



Solutions



To be sustainable our systems must evolve. Powerful ideas left idle change nothing.

We need to get everyone on board.

Orientation:

Have a discussion about what Ss found at the beach clean-up and what their favourite things about it were. See if there were any findings that surprised everyone. Have a look at what number of each item was found at the clean-up. What were the most common items? What were the least common items?

You may want to make a class graph or storyboard showing the results. Ss could also work in groups to do this.

Creating change:

Write and circle the word 'change' on the whiteboard or on a piece of chart paper. Invite students to brainstorm word associations related to change. Use their suggestions to draw a mind map. Try to encourage both positive and negative word associations. If you've used the whiteboard to brainstorm, copy the finished mind map onto a piece of paper.

Thinking back to your shoreline clean-up, which of these words and reactions relate most closely to the impact you had? What types of change could people make that would improve your shoreline? What negative reactions do people have to making these changes? What positive changes do you wish for your shoreline?

Case study from Laura State School, Far North Queensland:

This is embedded in the Lesson 9 Solutions PowerPoint presentation. It is an example of a real solution that Ss came up with after their rubbish clean-up activity.

If you would like your students to come up with their own solutions to the marine debris problem, then you may want to view Tangaroa Blue's 'How to create a Source Reduction Plan?' here:

<http://www.tangaroablue.org/resources/how-to-manual.html>

YEAR LEVEL

Years 4 - 6

MATERIALS

PowerPoint presentation
4-6 Lesson 9.ppt

Equipment for Ss to watch
PowerPoint presentation

KEY WORDS

- Case study
- Source Reduction Plan
- Solutions
- Change
- Positive
- Negative
- System





Solutions

Extending activities:

The Creative Expressions PowerPoint presentation has a number of different synthesising activities that can be worked towards as a way for Ss to show and share their learning with peer groups, the school and community. This resource also gives examples of how you can combine with other subject areas and cross-curricular strands to increase Ss interest and assimilation.

Tangaroa Blue Foundation Teacher and Student feedback and reflection forms.

Feedback and student reflection is an important part of the student learning process and will also enable Tangaroa Blue to improve our education kit to reflect teacher and learner needs. Please go to the Tangaroa Website and fill in our online feedback/reflection forms:

Student feedback: <https://www.surveymonkey.com/r/3MTGL23>

Teacher Feedback: <https://www.surveymonkey.com/r/3M38HSC>

