

Name: ..... Date:.....

**Plastic pollution research**

Use the following websites to find the answers to the questions below on plastic pollution.

- [www.ecowatch.com/22-facts-about-plastic-pollution-and-10-things-we-can-do-about-it-1881885971.html](http://www.ecowatch.com/22-facts-about-plastic-pollution-and-10-things-we-can-do-about-it-1881885971.html)
- [en.wikipedia.org/wiki/Drinking\\_straw](http://en.wikipedia.org/wiki/Drinking_straw)
- [kinooze.com/why-is-plastic-harmful-for-environment/](http://kinooze.com/why-is-plastic-harmful-for-environment/)

1. How many sea birds and marine mammals are killed every year due to plastic pollution according to EcoWatch?  
.....
2. How many plastic water bottles do Americans throw away every year according to EcoWatch?  
.....
3. What alternatives are there to plastic straws that are kinder to the environment according to Wikipedia?  
.....
4. Why is plastic bad for environment according to Kinooze?  
.....
5. How much plastic is estimated to be in our oceans according to EcoWatch?  
.....
6. How many pieces of plastic per square mile is estimated to be floating in our oceans according to EcoWatch?  
.....
7. How does plastic harm wildlife according to Kinooze?  
.....
8. How long does it take for plastic to biodegrade according to EcoWatch?  
.....
9. What can we do to help to combat plastic pollution according to EcoWatch? (Select 3 ways)  
.....
10. Complete a Google search and find out what the Clean Seas Campaign is.  
.....  
.....  
.....

**Plastic pollution litter activity**

Now you know all about plastic pollution, you are going to conduct some fieldwork to find out how much plastic pollution is in our local area.

Chosen area 1: .....

Area: ..... m<sup>2</sup>

Type of plastic pollution	How many pieces

Total pieces of plastic pollution: .....

Estimate of how much in 1km<sup>2</sup>: .....

Chosen area 2: .....

Area: ..... m<sup>2</sup>

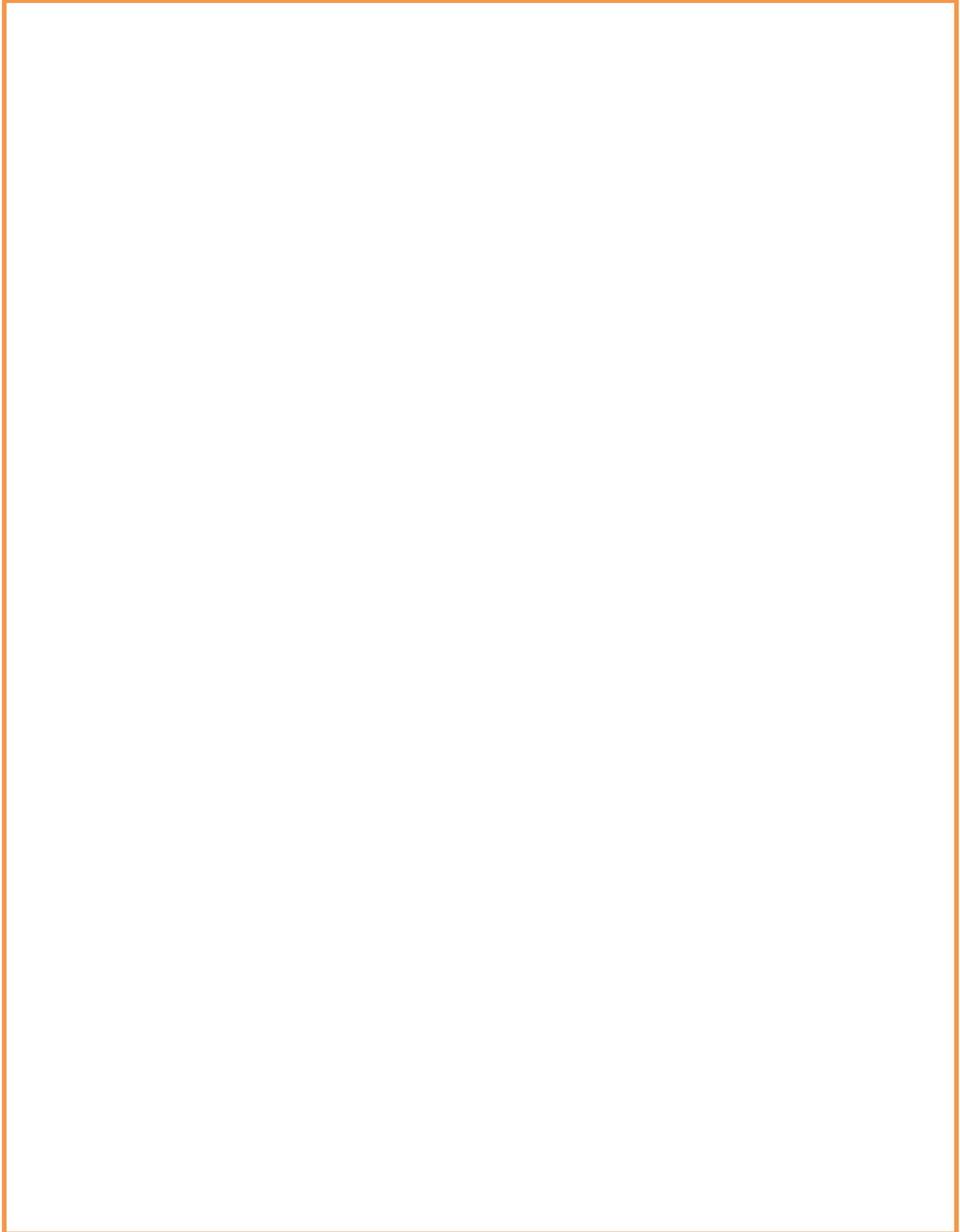
Type of plastic pollution	How many pieces

Total pieces of plastic pollution: .....

Estimate of how much in 1km<sup>2</sup>: .....

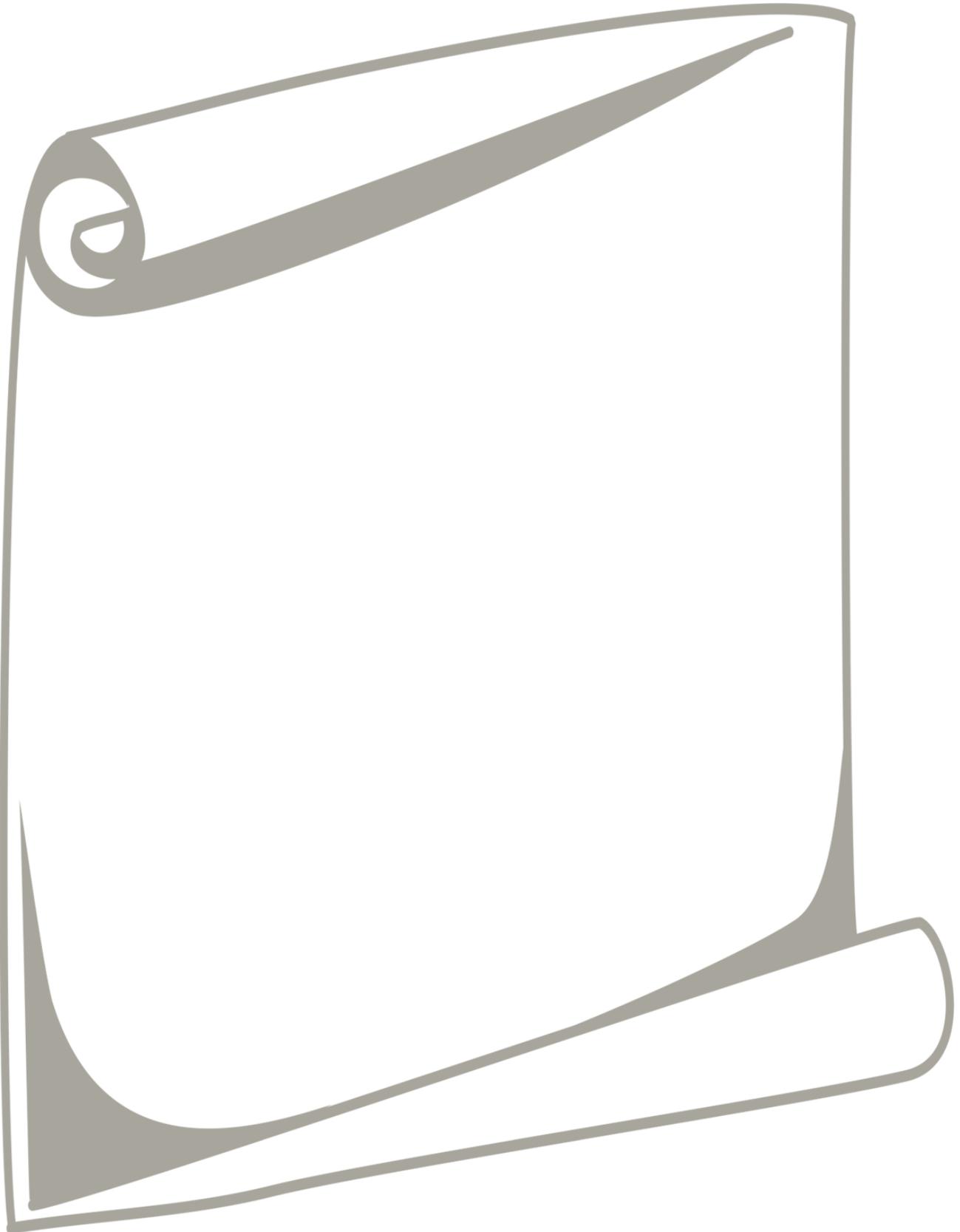
**Plastic pollution poster**

Create a poster to put up in your local area to remind people to think about their use of plastics and plastic pollution. Make sure your poster is eye-catching, persuasive and bright!



**Plastic Pollution Persuasive Letter**

More still needs to be done to stop plastic pollution in our local area and our oceans worldwide. Write a letter to your local MP persuading them to help cut down on amount of plastics used each year in our country and suggest ways in which we could reduce plastic pollution.



### Plastic Pollution Persuasive Letter

More still needs to be done to stop plastic pollution in our local area and our oceans worldwide. Write a letter to your local MP persuading them to help cut down on amount of plastics used each year in our country and suggest ways in which we could reduce plastic pollution.

Dear .....,

I am writing this letter to address the issue of the amount of plastic pollution in our local area. Our class have been to and have found a large amount of litter in this area. We do not think this is acceptable! Please see my suggestions, statistics and ideas below.

## Teaching notes

### Plastic pollution research questions

Open discussion - what does pollution mean? What types of pollution are there? Tell the children that they are going to find out more about plastic pollution by conducting research in pairs on the internet.

Links to websites for information:

- [www.ecowatch.com/22-facts-about-plastic-pollution-and-10-things-we-can-do-about-it-1881885971.html](http://www.ecowatch.com/22-facts-about-plastic-pollution-and-10-things-we-can-do-about-it-1881885971.html)
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Children then complete the research activity and share answers with the class.

### Answers

1. One million sea birds and 100,000 marine animals.
2. 35 billion.
3. Paper straws, pasta straws, metal straws, bamboo straws, glass straws, metal straws.
4. It does not biodegrade and stays there for an extremely long time.
5. Billions of pounds.
6. 46,000
7. They eat it and can die because it can't be digested.
8. 500-1000 years.
9. There are ten ways on the website, so the list is huge. Children to select at least 3.
10. A campaign by the United Nations to engage governments, citizens and companies around the world to fight against plastic pollution in our oceans.

Share the website for Clean Seas Campaign with the class [www.cleanseas.org](http://www.cleanseas.org) and watch the video on homepage. Share pictures of plastic pollution in the seas. How does this make the children feel? What can we do to stop this? If appropriate to the age of the children, and your particular class, share the following shocking video of a turtle with a plastic straw stuck in its nose. You may wish to warn children of the disturbing and upsetting content before you play it. [www.youtube.com/watch?v=4MPHbpmP6\\_I](http://www.youtube.com/watch?v=4MPHbpmP6_I)

### Curriculum links:

- summarising the main ideas drawn from more than 1 paragraph
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- use search technologies effectively
- use technology safely, respectfully and responsibly

### Plastic pollution litter

This activity is one to be completed outside of the classroom. This could be on the school yard, on a school field, on the street surrounding the school, at the park, etc. Before leaving the classroom, have a discussion with the children about where they think the most plastic litter will be in their local area. *How could we measure the amount of plastic litter in this area? How could we compare different areas?*

Children will measure out a given plot in m<sup>2</sup> on the ground with metre sticks (size dependant on the amount of plastic in the area, e.g. 2 m<sup>2</sup>) and count how much plastic litter is in the plot, also noting down what type of litter it is eg: bottles, sweet wrappers, etc. Children then create their own tally chart to do so.

Afterwards, children will move on to a different area to compare this to and repeat the task again.

Once completed, children then bring their results back into the classroom and discuss what they found out. Which area had the most plastic pollution? What type of plastic pollution was most common? Children will then work out how much plastic pollution would be in these areas over a 1km<sup>2</sup> plot of land.

#### Curriculum links:

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods
- describe and understand key aspects of human geography

### Plastic pollution poster

Discuss with children how they could make more people aware of plastic pollution and the effect it has on our environment. What could they put up in the area where they found the most litter? Look at other posters people have created to raise awareness and discuss good ideas from each. Children then create their own poster to encourage people to be more responsible and to help to stop plastic pollution.

#### Curriculum links:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary

### Plastic pollution persuasive letter

Recap on all the children have learned so far about plastic pollution. Can they think of any other ways to get the message across and to try and fix the pollution problem? Take suggestions and if it is not raised, suggest writing a letter to the local MP. Brainstorm ideas about what they might include: facts they researched, their own findings from the litter activity, their posters. Discuss persuasive features and then ask children to write their own letter to their local MP.

### Curriculum links:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- selecting appropriate grammar and vocabulary
- using further organisational and presentational devices to structure text and to guide the reader
- noting and developing initial ideas, drawing on reading and research where necessary.