members are interested in participating in the campaign.
7. This process should be completed for the next 3 slides in the PPT presentation: Betty Osei Bonsu (slide 11), Faine Perak Loubser (slide 12), and Melati Wijsen (slide 13)
8. Groups announce activist/organization which received the highest average Participation Interest Score from their group and the reasons why group members are interested in becoming involved in the campaign.

Activity 7: What Makes a Good Campaign: starting to explore the difference between actions and campaigns

Duration: ~40 minutes

PPT Slide 15~20

1. Explain to students that today’s lesson was focused on environmental and social campaigns. Each of the four activists discussed in today’s lesson are working on a campaigns to help protect the marine environment.
2. Go over the 4 important parts of all environmental campaigns.
3. Ask students for one more important thing that all activists and campaigners must have. Something that starts the whole process. Reveal the word “PASSION”
4. Ask students to give some examples of ways that the four activists and their campaigns raise people’s awareness about the environment. Students can write the ideas on the white board themselves or the teacher can write them as the students say them.
5. Ask students to give some examples of actions that the four activists and their campaigns suggest people can do to protect the environment. Students can write the ideas on the white board themselves or the teacher can write them as the students say them.
6. Ask students to give some examples of events or other ways that the four activists and their campaigns help people to connect to each other to keep their motivation high for protecting the environment. Students can write the ideas on the white board themselves or the teacher can write them as the students say them.
7. Ask students to give some examples of ways that the four activists and their campaigns evaluate if their campaigns are successful. Students can write the ideas on the white board themselves or the teacher can write them as the students say them.
8. Ask students to think about examples that they said while learning about the 4 important part of campaigns. They should use the examples they game to try and come up with a few differences between an environmental action and an environmental campaign.
9. Collect students examples of differences and write them on the board.
10. If students have not included “Actions are when people or groups DO something” and “A campaign tries to change the behavior of individuals or groups” in their examples, reveal this on the PPT slide.

Activity 8: Lesson Review/Homework

Duration: ~10 minutes

PPT Slide 21

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.