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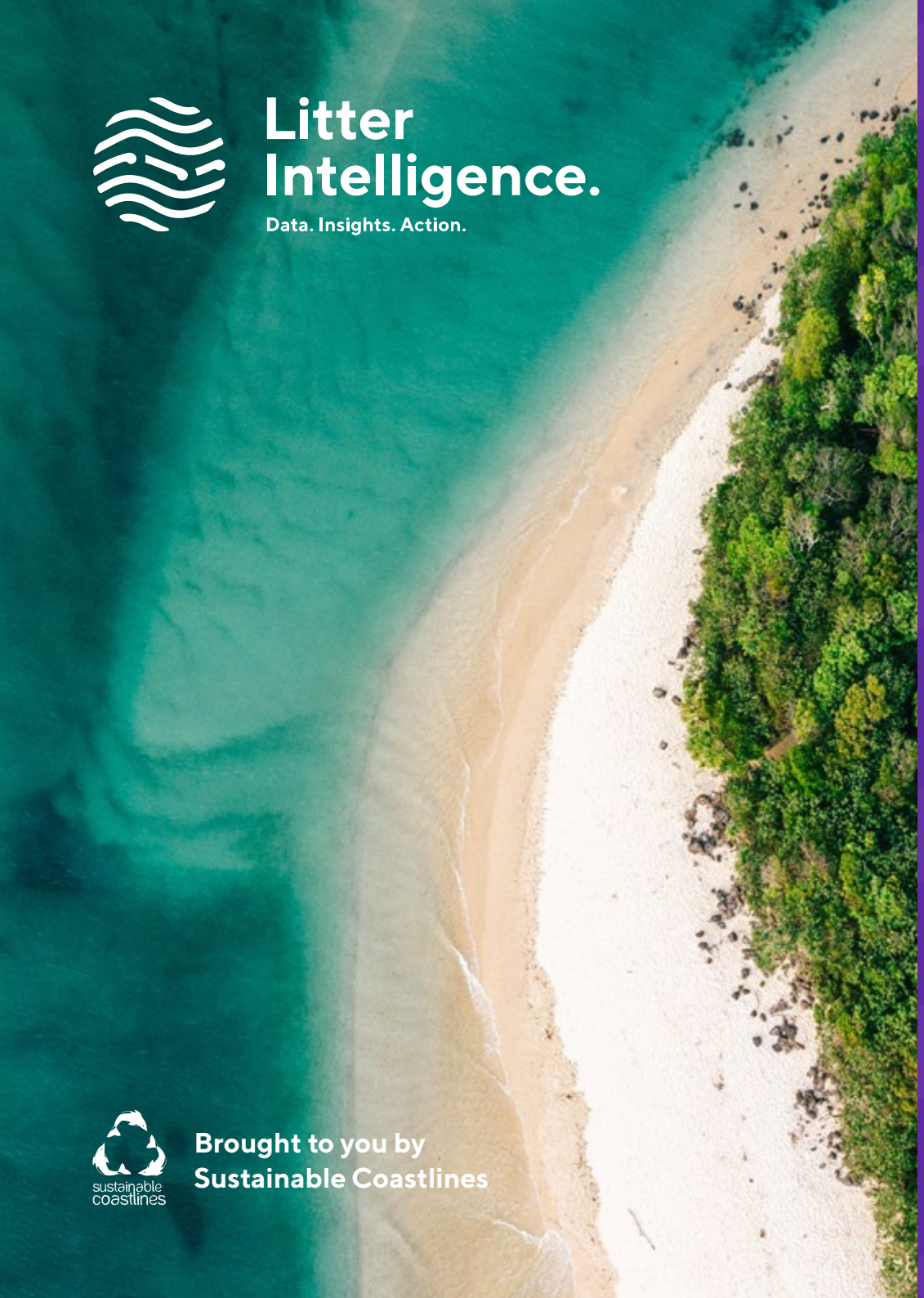

Educator Resource Pack.

OFFICIAL VERSION 1.5

Brought to you by Sustainable Coastlines

sustainable coastlines

LITTER INTELLIGENCE EDUCATION PROGRAMME

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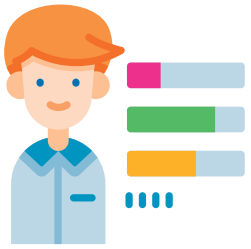
Our education principles.

CONNECTION TO NATURE AND EMPATHY WITH PLACE

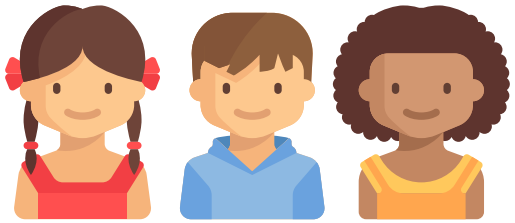
HONOUR AND UPLIFT MATAURANGA MAORI



INFLUENCING SKILLS FOR ACTION COMPETENCE

NURTURE CREATIVITY

RIGOROUS BUT FUN



TAILORED TO AUDIENCE

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Overview.

What is the Litter Intelligence Education Programme?

A flexible programme for teachers and students changing hearts, minds and behaviours around litter pollution.

The programme follows a **four-phase education journey** that develops individuals skills and capabilities in creative leadership, problem solving, presentation delivery, storytelling, influencing techniques, community engagement, citizen science and much much more.
We take a Think, Feel, Do approach with a series of organised events/activities that plug into existing and new school/community based programmes. We develop trust, nurture creativity, provide an emotional connection to nature, powers of inquiry, the confidence to take social action and to influence others. The inclusive programme is designed to be tailored to suit a variety of educational contexts and age groups, and can be applied to new and existing local initiatives.

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Our approach.

Four Phase Education Journey.

Our programme is based on the inquiry cycle model developed by the **Department of Conservation** where the learner is at the centre of learning.

Learners form and develop an inquiry to investigate aspects of marine litter pollution and build a depth of understanding through questioning, thinking and research.

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Unit plan

LITTER INTELLIGENCE EDUCATION PROGRAMME

Phase key: PRIMING | INVESTIGATION | ACTION | CELEBRATION

Overarching Aims	Key Competencies
Connection to Nature: Increase emotional connection to the natural world **Scientific Inquiry:** Increase skills in science inquiry (citizen science) **Action Competence:** Increase self-efficacy for environmental action	Thinking; Using language, symbols and text; Managing self; Relating to others; Participating and contributing.

Lesson	NZC Links & Education for Sustainability	Learning Objective	Overview	Pūtātara & NZAEE
Yoshi Challenge	**Health and PE:** Movement Concepts & Motor Skills; Relationships with Other People **Mathematics and Statistics:** Geometry and Measurement Equity	Students will be able to explain how they worked together to solve problems.	Students listen to the true story of Yoshi and set up an assault course to recreate the challenges she overcame on her journey home. This session is designed to encourage empathy, communication and collaboration skills.	**Tūrangawaewae:** Where we stand we listen Experience Reflection
Saving Special Places	**Social Sciences:** Place and Environment **Science:** The living world **English:** Creating meaning Interdependence	Students will be able to explain why local natural features are valuable.	Students take time to give a natural place within or around the school, a voice. Working in small teams they have to justify to the rest of the class why their chosen place is special by logging the natural life within it.	**Tūrangawaewae:** Where we stand we listen **Kaitiakitanga:** Our wonderful world Experience
Mapping	**Social Sciences:**Place and Environment **Arts:** Developing Ideas; Communicating and interpreting **Science:** Living world **English:** Creating meaning Interdependence Interdependence	Students will be able to map a natural environment in their locality.	Students individually complete a week-long activity in a natural space, special to them. They spend time each day revisiting the same spot, zooming in on the life within the space and the feelings it invokes.	**Tūrangawaewae:** Being in and of this world Connectedness

Beach Blast	**Health and PE:** Healthy Communities and Environments **Science:** Nature of Science; Planet Earth and Beyond; Living World **Social Sciences:** Place and Environment **Technology:** Technological Knowledge; Technological Practice **Mathematics and Statistics:** Statistical Investigation; Statistical Literacy Responsibility for Action	Students will demonstrate their ability to conduct a safe and scientific survey	Sustainable Coastlines will facilitate a litter survey and audit with you and your students on your chosen beach. This will involve your students measuring out a survey area, picking up the litter within it and categorising the litter by material and product type before uploading it into the Litter Intelligence database.	**Kaitiakitanga:** Our wonderful world **Tūrangawaewae:** Being in and of this world Experience Knowledge
Dive In	**Health and PE:** Healthy Communities and Environments **Science:** The Nature of Science; Planet Earth and Beyond; Living World **Social Sciences:** Place and Environment Responsibility for Action	Students will be able to formulate a question for their inquiry into marine litter.	This session will be completed during the Beach Blast day (see above). Students will then begin hypothesising into what they may find in relation to their beach and how they may go about collecting this data in a scientific way.	**Kaitiakitanga:** Our wonderful world Knowledge
Data Analysis	**Science:** Nature of Science; Planet Earth and Beyond; Living World **Social Sciences:** Place and Environment **Technology:** Technological Knowledge; Technological Practice **Mathematics and Statistics:** Statistical Investigation; Statistical Literacy Interdependence	Students will be able to identify and justify their own conclusions regarding a data set.	Students work through conclusions they might have come to regarding the data Litter Intelligence database - looking at their survey in particular. They work independently or in small groups to form and justify what item, product or material may be best to tackle in terms of creating a solution.	**Kaitiakitanga:**Our wonderful world Knowledge
The Life Cycle of Plastic	**Science:** Nature of Science; Planet Earth and Beyond; Living World **Social Sciences:** Place and Environment **Technology:** Technological Knowledge; Technological Practice Interdependence	Students will be able to explain the journey of plastic from production to disposal.	The Little Blue Bottle Top Game will help students get a wider understanding of where plastic comes from and how it can make its way into the environment. It is an open-ended game allowing students to scaffold one another's knowledge without there being a right or wrong answer.	**Tūrangawaewae:** Being in and of this world **Whakapuāwai:** Flourishing ever forward Knowledge
Mini Mission Possible	**English:** Creating Meaning: Purposes &Audiences; Ideas **Social Sciences:** Place and Environment **The Arts:** Communicating and interpreting **Health and PE:** Healthy Communities and Environments Responsibility for Action	Students will be able to communicate a plastics issue in their household and identify what behaviors may be causing this to be an issue	Students have identified some of the litter issues on their local beach and will now attempt to address one of those issues in their own home!	**Kaitiakitanga:** Think globally, act locally **Whakapuāwai:** Flourishing ever forward Knowledge Action Taking

Influencing Skills	**English:** Creating Meaning: Purposes & Audiences; Ideas **Social Sciences:** Place and Environment **Health and PE:** Healthy Communities and Environments **Technology:** Technological Knowledge; Technological Practice **The Arts:** Communicating and interpreting Responsibility for Action	Students will be able to explain a range of different influencing skills and justify why they work. Students will use at least one social influencing strategy.	'Influencing skills' are not a stand-alone session but encapsulated throughout the activities in this phase. During the following sessions students will be delving into the world of media and how the industry is constantly influencing our behaviour and habits - even when we think they are not! Students will identify these techniques and use them within their own action solutions to encourage pro-environmental behaviours.	**Kaitiakitanga :**Think globally, act locally Knowledge Action Taking
Wake Up to Media	**English:** Purposes & Audiences **Social Sciences:** Identity, Culture, andOrganisation Responsibility for Action	Students will identify the different messages presented by different media and explain what their aims are.	Students will predict their own usage of media - how long they spend exposed to it, what type of media it is, and how engaged they are in it. They will then spend one week monitoring their own media habits in real time via the Media Log.	**Kaitiakitanga:** Think globally, act locally Knowledge
Consumer to Producer	**Social Sciences:** Place and Environment; The Economic World **English:** Creating Meaning: Purposes & Audiences; Ideas **The Arts:** Communicating and interpreting Responsibility for Action	Students will construct a story that aims to influence people and improve an environmental problem.	Students will develop a story using the influencing skills they have learned aimed at revealing the personal benefits of changing one's environmental behaviour. The 'story' will be presented back to the class in a style that suits them. They will receive feedback from their audience in order to tweak and improve their story and its ability to engage and influence.	**Kaitiakitanga:** Think globally, act locally **Whakapuāwai:** Flourishing ever forward Vision for the Future
Big Idea	**Social Sciences :** Place and Environment; The Economic World **English:** Creating Meaning: Purposes & Audiences; Ideas **Health and PE:** Healthy Communities and Environments **Technology:** Technological Knowledge; Technological Practice **The Arts:** Communicating and interpreting Responsibility for Action	Students will work cooperatively to create an action plan to solve a litter issue in their community. Students will create a detailed report on their campaign and present it to their peers.	In groups, students co-construct their own solution in response to the environmental problem they have identified. Each group works to their members strengths, checking in with the teacher throughout the process. Groups will present a final report on their campaign to their peers.	**Kaitiakitanga:** Think globally, act locally **Whakapuāwai:** Flourishing ever forward Action Taking Vision for the Future

Celebration Challenge	**Social Sciences :** Place and Environment; The Economic World **English:** Creating Meaning: Purposes & Audiences; Ideas **Health and PE:** Healthy Communities and Environments **The Arts:** Communicating and interpreting Responsibility for Action	Students will be able to devise a way of sharing their learning and successes with peers, whanau and the wider community.	Students plan to share their learnings and experiences of this project with others whether that be the wider school, whanau, neighbouring schools, or the wider public. They reflect on the project using the resources in this final phase. Each class contacts Sustainable Coastline for a 'Conference Call' to reflect on the whole LIEP journey.	**Kaitiakitanga:** Think globally, act locally Reflection Vision for the Future
Reflection	**Health and PE:** Healthy Communities and Environments **Social Sciences:** Place and Environment Interdependence	Students will be able to identify the ways they feel connected to nature.	Students complete a quick self-evaluation survey to measure their connection to nature during this phase. The other two surveys are to be completed during the Celebration phase at the end of LIEP. Sustainable Coastlines will be able to use this information to assess the programme. (Teachers are welcome to use this as a self-assessment tool too).	**Tūrangawawae:** Where we stand we listen Reflection

The scope and sophistication of this programme will be determined by the curriculum level of your class and the subject areas you wish to incorporate. There is endless opportunity to extend or adapt additional teaching and activities. Lesson timings are only a guide.

1 Priming.

An innovative approach to nurture teacher and student achievement and environmental education through place-based activities and upskilling.

Students develop empathy, communication and cooperative skills. Building upon trust, positivity and creativity, encouraging a connection to nature and in particular your local environment. Establish an understanding of the processes, commitment and structure of this programme amongst teachers and students.

The following activities form the core of this programme phase. Extensions can be added on top.

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Activities

STUDENT EVALUATION

Page 10

15 minutes

YOSHI CHALLENGE

Page 13

45 minutes–1 hour

SAVING SPECIAL PLACES

Page 15

45 minutes–1 hour

MAPPING CHALLENGE

Page 22

5 days

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Student Evaluation

LESSON PLAN

Phase **PRIMING** INVESTIGATION ACTION CELEBRATION

Date:	**Success criteria:** Students can complete a survey to self evaluate their connection to nature and self efficacy for environmental action
Resources	• Student Evaluation sheets

Teacher reflection / notes:
This evaluation is a key part of LIEP. Sustainable Coastlines will be collecting these anonymous evaluations at the conclusion of your LIEP journey. This data will help us understand if we are meeting our educational aims and will help us to continue improving the programme.

	Student Evaluation teaching sequence	**Timing**
1	Ensure each student has a copy of the Student Evaluation worksheet	15 minutes
2	Get them to write their name, school and year level on the lines provided	
3	Explain to the students that they will fill in the first survey on each page (the ones labelled "Priming phase" (The Celebration phase surveys are to be completed at the end of the programme).	
4	Remind them to answer honestly and that there is no righ or wrong answer.	
5	Collect the evaluations in and hold onto these until your class complete the Celebration phase at the end of LIEP	

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LIEP Student Evaluation

OFFICIAL VERSION 1.2

Name ..... **Class** .....

Please read the questions carefully and answer them honestly.
For each survey, please tell us how often you agree with the statements by putting a tick in the relevant box using the scale below.

Age .....

1 Completely disagree
2 Strongly disagree
3 Disagree
4 Neutral
5 Agree
6 Strongly agree
7 Completely agree

First connection to nature survey
Priming phase

	1	2	3	4	5	6	7
I find beauty in nature.							
I treat nature with respect.							
Being in nature makes me very happy.							
Spending time in nature is very important to me.							
I find being in nature really amazing.							
I feel part of nature.							

Second connection to nature survey
Celebration phase

	1	2	3	4	5	6	7
I find beauty in nature.							
I treat nature with respect.							
Being in nature makes me very happy.							
Spending time in nature is very important to me.							
I find being in nature really amazing.							
I feel part of nature.							

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LIEP Student Evaluation

OFFICIAL VERSION 1.2

Please read the questions carefully and answer them honestly.
For each survey, please tell us how often you agree with the statements by putting a tick in the relevant box using the scale below.

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly agree

Self-efficacy for environmental action survey

Priming phase

	1	2	3	4	5
I feel confident in my ability to help protect the planet.					
I don't think I can make any difference in solving environmental problems.					
I am capable of making a positive impact on the environment.					
I believe I can help solve environmental problems.					
Below questions for year 7–13 students only.					
I am interested in pursuing science and environmental topics, activities, and careers.					
I am confident in my ability to participate in science to help the environment.					
I am motivated to pursue science and environmental goals such as citizen science activities in the future.					

Self-efficacy for environmental action survey

Celebration phase

	1	2	3	4	5
I feel confident in my ability to help protect the planet.					
I don't think I can make any difference in solving environmental problems.					
I am capable of making a positive impact on the environment.					
I believe I can help solve environmental problems.					
Below questions for year 7–13 students only.					
I am interested in pursuing science and environmental topics, activities, and careers.					
I am confident in my ability to participate in science to help the environment.					
I am motivated to pursue science and environmental goals such as citizen science activities in the future.					

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Yoshi Challenge

LESSON PLAN

Phase **PRIMING** INVESTIGATION ACTION CELEBRATION

Date:	**Success criteria:** Students can communicate and listen to instructions when working as a team.
Resources	• Yoshi Challenge Kit - from Sustainable Coastlines and/or any other equipment: ladders, cones, blankets, nets etc. for an obstacle course • Pen/pencil, paper and a timer to record times • Yoshi's Story
Teacher reflection / notes:	

	Yoshi Challenge teaching sequence	**Timing**
1	Read Yoshi's story to the students (see below). Note: You could Google an image of Yoshi to present as you read the story.	45 min - 1 hour
2	Brainstorm with the students about possible obstacles Yoshi might have faced on her journey for example, plastic pollution, gyres/currents, sharks, fishing and trade boats etc.	
3	Using the kit and other equipment, get the students to recreate these obstacles in the form of an obstacle course. It is important there is a beginning and end point - make it known where the West Coast of Africa is and where Western Australia/home is!	
4	Get students to use their imagination and to take active parts in the obstacles for example, BE the shark and make it difficult for Yoshi to get by. Obstacles could have time delays if they are not moved through in the correct way.	
5	Once the obstacle course is set up, explain the rules below and get started!	

See next page for Yoshi Challenge rules and story.

Yoshi Challenge

LESSON PLAN

Rules

- In pairs, students label themselves A and B.
- Partner B will be blindfolded.
- Partner A will instruct Partner B around the course using only their voice and verbal prompts - **NO** touching to assist your partner or entering the obstacle course area!
- The activity is timed by the teacher who will record each team's time.
- Once completed A and B may swap over roles (optional).
- Partners must be spun around 3 x before they hear 3,2,1, GO!
- For larger groups, stagger the beginning.

Yoshi's Story

This is an incredible true story of a turtle called Yoshi that swam half way around the world to find her way home.

Yoshi's story started as a young turtle when she was saved by Japanese fisherman off the coast of South Africa. (They named her Yoshi which means 'good luck' in Japanese!) She had a damaged shell and was struggling to swim. A local aquarium "Two Oceans Aquarium" in Cape Town, looked after her for 18 years until she was ready to return to the sea. In order to get her fitness up they would put her in a human sized swimming pools everyday to swim laps!

Before releasing her, Yoshi was equipped with a tracker so that scientists could learn more about turtles swimming routes and patterns. She became one of the first ever turtles to be GPS tracked and even the general public including many school children could track her whereabouts! They would log in everyday to see Yoshi's progress and noticed lots of funny loops and zig-zags in her journey.

Yoshi started what ended up as a 2 year adventure encountering sharks, plastic pollution, fishing and shipping vessels and noise pollution. She clocked an average of 47km a day - pretty far and fast for a relatively small mammal!

To everyone's surprise Yoshi ended up in Western Australia with a bunch of other sea turtles. Scientists took DNA samples of the other turtles around her and were able to conclude they shared her DNA and were therefore her relatives! She had travelled 37,000 kilometres to return to the family no one else knew she had. Yoshi is now having a well-earned rest as she gets ready to start her own family.

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Saving Special Places

LESSON PLAN

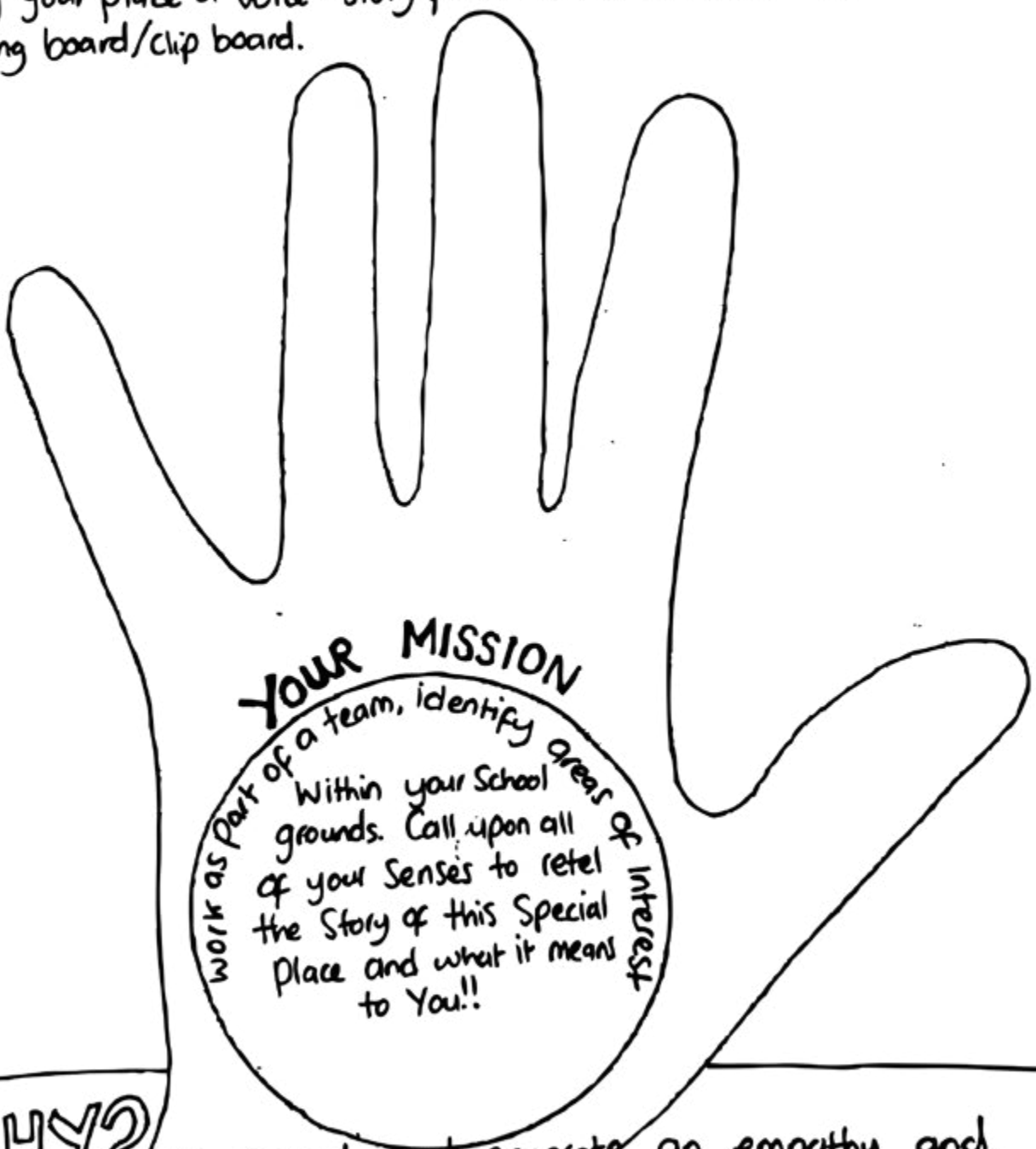
Phase **PRIMING** INVESTIGATION ACTION CELEBRATION

Date:	**Success criteria:** Students can communicate and listen to instructions when working as a team.
Resources	• Access to Google maps • Computer, projector/large screen • Giving a special place a voice worksheet • Giving a special place a voice - Story Feedback worksheet
Teacher reflection / notes:	

	Saving Special Places teaching sequence	**Timing**
1	Pull up a map of the school grounds - you can do this using Google Maps.	45 min - 1 hour
2	As a class, identify natural areas (sites) of interest and mark them on the map. These could be circled.	
3	Divide students up in teams of 4 (students working with others they don't usually work with).	
4	Groups of students select 1 of these areas on the school map to target as their 'special place' of interest.	
5	Allocate each student a copy of the Giving a special place a voice - Log it or Lose it worksheet. Read through this together, looking at the example provided.	
6	Before despatching, teams have a few moments to come up with a team name, linked to their site, which they tell you. This will be important for the feedback session.	
7	Using all the information gathered each group must decide how to retell the story of their special place. This can be in the form of a news report, short play, poem, any way they choose.	
8	Before practicing for their presentations, Introduce Giving a special place a voice - Story Feedback worksheet. This will give students a clear understanding as to what they will need to include and how their presentations will be marked.	
9	Each group completes a story feedback sheet (one sheet per group) on one another. This is completed after the presentation, not during. Each group receives positive praise and possible ideas for improvement given from their peers.	

GIVE YOUR PLACE A VOICE CHALLENGE

You will need... Access to Google maps, blank copy of "Giving a Special place a voice - Log it or Lose it" worksheet, blank copy of "Giving your place a voice - Story feedback" worksheet, pen, pencil, rubber, drawing board/clip board.



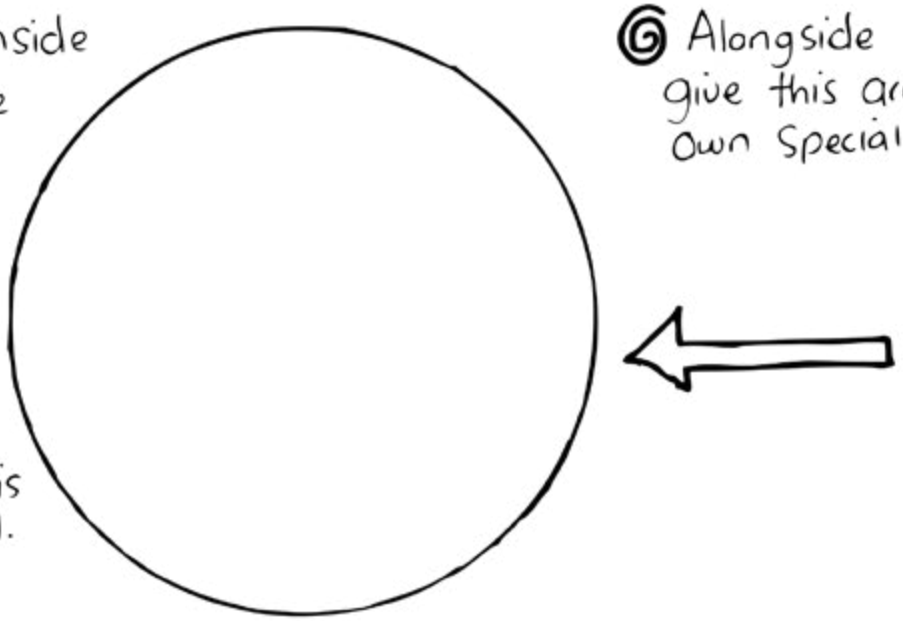
WHY? To record and generate an empathy and raise awareness around protecting and nurturing these 'Special' places within your School grounds.

Giving a Special Place a Voice

Now you have chosen your site, it's up to you to investigate what makes it so special.

Start by walking quietly around looking and listening until you find a particular area of interest.

- Design a symbol inside the circle. A simple line drawing which best describes this area.
- Alongside the arrow give this area its own special name.
- In the spaces below use one word to best describe how this area makes you feel.



IN THE SPACE BELOW: record all of your findings!

DATE	TIME	CONDITIONS	ACTIVITY (Signs of Life: Sounds, Smell, movement)

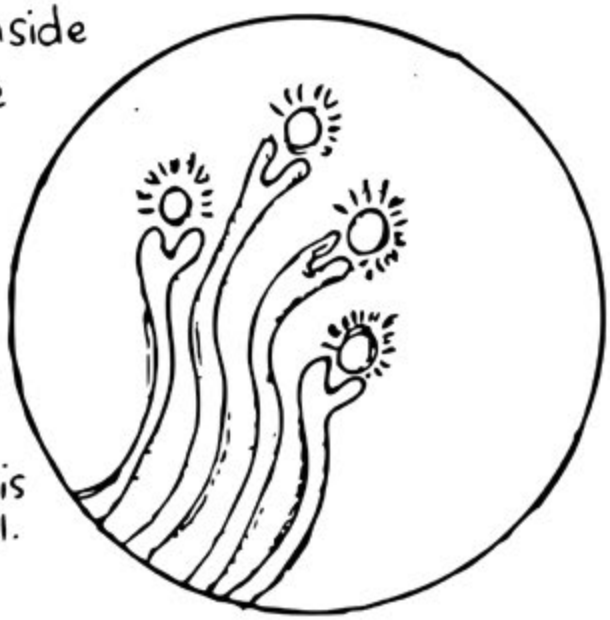
LOG IT OR LOSE IT!

Giving a Special Place a Voice

Now you have Chosen your Site, it's up to you to investigate what makes it So Special.

Start by walking quietly around looking and listening until you find a particular area of interest.

- Design a Symbol inside the Circle. A Simple Line drawing which best describes this area.
- Alongside the arrow give this area its own Special name.



Sleeping Lavender

- In the spaces below use one word to best describe how this area makes you feel.

Fresh

IN THE SPACE BELOW: record all of your findings!

ACTIVITY (Signs of Life: Sounds, Smell, movement)

DATE	TIME	CONDITIONS	
	11.00 am	Sunny with a little cloud	It seems very quiet. There was a Small spider making a web between two plants. The Smell of the lavender was very Sweet and strong. I heard a very light breeze weaving through the plants.

LOG IT OR LOSE IT!

						DATE
						TIME
						CONDITIONS
						TIDE
						LOG IT SIGNS OF LIFE: ACTIVITY (Sounds, Smells, movement) Low medium High
						AREA 1 2 3 4
						FEELINGS EMOTIONS

LOG IT

DATE	TIME	CONDITIONS	TIDE	SIGNS OF LIFE: ACTIVITY? (Sounds, Smells, movement) low medium High	AREA 1 2 3 4	FEELINGS EMOTIONS
10/09	9.30 am		LOW	Saw a little Crab Crawling between the mussels. Small bubbles coming from the mussels. Very Salty Smells.	(1) Mussel patch	Curious
11/09	4.00 pm		HIGH	I Saw 2 small guppy fish Swimming out of a rock. One dark red Star fish was crawling along the bottom. Clouds of Sand would appear when the fish moved.	(3) Rock pools	Excited
12/09	7.30 am		MID	Saw a medium Size Shell which looked as though it was empty. Loose dry Sand was blowing across the ground. I Saw Some dotterel prints in the Sand.	(2) Hermit Hangout	Bored
13/09	6.00 pm		HIGH	A new log has been washed onto the rocks that wasn't there before. A fat Seagul landed on top of the rock for a Short time, before catching Sight of me and flying away.	(4) Drawing Rock.	Peaceful

ACHIEVED

☹=1 😐=3 ☺=5

STORY

FEEDBACK

①	Did they introduce their Site – Including naming X 4 Special areas within it?	☐
②	Did they Share their Personal feelings with you about this Site?	☐
③	Did they describe 'Activity' of anything Living on the Site?	☐
④	Did they include facts such as: Date, time, weather Conditions?	☐
⑤	Did they help to paint a clear picture in your head, describing Sounds + Smells?	☐
⑥	Did you believe that they really Cared about this Special place?	☐
⑦	Were you left wanting to help Save this Special place?	☐

GIVING A SPECIAL PLACE A VOICE!

TOTAL SCORE 0 /21

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Mapping

LESSON PLAN

Phase **PRIMING** INVESTIGATION ACTION CELEBRATION

Date:	**Success criteria:** Students can create an original sensory map of a natural environment.
Resources	• Mapping Challenge worksheets • Log it or Lose it! Worksheets • Magnifying glass (optional)
Teacher reflection / notes:	

	Mapping teaching sequence	**Timing**
1	Introduce the 7-day Mapping Challenge using the example and explain that this is the beginning of a week-long task. Students then sign the agreement page showing their commitment to the challenge.	15 min x 3
2	Ensure each student also has a copy of the Log it or Lose it! Worksheet which they will fill in each time they visit their natural space. (The same sheet used in Saving Special Places)	
3	Students actively spend a minimum of 15 minutes per day in nature until they have completed Challenge 1, 2 and 3.	
4	Students complete Challenge 4 & 5 for a longer period of time (45 minutes or more if needed).	45 min x 2
5	The final map design is a combination of all 5 Mapping challenges, which tells a story of events and adventures in a quiet place in nature which is special to the student. (Student maps could be photocopied, enlarged, painted, collated with others or shared with the rest of the group).	

7 DAY WILD CHALLENGE

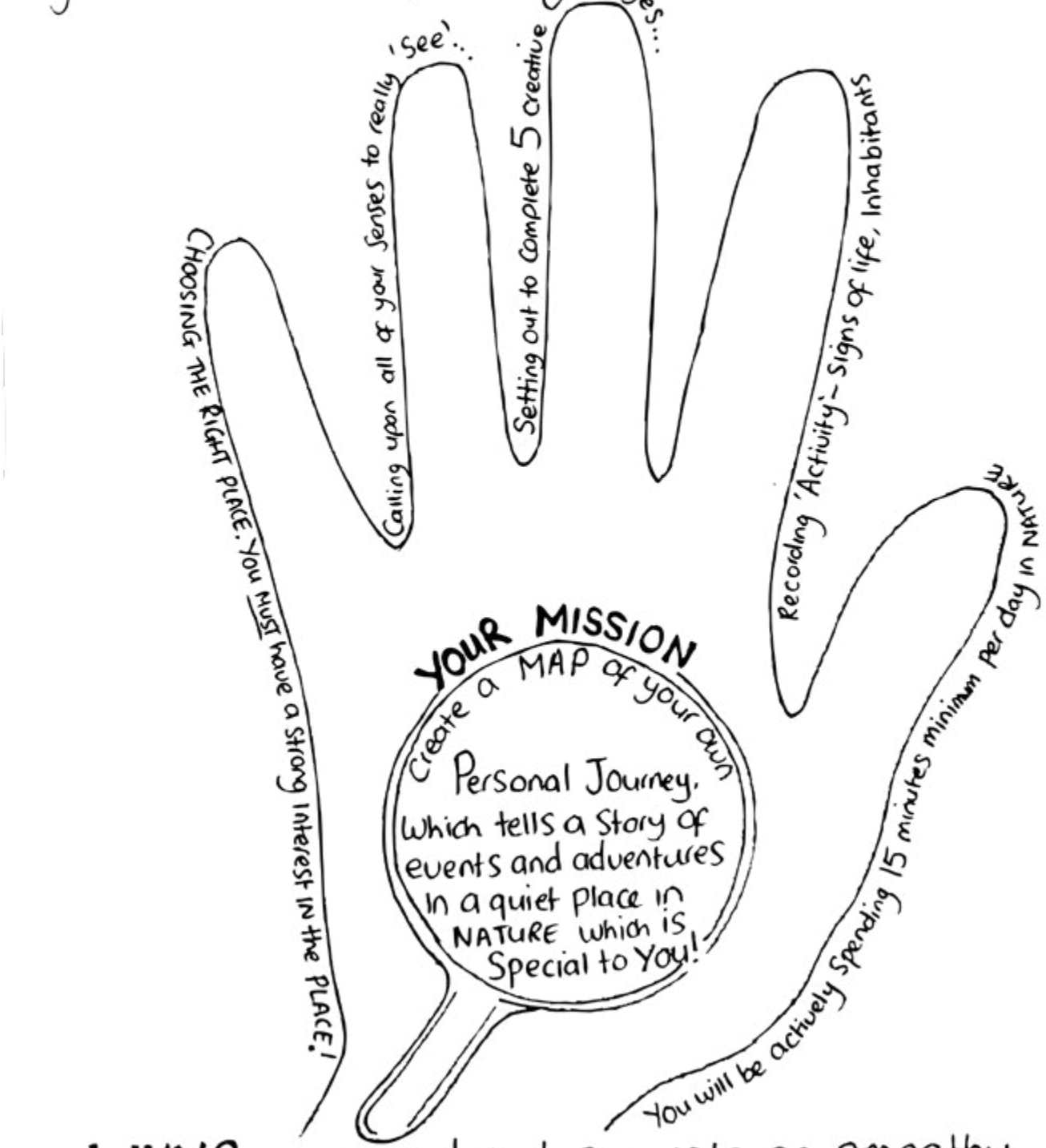
How Can we develop plans for a positive future if we don't know what we have now?

Did you know?

Maps are a basic form of Communication.

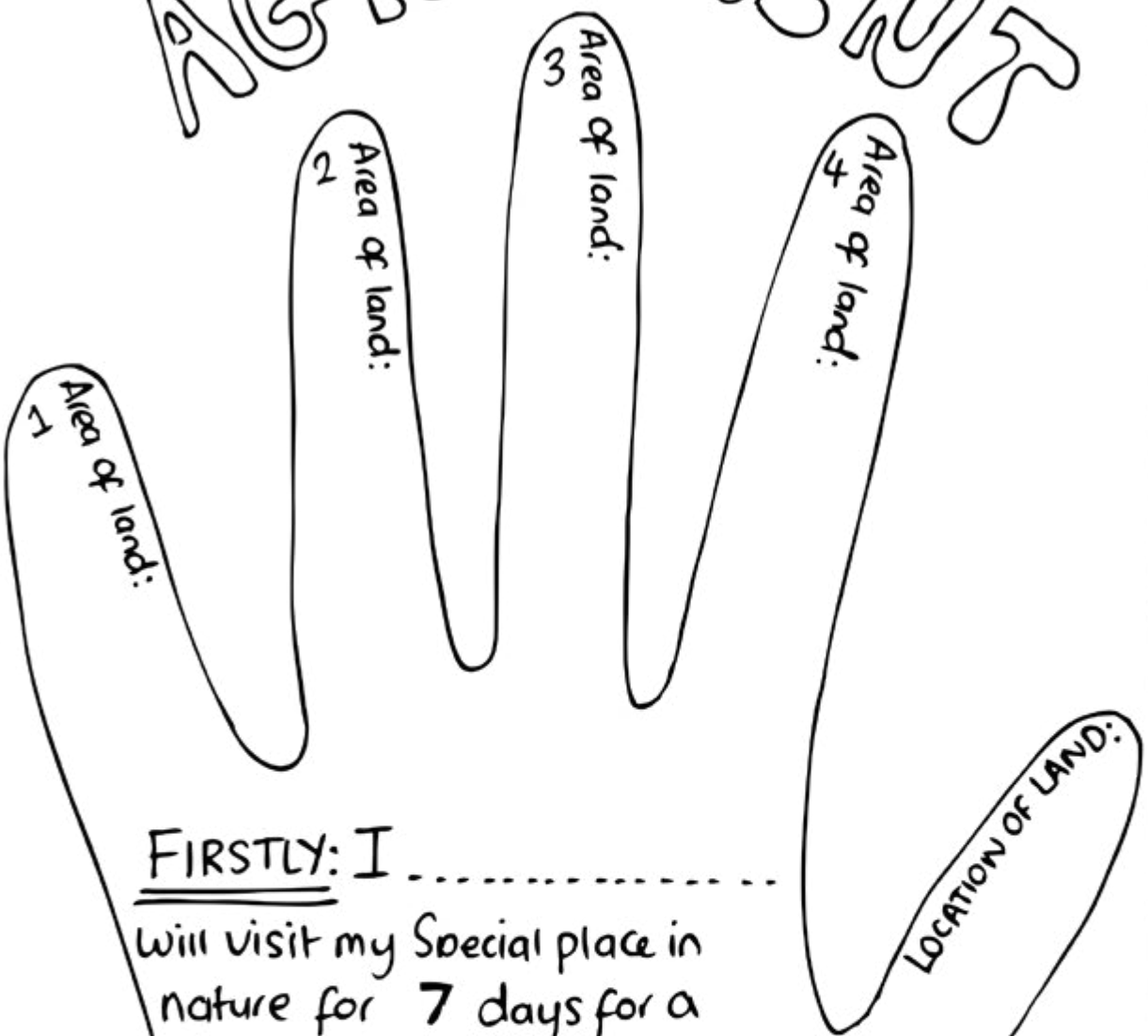
Anyone can make a map.

- Maps have tremendous POWER



WHY? TO record and generate an empathy and raise awareness about Saving these 'Special' places as the Landscape undergoes RAPID CHANGE

AGREEMENT



FIRSTLY: I .....

will visit my Special place in nature for 7 days for a minimum time of 15minutes per day. Complete all 5 challenges and LOG book.

SECONDLY: I .....

will not disturb, remove or interfere with the natural vegetation within those 4 parts of land shown and outlined.

Agreement made this _____ day of _____

AGREEMENT

FIRSTLY: I ..... :

will visit my Special place in nature for **7** days for a minimum time of 15minutes per day. Complete all 5 challenges and LOG book.

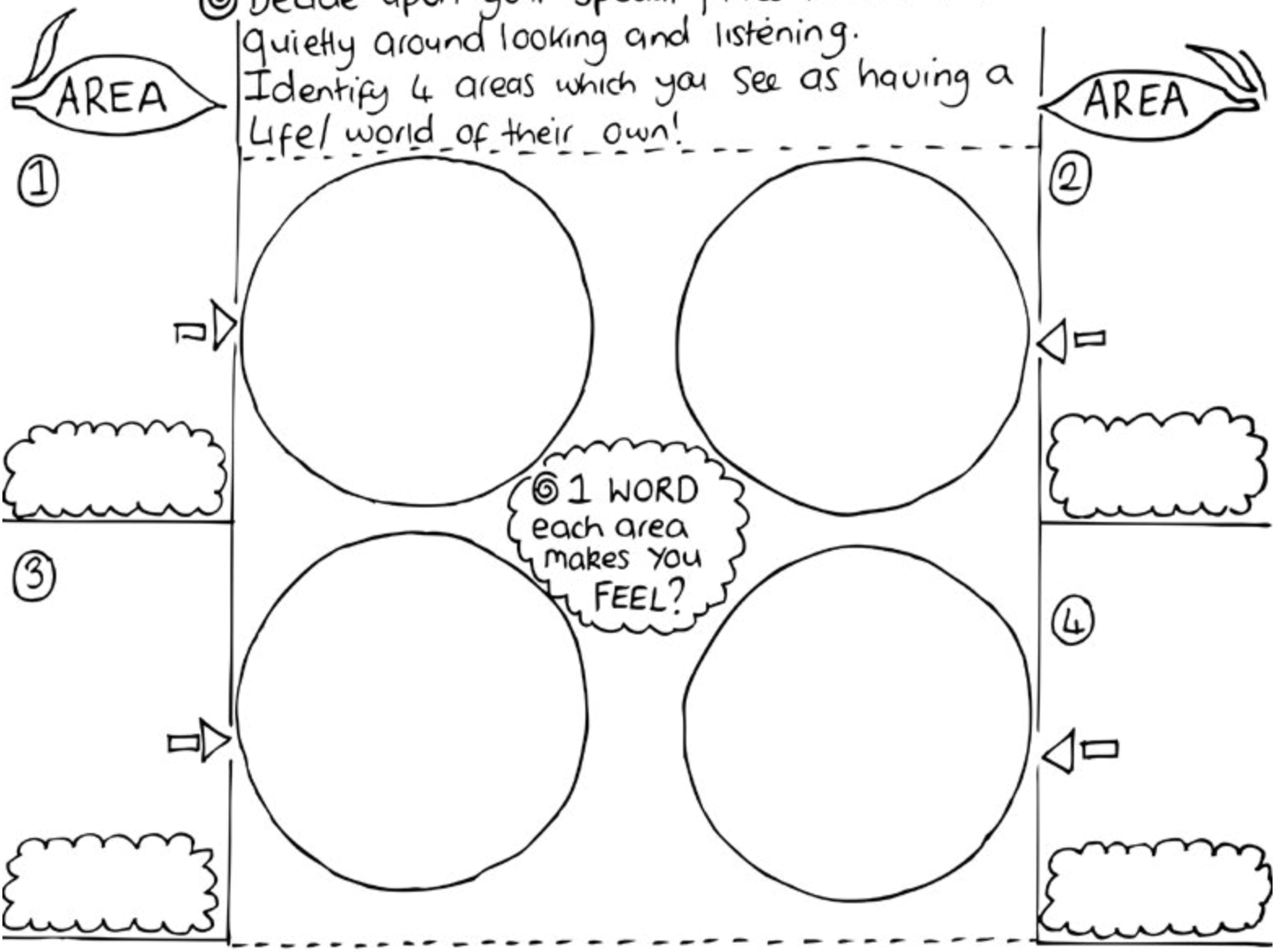
SECONDLY: I ..... :

will not disturb, remove or interfere with the natural vegetation within those 4 parts of land shown and outlined.

Agreement made this 7th day of September

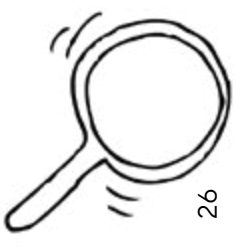
CHALLENGE ①

- Decide upon your 'Special' place to visit and walk quietly around looking and listening. Identify 4 areas which you see as having a life/ world of their own!



- Possible areas could include : the beach, rock pools, gardens, flower patches, Spiders hole etc...
- Using the 4 Circles above design a Symbol for each. A simple line drawing no need for Colour or detail at this Stage, which best describes the area. (You can have more than 1 symbol for each).
- Don't forget to label each area by giving it its own Special name alongside the arrows.

MAGNIFY



CHALLENGE ①

- Decide upon your 'Special' place to visit and walk quietly around looking and listening. Identify 4 areas which you see as having a life/ world of their own!

AREA ①

Mussel PATCH

Hungry

AREA ②

Hermit Hangout

Creative

- 1 WORD each area makes you FEEL?

③

Rock pools

Curious

④

Drawing Rock

HAPPY

- Possible areas could include : the beach, rock pools, gardens, flower patches, Spiders hole etc...
- Using the 4 Circles above design a Symbol for each. A simple line drawing no need for Colour or detail at this Stage, which best describes the area. (You can have more than 1 symbol for each).
- Don't forget to label each area by giving it its own Special name alongside the arrows.

MAGNIFY

CHALLENGE ②

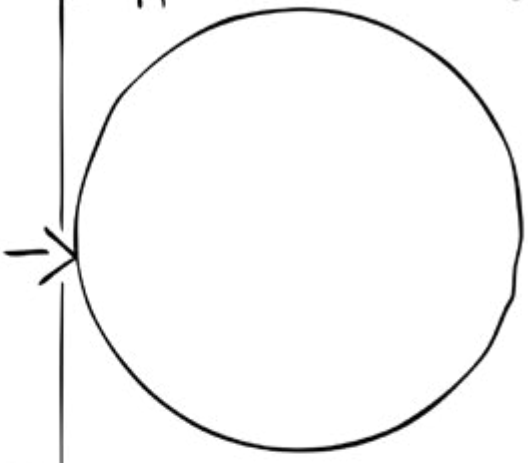
- Re-visit each of the 4 areas and Look closely at the land it rests on. From the following list decide upon the word which best describes the position of each area: Flat, Sloped, Incline, Stepped (other) and write it alongside each arrow.

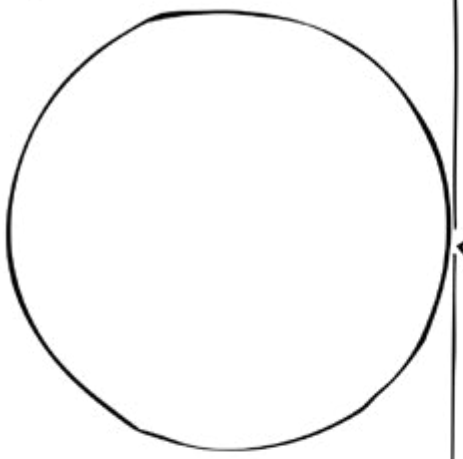
Area

① Small medium large

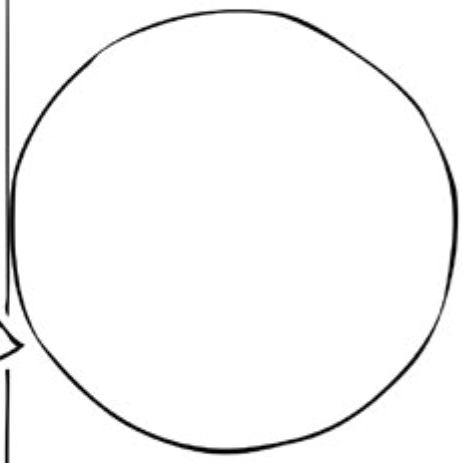
Area

② Small medium large

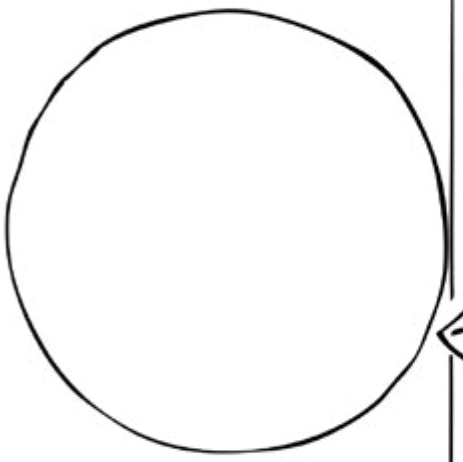




③ Small medium large



④ Small medium large



- Look carefully to see how much each area takes up/covers e.g Small amount, medium amount or large amount. Circle for each area accordingly.

- Draw a line inside each Circle, to best describe if the land area is Sloped, Stepped, flat etc...

SITTING COMFORTABLY

CHALLENGE ②

- Re-visit each of the 4 areas and Look closely at the land it rests on. From the following list decide upon the word which best describes the position of each area: Flat, Sloped, Incline, Stepped (other) and write it alongside each arrow.

Area ①

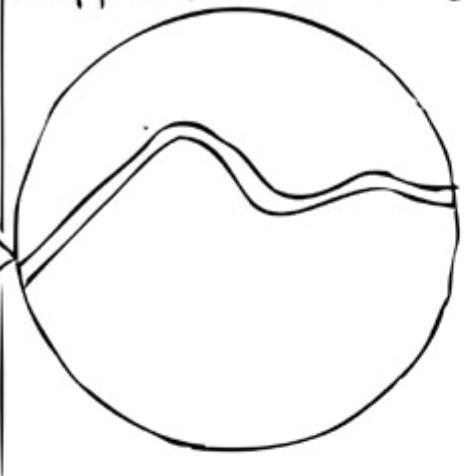
Small
medium
large

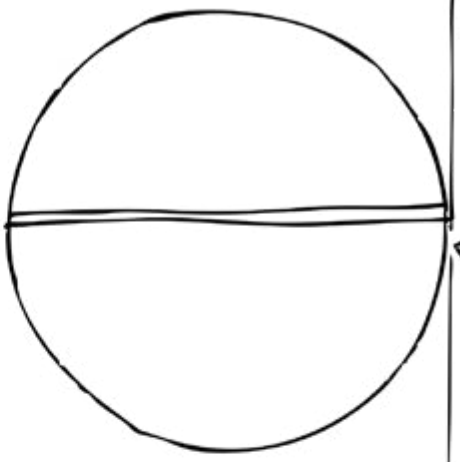
Sloped (Raised) →

Area ②

Small
medium
large

← FIAT



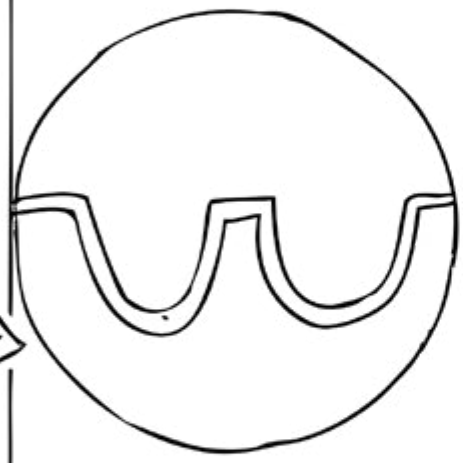


③

Small
medium
large

FIAT →

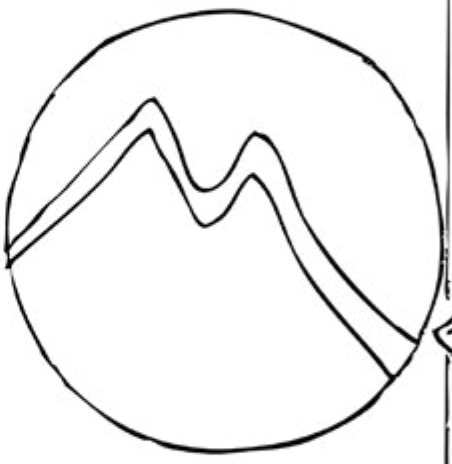
Stepped
Sunken



④

Small
medium
large

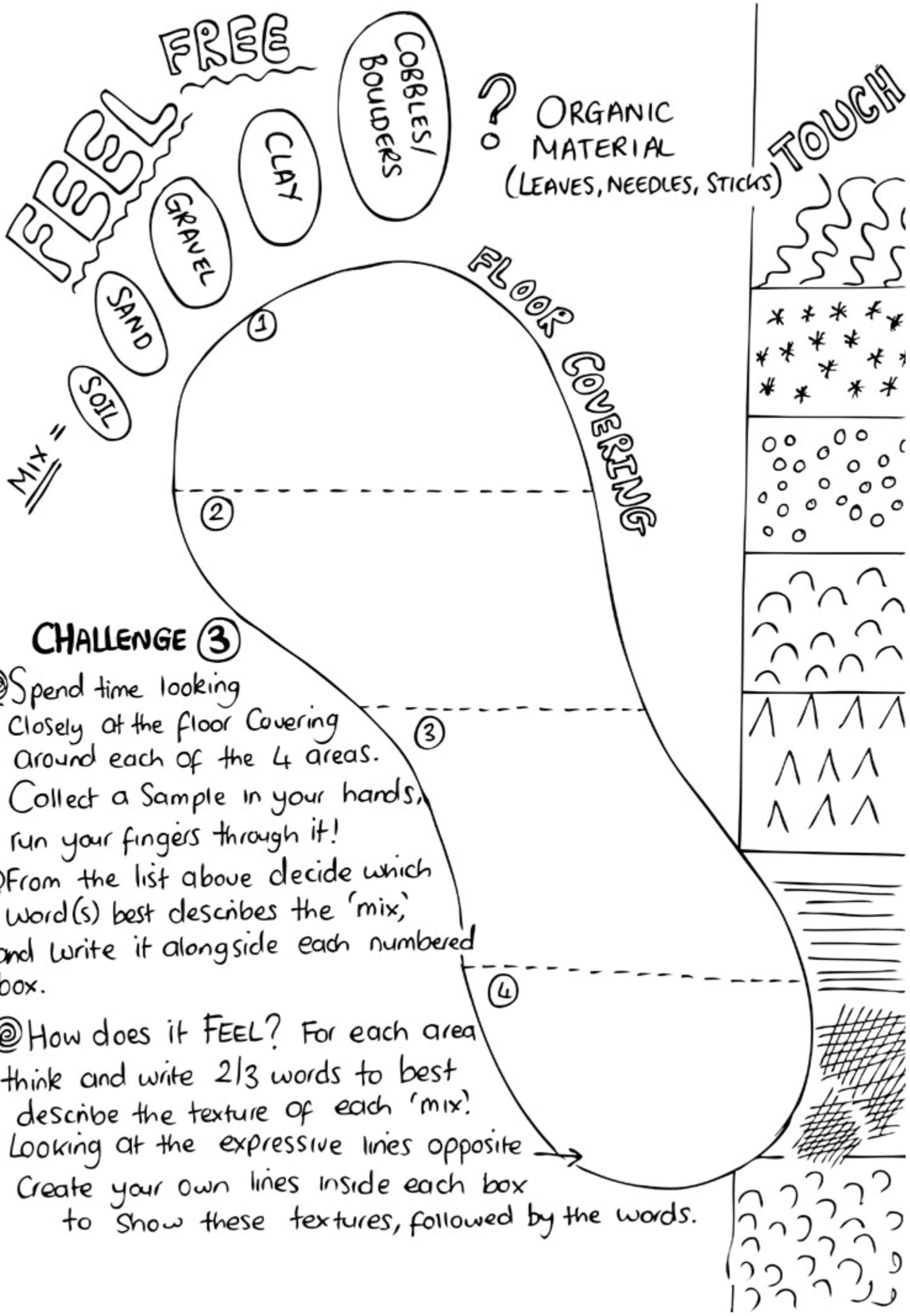
← Incline



- Look carefully to see how much each area takes up/covers e.g Small amount, medium amount or large amount. Circle for each area accordingly.

- Draw a line inside each Circle, to best describe if the land area is Sloped, Stepped, flat etc...

SITTING COMFORTABLY

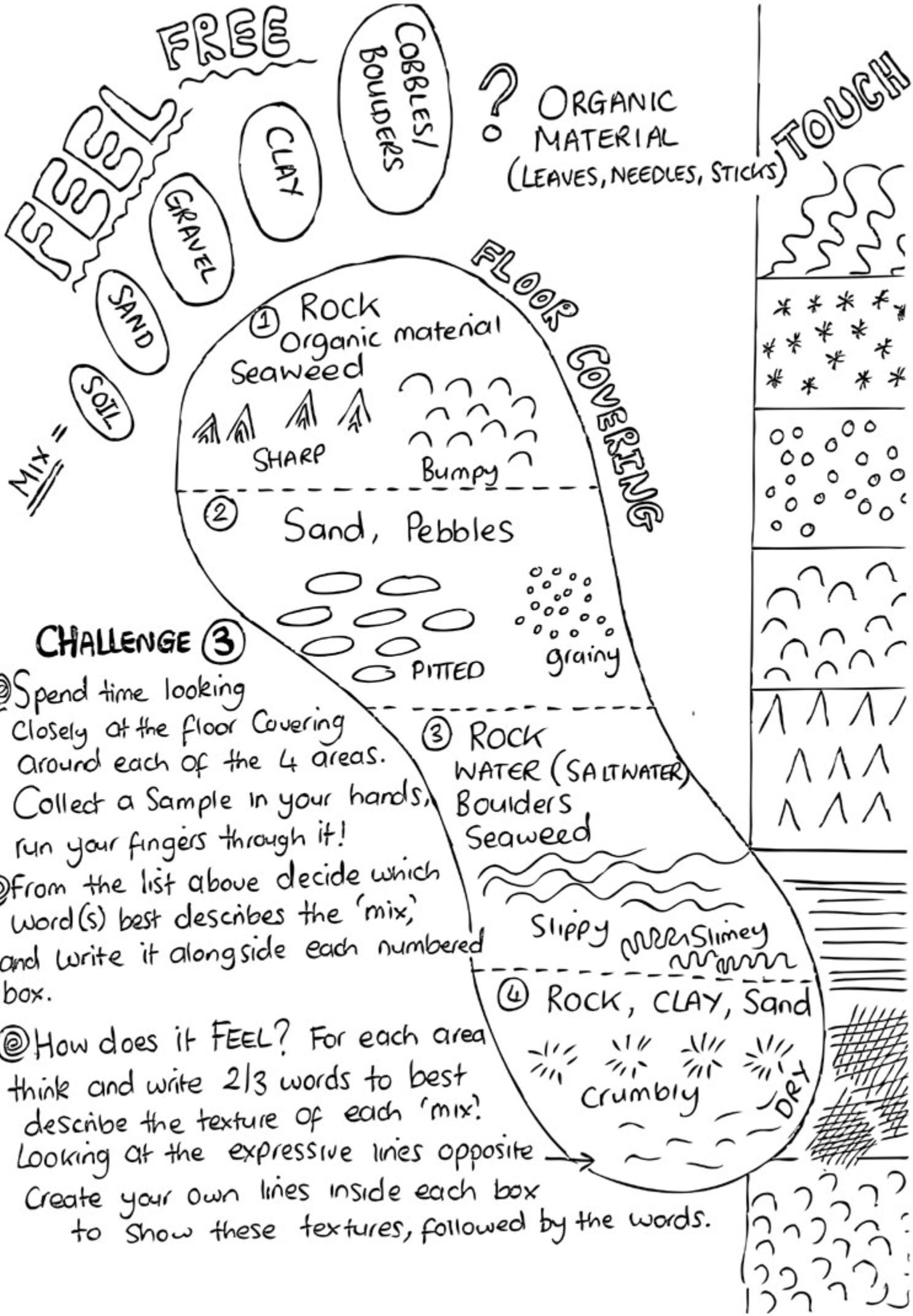


CHALLENGE (3)

@Spend time looking closely at the floor covering around each of the 4 areas. Collect a sample in your hands, run your fingers through it!

@From the list above decide which word(s) best describes the 'mix,' and write it alongside each numbered box.

@How does it FEEL? For each area think and write 2/3 words to best describe the texture of each 'mix'. Looking at the expressive lines opposite → Create your own lines inside each box to show these textures, followed by the words.



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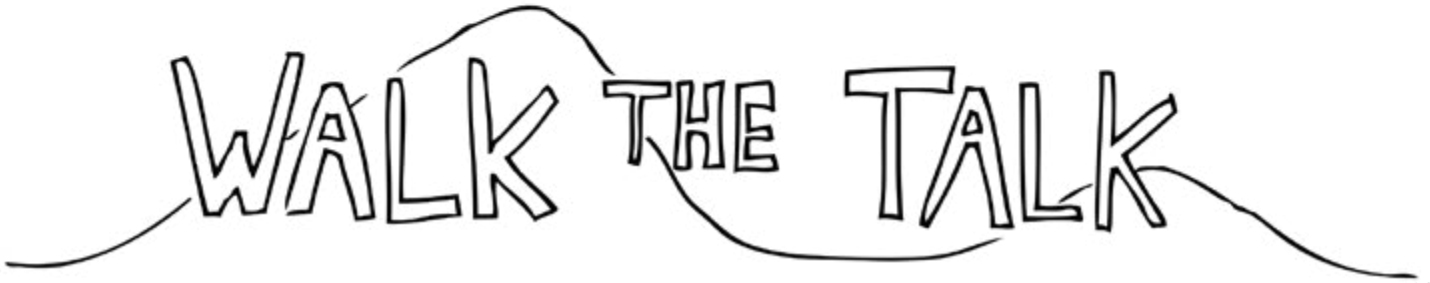
CHALLENGE ④

- Now you have a clear picture of each area and its surroundings, its time to pave the way. Using the 3 boxes below, design 3x possible paths which link all 4 areas together.
- Remember the positioning, Space around each area and the shapes you choose, will all influence the journey and design your path takes. (You can work either Landscape or Portrait!)

Design 1:	Design 2:	Design 3:

NB: You can approach your journey from any direction you Choose. This is Simply your view!!



CHALLENGE (4)

- Now you have a clear picture of each area and its surroundings, its time to pave the way. Using the 3 boxes below, design 3x possible paths which link all 4 areas together.
- Remember the positioning, Space around each area and the shapes you choose, will <u>all</u> influence the journey and design your path takes. (You can work either Landscape <u>or</u> portrait!)

Design 1:	Design 2:	Design 3:

NB: You can approach your journey from any direction you Choose. This is Simply your view!!

WALK THE TALK

CHALLENGE 5

- Select 1 of your 3 possible "Path" designs you wish to follow.
- Copy this into the space below. When you are ready
- Carefully begin plotting each of the 4 areas, using previous Symbols, words and textures. Have fun and be Creative in bringing your map to LIFE!!

- Give your place a VOICE!!

A PLACE THAT FITS

MAPPING

CHALLENGE 5

- Select 1 of your 3 possible "Path" designs you wish to follow.
- Copy this into the space below. When you are ready
- Carefully begin plotting each of the 4 areas, using previous Symbols, words and textures. Have fun and be creative in bringing your map to LIFE!!

MAPPING A PLACE THAT FITS

- Give your place a VOICE!!

MY MAKORORI BEACH

LOG IT

DATE	TIME	CONDITIONS	TIDE	SIGNS OF LIFE: ACTIVITY (Sounds, Smells, movement) ? low medium High	AREA 1 2 3 4	FEELINGS EMOTIONS

2 Investigation.

Students begin their scientific investigation into the litter issues within their community. They will operate as citizen scientists to delve deeper into these issues while contributing to the Litter Intelligence database.

The following activities form the core of this programme phase. Extensions can be added on top.

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Activities

CITIZEN SCIENCE

1. Beach Blast
   - Page 38
   - 1 full day
2. Data Analysis
   - Page 44
   - 1 hour

LIFE CYCLE OF PLASTIC

- Page 46
- 30 minutes

MINI MISSION POSSIBLE

- Page 48
- 1 week

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Citizen Science

LESSON PLAN

Phase PRIMING | **INVESTIGATION** | ACTION | CELEBRATION

Date:	**Success criteria:** • Students can explain what marine litter is and give clear reasons why it is a problem. • Students can conduct a safe and scientific survey and audit. • Students can justify their own conclusions regarding a data set.
Resources	• Dive In worksheet • SC will provide a Citizen Science kit including all Health & Safety gear (gloves, sacks etc.) • Student Job Roles for Survey and Audit • Audit Task Cards • LI Website Quiz • Access to a devices and wifi
Teacher reflection / notes:	

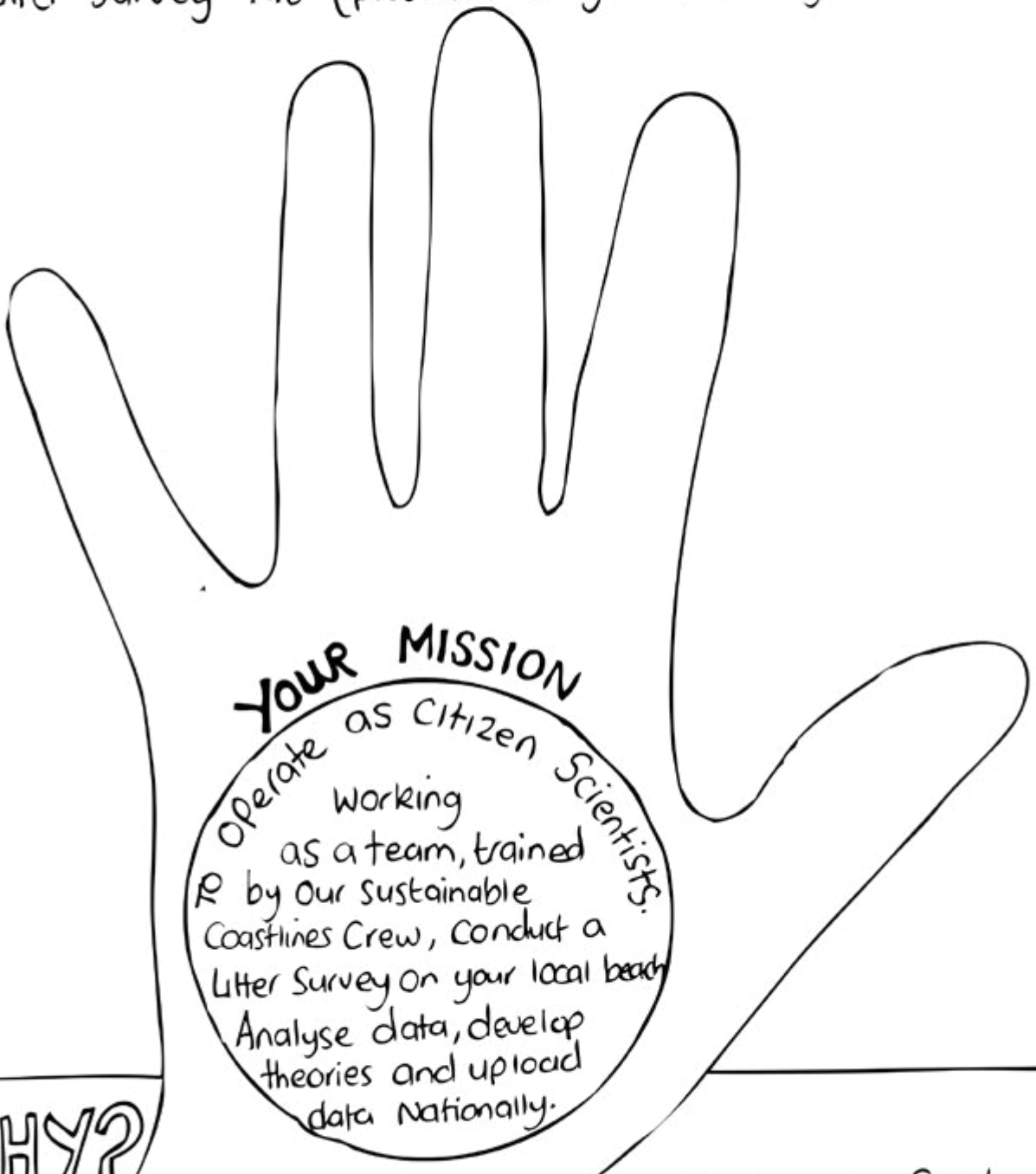
	Beach Blast teaching sequence	**Timing**
1	An SC team member will run a quick presentation to draw out prior knowledge of marine litter. Amongst their short presentation, the SC team will do their best to cover any questions and give an overview of the Beach Blast so students know what to expect.	A full school day
2	Before we arrive at the beach students can be assigned jobs using the Job Roles worksheet and listen to a Health & Safety briefing and identify risks.	
3	At the beach: i. Students measure out a 100m x 20m rectangle with stakes and measuring equipment. ii. Walk in an 'emu line' from one end of the survey are to the other, picking up any inorganic material on the way iii. Students complete two sweeps of the area	
4	In a sheltered area: iv. Litter in the sacks is tipped onto the tarpaulin or, use one of the black bins provided. v. Litter is sorted into ice-cream containers according to the Litter Categories. vi. Each category is counted and weighed - you can use the Audit Task Cards to help. vii. A teacher or student(s), will then enter this data into the web app where it will be uploaded.	

See next page for Data Analysis teaching sequence

	Data Analysis teaching sequence	**Timing**
1	After uploading their data to litterintelligence.org students work in pairs to complete the Website Quiz for the data analysis portion of the programme (dependent on year level).	45 min - 1 hour (included in above day if time allows)
2	Review answers as a whole group and facilitate discussion around the students' conclusions they might have come to regarding their survey and the litter on their beach.	
3	Students then decide independently or in small groups to form and justify what item, product or material may be best to tackle in terms of creating a solution.	
4	Make sure students justify why they chose this item, they could create their own graph(s) or use one from the Litter Intelligence website. They must include data from their survey but could also reference other surveys as further evidence. Type of graphs created will be year level dependent.	
5	OPTIONAL: Where's my plastic going?: Very simple and interactive resources which let students drop a 'pin' /piece of plastic in the ocean and then watch it move based on ocean currents and predictions: https://oceanplasticsim.cawthron.org.nz/wheres-our-plastic-going/?map=hg&nosplash	

BEACH BLAST CHALLENGE

You will need... To know your own and Others Strengths when working as part of a team
A litter Survey kit (provided to your team by Sustainable Coastlines.)



WHY?

We need your HELP to Investigate how big the issue of Single use plastic is on your Local beach. With the information, ideas and data you provide, we can track the problem and Start looking at Solutions!

How to use this document

This document is to be used to divide students into the roles needed to successfully conduct the litter survey and audit. All students are to participate in both survey and audit roles.

There are two sections — '**Survey roles**' and '**Audit roles**'. All students should participate in both. More than one student can do any role. Please use the descriptions to find roles that suit.

The **Health & Safety team** are active only during the survey, except for the First-Aid Monitor, who is active throughout both.

If it helps, this document can be photocopied and cut into cards to hand out to the students.

Each section has its own director. This is usually the teacher but can also be a responsible student (for older groups).

Survey Area Director (one person — teacher or student)

Duties: delegates roles and makes sure people line up, ready for the start of the survey.

Suits: natural leaders are best suited for coordinating the survey area set-up.

Equipment: this Job Roles sheet!

Name: _____

Audit Director (one person — teacher or student)

Duties: delegates roles and makes sure people are working together and working through their task card

Suits: natural leaders are best suited for coordinating the survey area set-up.

Equipment: this Job Roles sheet!

Name: _____

Survey Roles

HEALTH & SAFETY TEAM (2-3 PEOPLE)

Purpose: to make sure everyone stays safe during the whole survey and audit process.

First-Aid Monitor (1 person)

*Role continues through both survey and audit.

Duties: carries the first aid backpack to the survey site and assists the teacher as required

Suits: careful and responsible. Able to identify risk and warn others.

Equipment: first-aid backpack.

Name: _____

Health and Safety Briefer

Duties: reads out the health and safety briefing card and shows all the surveyors the safety photos.

Suits: good reader with a loud voice — this can be shared among the class.

Equipment: Be Safe breifing card.

Name: _____

Site Risk Monitor (1-2 people)

Duties: asks the surveyors to assess the risks of the beach (current weather, potential dangers etc.,) and records it in the assessment doc.

Suits: good speaker, listener and scribe.

Equipment: clipboard, H&S Risk Assessment, pencil.

Name/s: _____

SURVEY DATA COLLECTION TEAM

Purpose: collect survey information. Accuracy of information is particularly important for these roles.

Digital Data Wizard (1 person)

Duties: records survey information onto the tech platform (app).

Suits: someone who is confident using technology, good attention to detail.

Equipment: Electronic device logged in to app.

Name: _____

Analogue (paper) Wizard (1 person)

Duties: works with the Digital Wizard, and fills in the details on paper. Confirms accuracy of information recorded.

Suits: someone who is confident filling in forms, good attention to detail.

Equipment: clipboard, pencil and updated survey form.

Name: _____

Collection Team (rest of class)

Duties: identifying litter and non-organic material within the survey area and bagging it.

Suits: people who can focus systematically in their area, with a keen eye for rubbish!

Equipment: gloves and bags

SURVEY ROLES CONTINUE OVER PAGE

Survey Roles (cont'd)

SURVEY AREA SET-UP TEAM (4-10 PEOPLE)

Purpose: to mark out the survey area and ensure that only rubbish from the survey area is collected.

Equipment Captain (1-2 people)

Duties: hands out and packs down survey equipment (can have one Equipment Captain for survey and audit).

Suits: somebody extra sensible. Care should be taken with this equipment — it's expensive!

Equipment: everything, before handing it out.

Name: _____

Edge Walkers (2 people)

Duties: walks the edges of the survey area and ensures everyone is collecting within it.

Suits: those who are detail-oriented and have a good attention span

Equipment: none necessary but could use sticks to draw lines down the survey area.

Name/s: _____

Width Measurer (1 person)

Duties: measures a maximum of 10m above and below the start and end points.

Suits: Somebody willing to walk out to the end and back before the survey can start.

Equipment: 30m tape measure.

Name: _____

Length Measurer (1 person)

Duties: measures 100m along the length of the survey area.

Suits: Someone willing to walk out to the end and back before the survey can start.

Equipment: 100m tape measure.

Name: _____

Malletier and Assistant (2 people)

Duties: marking out the survey area using the mallet and stakes.

Suits: sensible students who won't hurt themselves or others with swinging the mallet or stakes around.

Equipment: Mallet, bag of nine stakes, safety glasses

Name: _____

The Anchor/s (1-2 people)

Duties: Width and Length Measurers' partner. Holds down the ends of the tape measures.

Suits: someone who is patient and able to stay at the start point until the measuring process is complete.

Equipment: 100m tape measure, 30m tape measure..

Name/s: _____

Audit Roles

DATA COLLECTION TEAM (WHOLE CLASS)

Purpose: working together to complete the audit. Attention to detail is important for all these roles.

Equipment Captain (1–2 people)

Duties: Sets up and packs down equipment.

Suits: Someone careful with equipment and can delegate cleaning of equipment if necessary before it gets packed away.

Equipment: Audit equipment box.

Name/s:

_____

Audit quality controller (1–2 people)

Duties: Checks inside ice-cream containers to make sure categories look correct.

Suits: Someone with good attention to detail and familiarity with audit sheets.

Equipment: Litter Categories and Audit sheet.

Name/s:

_____

Digital Data Wizard (1 person)

Duties: Records audit information of each category onto the tech platform (app).

Suits: Someone who is confident using technology, good attention to detail.

Equipment: Electronic device logged in to app.

Name:

_____

Analogue (paper) Wizard (1 person)

Duties: works with the Digital Wizard, and fills in the details on paper. Confirms accuracy of information recorded.

Suits: someone who is confident filling in forms, good attention to detail.

Equipment: Clipboard, pencil and updated survey form

Name:

_____

Master of Scales & Verifier (2 people)

Duties: Weighs each category, communicates the weight and makes sure scales are always zeroed before the next item.

Suits: Two people who can work well as a team, good communicators and good with numbers.

Equipment: Scales, spare batteries.

Name/s:

_____

Sorters and counters (rest of class)

Duties: correctly categories items (e.g., there are only plastic lids in the plastic lid category) and counts the number of items.

Suits: good communicators and team players. They must systematically work through the Audit Checklist and wait in line for weighing and uploading data.

Equipment: Survey rubbish, audit equipment, category list and audit checklist.

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Website Quiz

FAMILIARISE YOURSELF WITH THE LI WEBSITE

OFFICIAL VERSION 1.0

Why take the website quiz?

This quiz is designed to help you familiarise yourself with different parts of the Litter Intelligence website. Head to www.litterintelligence.org on your device to get started! Follow the instructions on the left and enter your answers into the box on the right.

Note: all of the questions relate to **Beach data**, shown in yellow.

	Click on the 'Home' tab	
1	How many volunteer hours have contributed to this project?	
2	What is the current average number of items per 1,000m^2?	
3	What does the **dark yellow** indicate on the first graph? (Note: this changes to dark purple once clicked on).	
4	Looking at the same graph, what survey site has the highest litter density in New Zealand so far?	

	Click on the 'Data' tab	
5	Use the search bar to type in your **region**. Then chose a beach survey that has been completed near you.	Survey site chosen:
6	How many items were collected in total?	
7	What category has the largest amount of litter?	
8	What are the top three items within that category?	

	Click on the 'Insights' tab	
9	How many litter items have been collected overall?	
10	What is the most commonly found material (e.g., plastic, rubber) on our beaches?	
11	Click on '**Create Comparison**', and have a go at comparing two data sets by **Location**.	Survey sites that you compared:
12	What did you find out with your comparison?	
13	How might Location Type affect litter density? (For example, urban vs rural sites)	

	Click on the 'Action' tab	
14	Have a read through some **Action** stories and choose your favourite one!	Favourite Action story:

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The Life Cycle of Plastic

LESSON PLAN

Phase PRIMING | **INVESTIGATION** | ACTION | CELEBRATION

Date:	**Success criteria:** Students can build upon their own, and contribute to others' understanding of the life cycle of plastic.
Resources	• The Journey of the Little Blue Bottle Top card game

Teacher reflection / notes:
Further breakdown of some concepts may be required e.g., carbon, climate change, emissions, consumers, production, etc.

Instructions

- Blue - Life Cycle Stages cards
- Orange - Power/Energy cards (inputs)
- Yellow - Pollution cards (outputs)
- Red - Transport cards
- Dark Green - Money cards
- Light Green - People cards
- Purple - Solution cards
- Blank - Add-on cards

Life Cycle Stages (blue): These cards strongly need to be considered, as they represent important stages in the overall life cycle journey:

- Raw Material - an unprocessed material that will be used to make goods, energy or products
- Extraction - the process of removing a substance from the ground
- Refining - the process of removing impurities or separating a substance into different chemicals
- Manufacturing - the large scale production of items using machinery
- Distribution - methods for moving items among groups or spread over an area
- Retail - the sale of goods to the public
- Use - the action of using something for its intended purpose
- Disposal - the action or process of getting rid of something

Blank Add On Cards

- Add-on cards are extra additions. They should be selected and used alongside any cards you believe would enrich the story being presented. They could also be an opportunity for students to offer solutions that are not already in the pack.

See next page for teaching sequence

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Life Cycle of Plastic

LESSON PLAN

	Life Cycle of Plastic teaching sequence	**Timing**
1	Gather all group members together with a pack of the Life Cycle/Blue cards. (Take a small group of about 10 if you only have one card pack).	30 mins +
2	Shuffle the cards and place them in a stack in the middle of the group.	
3	Each member of the group takes one card at a time and takes a turn sharing with the group some information about their card(s). It is OK if they are unsure, encourage them to have a go!	
4	Together the group discuss further about how the cards are connected or where that particular card may sit within the life cycle. Once there is some agreement the member can places their card to show the journey of connections. Repeat until all blue cards are gone.	
5	Next you can introduce the other cards one colour at a time e.g. all the Yellow/Pollution cards, and repeat the process by stacking them and placing them one at a time with a justification. (The other colours are optional depending on your year level. Some concepts may require further unpacking e.g. emissions, energy, inputs and outputs).	
6	Photograph each groups life cycle to share with other groups and discuss as a whole class. Focus on alternative soloutions to different stages/cards and where humans can intervene to have a positive impact. This is important to get them thinking about their own soloutions or actions.	

Prompting Questions for facilitating

Yellow/Pollution: Are there any potential pollutants to land, air or water at any of these stages? How might this card pollute the environment?

Light Green/People: Where do you see People fitting into the life cycle? What type of person appears where and what part do they play? How often do they appear? Can this person have a positive/negative impact at any point? What kind of [character] would you be - one that is pro-environmental? Or pro-profit?

Green/Money: Where do you see Money fitting into the life cycle? Who has the most? Where can money be fed in to make a positive/negative change? Where would YOU want money to spent?

Red/Transport: Which countries are responsible for each stage / how might this affect the types of transport used? How do you get your groceries? Do we have these facilities in NZ?

Orange/Energy: Where does this card get it's power from? What kind of energy might be used in this process?

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Mini Mission

LESSON PLAN

Phase PRIMING | **INVESTIGATION** | ACTION | CELEBRATION

Date:	**Success criteria:** Students can identify a plastic problem in their household and offer at least one alternative solution
Resources	• Mini Mission Possible worksheet • What Possible Solutions Can You See? Worksheet • Tools Presentation Feedback worksheet • Heat Gauge worksheet
Teacher reflection / notes:	

	Mini Mission teaching sequence	**Timing**
1	Reflect back to the Beach Blast, thinking carefully about the different plastic objects found.	30 mins
2	Encourage students to think carefully about their daily, weekly routine, (also including that of their families). Ask the question:"How many times are you and your family using single use plastic in your household?" E.g., black plastic rubbish bags, glad-wrap, plastic milk cartons etc.	
3	Students could think about a typical day from waking up, showering, dressing, eating breakfast etc. re-playing in their head all the plastic items they may encounter.	
4	Hand out blank Mini Mission Possible worksheets, using the completed example to help explain the rules of the mission to the students. Clearly explaining each of the following 5 areas in which the students will be documenting and presenting back on. The worksheet itself is completed at home as students work to combat a plastic product in their household.	1 week home-based

MINI MISSION CHALLENGE

You will need... Access to a Computer. Presentation feedback form. A way to document your findings e.g. a camera for video or photographs, or a diary. The choice is yours!

WHY?

Before we can tackle the BIG problem of reducing Single use plastic, we need to Investigate how big the problem is. We will start by looking in your home.

MINI MISSION POSSIBLE

MISSION –: WE WANT YOU TO =

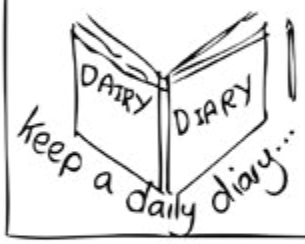
- Think Carefully about your daily, Weekly routine. Ask yourself: 'How many times are you and your family using Plastic in your household? for example –:
  - Black plastic rubbish bags, plastic toothbrushes, Gladwrap etc....
- Decide upon (One) plastic ISSUE you wish to EXPLORE Over 1 week.
- You will need to answer the following questions, as at the end of the week you will be PRESENTING back your findings to the rest of the group.

WHAT is the issue?	**WHY** is it an issue?	**HOW** can it be improved?

ROSES What went well?	THORNS What were the difficulties?

HELP TO REMEMBER

You Can document your findings over the week in any way you like. E.G.



PRESENTATION

We Look forward to hearing all about your week long investigation. Have fun presenting back to us, in any way you like!!

MISSION-:
WE WANT YOU TO=

- Think Carefully about your daily, Weekly routine. Ask yourself: "How many times are you and your family using Plastic in your household? for example-:
  - Black plastic rubbish bags, plastic toothbrushes, Gladwrap etc....
- Decide upon One plastic ISSUE you wish to EXPLORE over 1 week.
- You will need to answer the following questions, as at the end of the week you will be PRESENTING back your findings to the rest of the group.

WHAT is the issue?

FOR EXAMPLE: →

As a family we use Gladwrap to wrap up leftover food and Sandwiches in.

WHY is it an issue?

- It is made from plastic and can not be re-cyled
- It is expensive
- It is difficult to use and therefore we use a lot of it.

How can it be improved?

- I can try replacing it for paper Sandwich wrap instead.

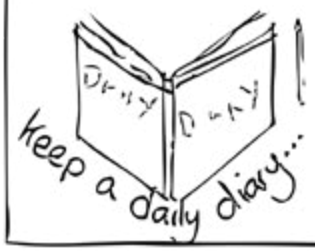
ROSES
What Went Well?

- Easy to use when ripping off the roll
- Easy to recycle
- Wrapped up other waste in paper after eating
- Could re-use at times.

THORNS
What were the difficulties?

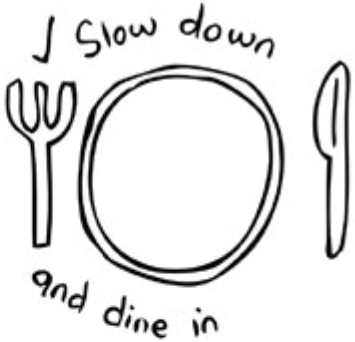
- You can't freeze Sandwich wrap as it sticks to the food
- Sometimes the filling comes out the sandwich as its not tight enough
- Other foods-Soaks through into the paper

HELP TO REMEMBER
You Can document your findings over the week in any way you like. E.G.



PRESENTATION
We Look forward to hearing all about your week long investigation. Have fun presenting back to us, in any way you like!!

What Possible Solutions Can You See?



PRESENTATION TOOLS

=5 =1 =3

FEEDBACK

SMILE

A GENUINE Smile Conveys Warmth and your intention to engage.

OPEN POSTURE

A closed posture signals rejection.

An Open posture communicates positivity.

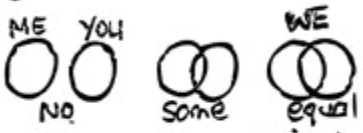
EYE CONTACT

When we like Someone we look at them a lot - 60 to 70% of the time.

Eye contact creates a brain link that pulls us together.

CONNECTION

message / Story. Shared goals = Trust



Do you trust what is being Said and believe they have the skills to deliver?

ENGAGEMENT

Importance of ENGAGEMENT with your audience = GROWTH STRENGTHEN RELATIONSHIPS ACTION

OTHERS	
YOU	
OTHERS	
YOU	
OTHERS	
YOU	
OTHERS	
YOU	
OTHERS	
YOU	

OTHERS TOTAL SCORE =

YOU TOTAL SCORE =

PROJECT TITLE:

NAME:

PRESENTATION TOOLS & FEEDBACK

=5 =1 =3

SMILE

A GENUINE Smile Conveys Warmth and your intention to engage.

OPEN POSTURE

A Closed posture signals rejection.

An Open posture communicates positivity.

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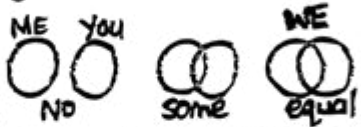


Do you trust what is being Said and believe they have the Skills to deliver?

ENGAGEMENT

Importance of ENGAGEMENT with your audience = GROWTH STRENGTHEN RELATIONSHIPS ACTION

OTHERS ☺	You Smiled and introduced yourself really well. You ended with a smile
You 😐	I'm not Sure if I Smiled enough as I was very nervous and Concentrating
OTHERS ☺	You used your hands really well to point things out and express important points.
You ☺	I tried not to fold my arms at the end and I always use my hands to explain.
OTHERS 😐	Sometimes you were looking more at the Screen than at your audience.
You 😐	It was really difficult to See the Screen at times.
OTHERS ☺	You put a lot of work into your Investigation - tried hard when it got tough.
You 😐	I could have offered more possible Solutions.
OTHERS ☺	I really liked the before and after images and you asked us questions to make us think
You ☺	I was happy with how the audience responded

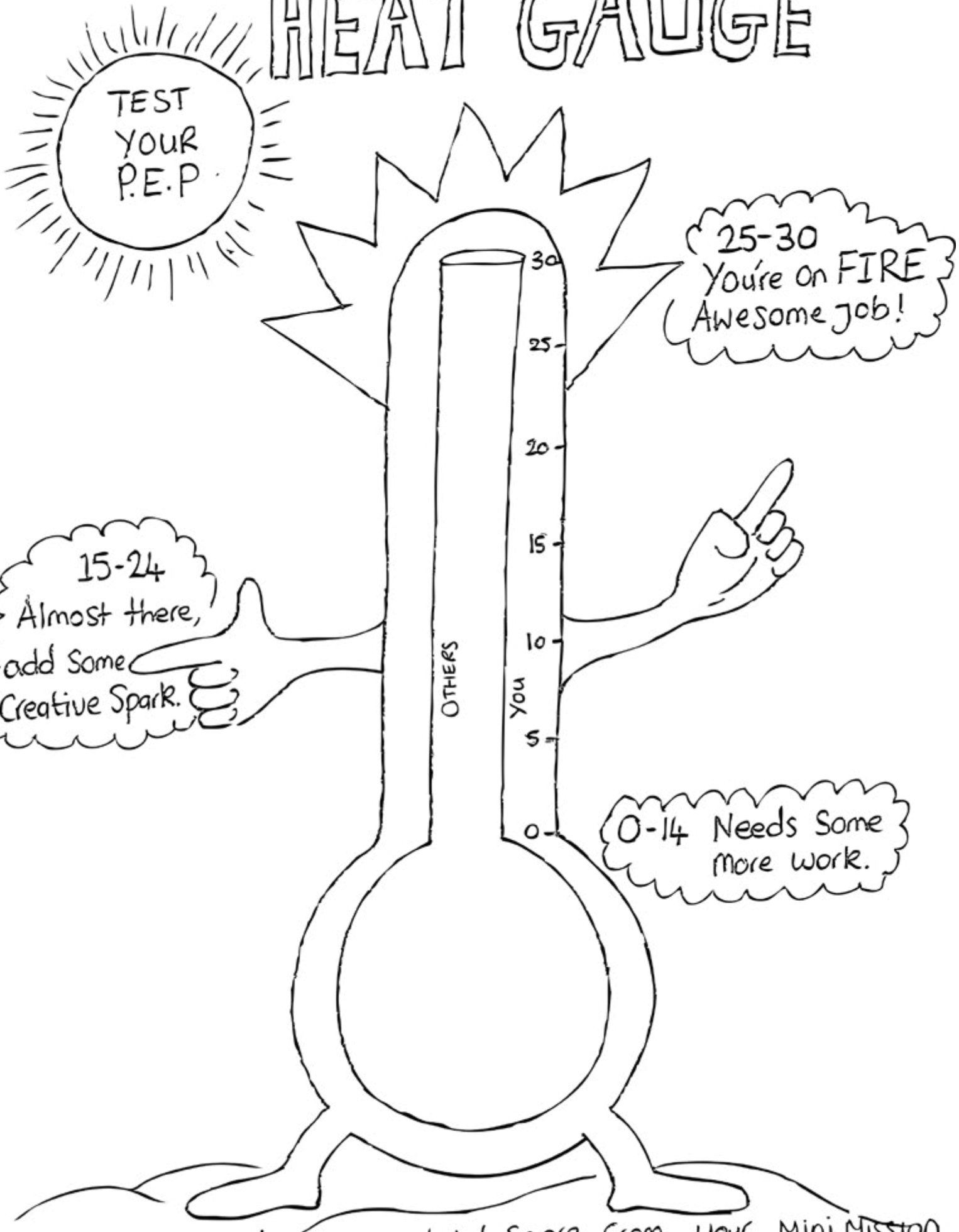
OTHERS TOTAL SCORE = 23

YOU TOTAL SCORE = 19

PROJECT TITLE:

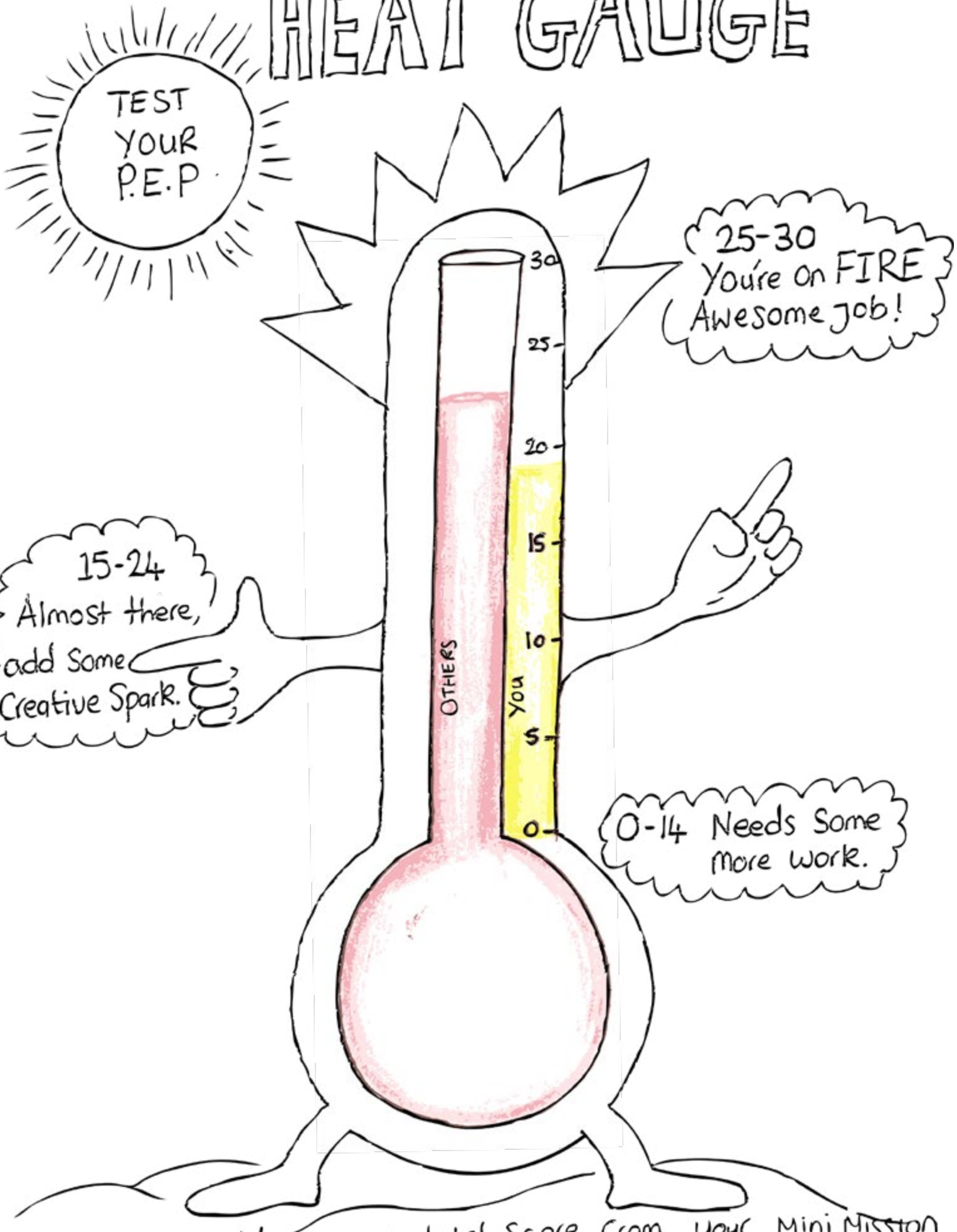
NAME:.....

HEAT GAUGE



TASK: Add up your total score from your Mini Mission presentation and Colour in the heat gauge.

HEAT GAUGE



TASK: Add up your total score from your Mini Mission presentation and Colour in the heat gauge.

3 Action.

Students reflect on their action competence and develop an action plan to make positive change in the community regarding litter. Students are given time and resources to take action. This may connect directly to other subject learning objectives.

The following activities form the core of this programme phase. Extensions can be added on top.

Litter Intelligence.
Data. Insights. Action.

Activities

WAKE UP TO MEDIA

1. The Biggest Trick of All

Page 58

1 hour

2. Media Pass

Page 65

1 hour

CONSUMER TO PRODUCER

1. What's in a Story?

Page 69

1 hour

2. Design Development

Page 78

1.5 hours

BIG IDEA

Page 82

6 weeks

Litter Intelligence.
Data. Insights. Action.

Wake Up to Media

LESSON PLAN

Phase PRIMING | INVESTIGATION | **ACTION** | CELEBRATION

Date:	**Success criteria:** • Students can make conclusions about their engagement with different media. • Students can identify some of the objectives different media might have.
Resources	• The Biggest Trick Of All worksheet • Access to the 'Social Experiment: The shocking effects of junk food advertising!' video by Bite Back on YouTube • Media Log worksheet • Media Pass worksheet (front and back) • Access to the '#HydrateLike Plastic Service Announcement, Lonely Whale' video on YouTube or other chosen media/ad
Teacher Reflection / Notes:	

	The Biggest Trick of All teaching sequence	**Timing**
1	Read through The Biggest Trick of All worksheet together. Ask: What do we mean by the word media? What are the different types of media?	45 mins - 1 hour
2	Play students "Social Experiment: The shocking effects of junk food advertising!" By Bite Back on you tube. Discuss the students feelings and opinions towards the video. Ask How are we being sold to? Do you think you get influenced like this?	
3	As a class brainstorm and record on the board what types of media do they think are most popular and why? Where and when might they use or watch this media? How much time do they think they spend using/exposed to this media?	
4	Introduce students to the Media Recording Prediction worksheet. Refer to the Media Recording example sheet to help. Ask the students to have a go at filling their own worksheet in for themselves. (We are looking for students to make predictions about how much time they think they are spending, prior to the investigation).	
5	Using different colour pencils for each, begin colouring in the different reasons for using media under the 'Purpose' column (as shown in the example). Every time students interact with any form of media, they document it by drawing a symbol to best describe the type of media used and the level of engagement the student has when watching it.	
6	Hand out blank copies of the Media Recording Reality worksheet to take home. Students are given 1 week to carry out their own investigations, identifying different types of media and how much time they ACTUALLY spend interacting with it.	1 week home-based
7	Upon completion students can share and compare with the rest of the group. Were they accurate with their previous predictions? Any differences/similarities?	

Litter Intelligence.

Wake Up to Media

Phase PRIMING | INVESTIGATION | **ACTION** | CELEBRATION

	Media Pass teaching sequence	**Timing**
1	Hand out blank Media Pass (front). Students can draw a self portrait in the empty box provided along with completing the information on it (name, date, hobbies etc.). The idea of this exercise is to start giving students an insight into 'Target Audience'.	45 mins - 1 hour
2	Explain to the students that they will be watching a video. You could choose an ad, Tik Tok video or short You tube clip relevant to their age or our example video which is an anti plastic campaign '#Hydrate Like Plastic Service Announcement, Lonely Whale' on You tube.	
3	Introduce the Media Pass (back). Discuss the questions that students will need to think about while watching the chosen media.	
4	Play the video/media you have chosen	
5	Allow students time to complete the Media Pass (back) individually. (You could play the video again especially if it is short). They can paste the front and back together to complete the 'pass'.	
6	Discuss answers and note down key themes in regards to what they liked or thought 'worked' in this video (humour, catch phrases, data/facts, celebrities, colours, pace etc.) These are important as they will be techniques that students can use in their own actions later on.	

THE BIGGEST TRICK OF ALL

We now know the issue, now lets learn how to make the change.

We can do this by grabbing peoples' attention and changing the way they feel.

You MAY Not Know this, but you are already being sold to everyday.
It may be BUY THIS

WATCH THIS
CLICK ON THIS

Organisations use tricks to get us to do things

CHECK this Out

biteback2030.com
(PLAY VIDEO)

EACH YEAR
WE WATCH MORE THAN
40,000
Commercials Selling us things!

NOW you are going to learn those tricks to Spread your Own positive message to reduce litter in your area.

Get Started!

Find out how much we are being INFLUENCED by media.

WAKE UP TO MEDIA CHALLENGE

You will need... A blank media recording sheet (x2 - for yourself and another family member), blank media pass, Colour pencils, pen.

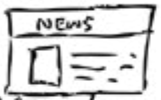
YOUR MISSION

Identify different types of media

You have 1 week to personally record time Spent, purpose and level of engagement you get through interacting with media. Share your findings.

WHY?

It is important to Understand how others influence us and the effect this has on the decisions we make. When we know what these influencing skills look like, we can start to positively use them for ourselves.

PURPOSE	MEDIA	ENGAGEMENT
RELAX	TV.	LOW
EDUCATE	RADIO	MEDIUM
FUN	 ARTICLE/MAGS	
STAY IN TOUCH	BOOKS	HIGH
SHARE INFO	MUSIC	
RESEARCH + BUY	INTERNET	
FILL TIME	SOCIAL	
FRIENDS ON THEM	GAMING	
	VIDEO	

TIME	MOND	TUES	WED	THUR	FRID	SAT	SUN
7:00							
8:00							
9 00							
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12 00							
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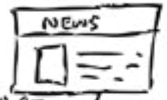
12:00							

PREDICTION

MEDIA RECORDING SHEET

PURPOSE	MEDIA	ENGAGEMENT
RELAX	TV.	LOW
EDUCATE	RADIO	MEDIUM
FUN	 ARTICLE/MAGS	
STAY IN TOUCH	BOOKS	HIGH
SHARE INFO	MUSIC	
RESEARCH + BUY	INTERNET	
FILL TIME	SOCIAL	
FRIENDS ON THEM	GAMING	
	VIDEO	

TIME	MOND	TUES	WED	THUR	FRID	SAT	SUN
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MEDIA RECORDING SHEET

PURPOSE	MEDIA	ENGAGEMENT
RELAX	TV.	LOW
EDUCATE	RADIO	MEDIUM
FUN	ARTICLE/MAGS	
STAY IN TOUCH	BOOKS	HIGH
SHARE INFO	MUSIC	
RESEARCH + BUY	INTERNET	
FILL TIME	SOCIAL	
FRIENDS ON THEM	GAMING	
	VIDEO	

TIME	MOND	TUES	WED	THUR	FRID	SAT	SUN
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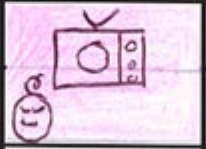
7 00							
8.00							
9.00							
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11 00							
12.00							

MEDIA RECORDING SHEET

MEDIA

PASS

NAME:

HOBBIES:

OCCUPATION:

REGION:

ETHNICITY:

DATE:

AGE:

GENDER:

ALL ACCESS PRESS

MEDIA MEDIA

80294636 0003597

MEDIA PASS

DATE: 18.02.2019

AGE: 14 years

GENDER: Female

NAME: Olivia Green

HOBBIES:

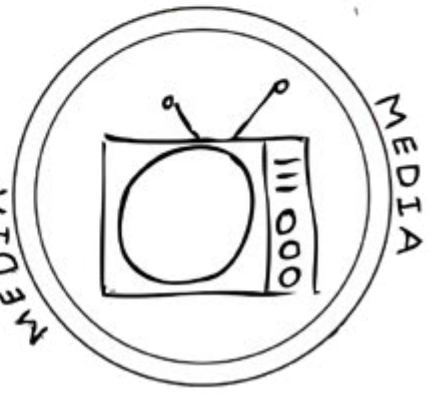
HOBBIES: Horse Riding, running, making things, hanging out with my friends, Cooking, Art.

OCCUPATION: Student

REGION: Gisborne

ETHNICITY: NZ European

ALL ACCESS PRESS



Using your MEDIA RECORDING Sheet, choose your favourite media to answer the following questions.

MEDIA

NAME:

INVESTIGATIVE REPORTER-

USE

① WHO WAS THE TARGET AUDIENCE?

KIDS TEENS ADULTS

(Circle the one you think)

② WHAT WAS THE MAIN MESSAGE BEING SENT?

TO make me Buy | TO educate me | TO entertain me

To persuade me | TO make me aware

(Circle the one you think)

③ WHAT DID YOU LIKE AND WHY?

④ HOW EASY WAS IT FOR YOU TO FIND & USE?

⑤ WHY WOULD/WOULDN'T YOU RECOMMEND USING THIS MEDIA?

ALL ACCESS PRESS

MEDIA TYPE:

TITLE:

Using your MEDIA RECORDING Sheet, choose your favourite media to answer the following questions.

MEDIA

NAME: Olivia Green

INVESTIGATIVE REPORTER-

① WHO WAS THE TARGET AUDIENCE?

KIDS (TEENS) (ADULTS)

USE

② WHAT WAS THE MAIN MESSAGE BEING SENT?

(Circle the one you think)

TO make me Buy | (TO educate me) | TO entertain me

TO persude me | TO make me aware

EASE

③ WHAT DID YOU LIKE AND WHY?

(Circle the one you think)

I really liked the different Stories being told. I loved listening to how they explore the Ocean and how this has helped them in different parts of their life, e.g. Overcome fear I could understand everything.

④ HOW EASY WAS IT FOR YOU TO FIND & USE?

It was pretty easy as we have two T.V.'S at home. It was advertised in between other Shows.

⑤ WHY WOULD/WOULDN'T YOU RECOMMEND USING THIS MEDIA?

I would recommend this documentary to others. I loved the camera work as it felt like I were diving with them and I learnt alot.

ALL ACCESS PRESS

MEDIA TYPE: T.V Documentary

TITLE: Diving Deep

Litter Intelligence.
Data. Insights. Action.

Consumer to Producer

LESSON PLAN

Phase PRIMING | INVESTIGATION | **ACTION** | CELEBRATION

Date:	**Success criteria:** • Students can develop a story using at least one social influencing strategy to change behaviour
Resources	• What's in a Story? (One copy for teacher only) • Stories Motivate and Inspire worksheet • Solution Story worksheet • Design Development worksheet • Final Design worksheet • Solution Story Record worksheet • Heat Gauge worksheet
Teacher Reflection / Notes:	

	What's in a Story? teaching sequence	**Timing**
1	Talk through the What's in a Story? Worksheet, identifying the different types of stories as well as the 3 main parts found in most successful stories (situation, complication, resolution). Get students to give examples of this structure e.g.. Disney movies, lotto ads etc..	45 mins - 1 hour
2	Talk through Task A on the Stories Motivate and Inspire sheet.	
3	Refer to the Solution Story worksheet. This is intended as a plan/guide, to test their own ideas, for their later presentations. Students can use this structure to help plan their own captivating storyline to tell the story of their chosen plastics issue.	
4	In pairs or as a group, students populate the simple structure of situation, complication and resolution.	
5	Just like a cartoon strip, students can either draw or write what is happening in their story. It is important to remind students they are not writing a whole story, simply summarising and helping to visualise the 3 parts at this stage.	
6	OPTIONAL - Task B: Guided Visualisation Confidence to Succeed If students are stuck with Task A, get them to read through the Guided Visualisation Confidence to Succeed independently and follow steps.	

Consumer to Producer

LESSON PLAN

	Design Development & Presentation teaching sequence	**Timing**
1	Prior to developing their Solution Story further, refer to the Solution Story Record sheet. Clearly read through, explaining to students exactly what they will need to add into their stories in order to receive positive feedback e.g.. data, images, more than 1 solution etc..	1 hour - 1.5 hours
2	Using the Design Development worksheet, students further develop their story to include the above requirements into their storyline in different ways. They may have to adjust their storyline or characters slightly to include all or the necessary detail e.g.. you may need a narrator or visual to incorporate the data in a natural way. Ideas can be drawn or written depending on strengths. Students do not have to have 4 different ideas but it can help to have options and ensure all members contribute ideas.	
3	Once groups are in agreement with their storyline, it's time to plan using the Final Design worksheet and prepare for their presentation.	
4	Encourage students to be creative in their approach, presenting back in a style that suits them, e.g. In the form of a news report, a play, a documentary, a song, or a dance. So long as it tells their story around single use plastic, including all information found in both their Solution Story and Solution Story Record worksheet.	

CONSUMER TO PRODUCER CHALLENGE

You will need...

Stories Motivate + Inspire task sheet, blank Solution Story template, blank Solution Story record sheet, blank HEAT GAUGE Sheet.

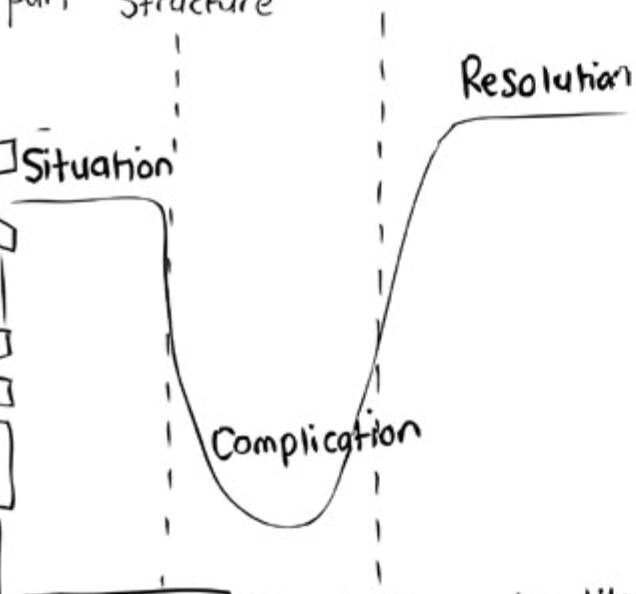
WHY?

If we can encourage Others to Imagine a better world they are more likely to Start Soluing the problems for themselves.

WHAT'S THE STORY?

(1) DID YOU KNOW?

The most Successful Stories follow a 3-part Structure



Situation: Who is the main likeable Character and what are they trying to do?

Complication: What things are in their way and how will they overcome them?

Resdution: Describe how the Achievements have changed the main characters life for the better?

(See Story Patterns for more information)

(2) Its true!

The most Successful Stories encourage US to EXPLORE and IMAGINE for Ourselves

We need to encourage our audience to question things, Solving problems for themselves -: We need our audience to be truly listening, thinking and feeling

(P) What makes this a Concern?
(E) What impact is this problem having on...?
(P) What possible ways forward Can I see?

You must:

Include data and images to help tell the Story.

(3) Call to Action

We can only change behaviours if people feel personally and emotionally connected to the problem. You must offer more than 1 Solution to the problem and the Solutions offered must encourage your audience to want to help and get Involved. They need to trust what you say and believe in the Solutions offered. Encourage your audience to take ACTION right NOW!! E.G. Read..... Download... Contact.... Followed by a Sense of Urgency NOW!! TODAY! Within the next 24 hrs!

WHAT'S THE STORY?

④ Influencing Statement

We can not tell people to do something, BUT we can offer them a Choice.
End your Story with either One of the following Statements, or you can come up with one of your own:

"This is your choice not mine!"

"You're free to do whatever you want."

"This is really your decision."

"You're the only one who can decide to do this."

"I Can't make the choice for you."

STORY PATTERNS

The most Simplistic way to describe the structure of a Story is, Situation, Complication and resolution.
Examples of this Structure can be found in the following Storylines:

STORY 1 = Snow White

Situation: Snow white takes refuge in the forest with Seven dwarfs, to hide from her Stepmother, the wicked queen.

Complication: Snow white is more beautiful than her Step mother, disguised as a gypsy She poisons Snow White with an apple.

Resolution: The prince, who has fallen in love with Snow White, awakens her from her Spell, with "loves first kiss."

STORY 2 = Yoshi

Situation: A local aquarium looked after Yoshi for 20 years, until She was ready to return to the sea.

Complication: Yoshi started a 2 year adventure encountering Sharks, plastic pollution + Shipping vessels. where was She going?

Resolution: She had travelled 35,000 km to return to the family no one knew she had.

STORIES MOTIVATE and INSPIRE

A

Your TASK.

Whats in a Story?

- Looking at your data Select 1 of the top 3 pieces of Single use plastic items you would like to investigate further.
- Using the Solution Story Sheet, break this issue into 3 Simple parts of a Story. Remember what you read before about "whats in a Story."
- Using these 3 parts Complete your own Story board, you will need a 'Solution Story' worksheet.

EXTENSION PART 3

GUIDED VISUALISATION

CONFIDENCE TO SUCCEED - You will need this worksheet!!

B

Your TASK

"Are you Sitting Comfortably?"

- Retell your Story to the rest of the group and gather feedback, using the 'Solution Story Record' Sheet.

- Using the feedback given, Complete your Own Solution Story record sheet. Add up your Scores and transfere them to the 'Heat Gauge' worksheet.
- How have your presentation Skills improved from your 'Mini Mission Possible' presentation?

PART 3:

GUIDED VISUALISATION
CONFIDENCE TO SUCCEED

Your Task... Here are some Simple techniques to

Feel More Positive in Yourself!!

Learn how to Consciously Control thoughts and emotions, playing with how you react to Certain Situations.

If Something is bothering you Shrink it down, take out the Colour, move it away, view it as the 3rd person.

Step ①
Make yourself Comfortable and Close your eyes Think about a positive time in your life that made you feel great

✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡

Step ②
Open your eyes!! Talk through everything you Saw and remembered e.g. Did you See it in Colour, detail, and did you see it through your own eyes??

✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡

Step ③
Close your eyes again, remember what you saw
Concentrate On the positive emotions Linked to it
Now try..

ⓐ Making the picture bigger
ⓑ Making it brighter and more Colourful
ⓒ Turn up the Sound
ⓓ Zoom in on it

✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡

Step ④
Now try the Opposite

ⓐ Make the picture Smaller
ⓑ Make the image fuzzy and darker
ⓒ See yourself in the picture rather than through your own eyes!!
ⓓ Zoom Out until it feels far away.

You Should notice the emotion in the picture Starts to fade away

✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡ ✡

Armed with this information you can now use it for everything you want to feel

If it's motivation, excitement, Simply look at Something that does make you feel this way. You can Shift the problem task, to make it look and feel totally different. Make it feel the same as that which is positive

Step ⑤
Now Start to bring it all back!!

ⓐ Picture it close up, with Colour, Sound, Viewing it through your own eyes.

Enjoy the positive emotion Coming back to You!

Slowly Open Your EYES.

SOLUTION STORY

SITUATION	COMPLICATION	RESOLUTION
①	②	③
①	②	③

THINK About

Who is the main Likeable Character and what are they trying to do?

What things are in their way and how will they overcome them?

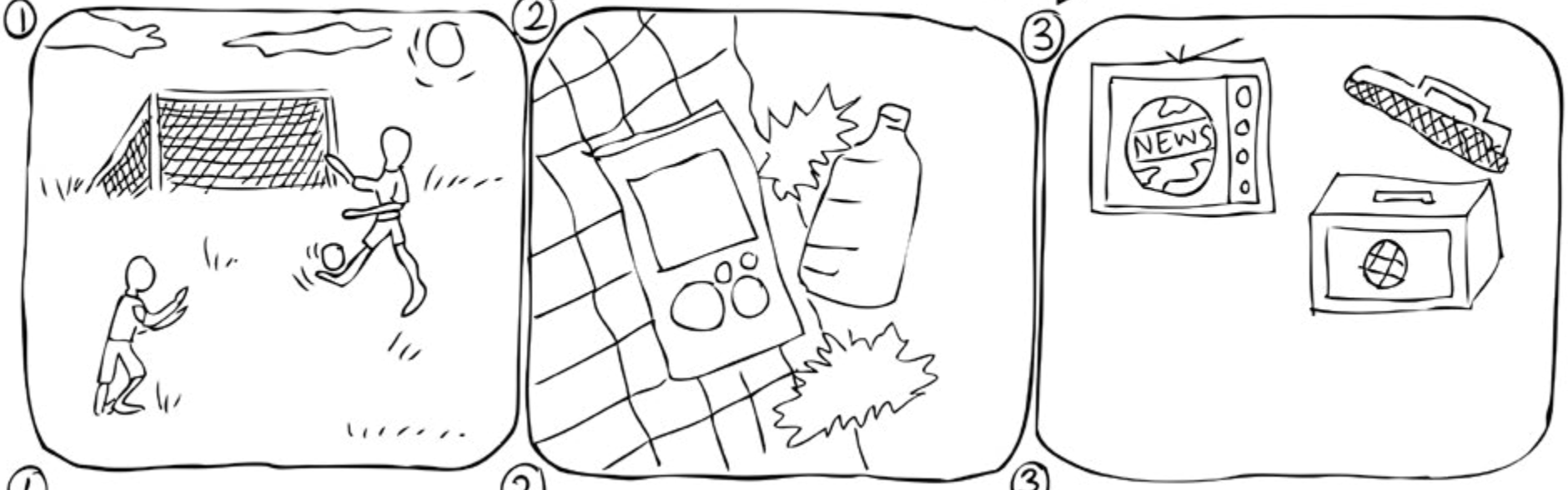
Describe how the Achievements have changed the main characters life for the better?

What to Include

NAME: _____

SOLUTION STORY

SITUATION → COMPLICATION → RESOLUTION



1. I love to play sport with my friends at school, especially soccer at lunchtime. Recently I have not felt like playing and my feelings for sport have started to change

2. When I look at the playing field all I can see are pie wrappers and plastic wrappers everywhere. They are caught in nets and under my feet. The school bins are overflowing, it needs to be stopped!!

3. If we were to design a new school recycle system, adding more bins with lids, we could also organise a rota system, promoting litter free sport. This would help encourage others to buy paper not plastic and to recycle. Our fields would once again be litter free

THINK About

Who is the main Likeable Character and what are they trying to do?

What things are in their way and how will they overcome them?

Describe how the Achievements have changed the main characters Life for the better?

What to Include

NAME: _____

IDEA 1:

IDEA 2:

DESIGN

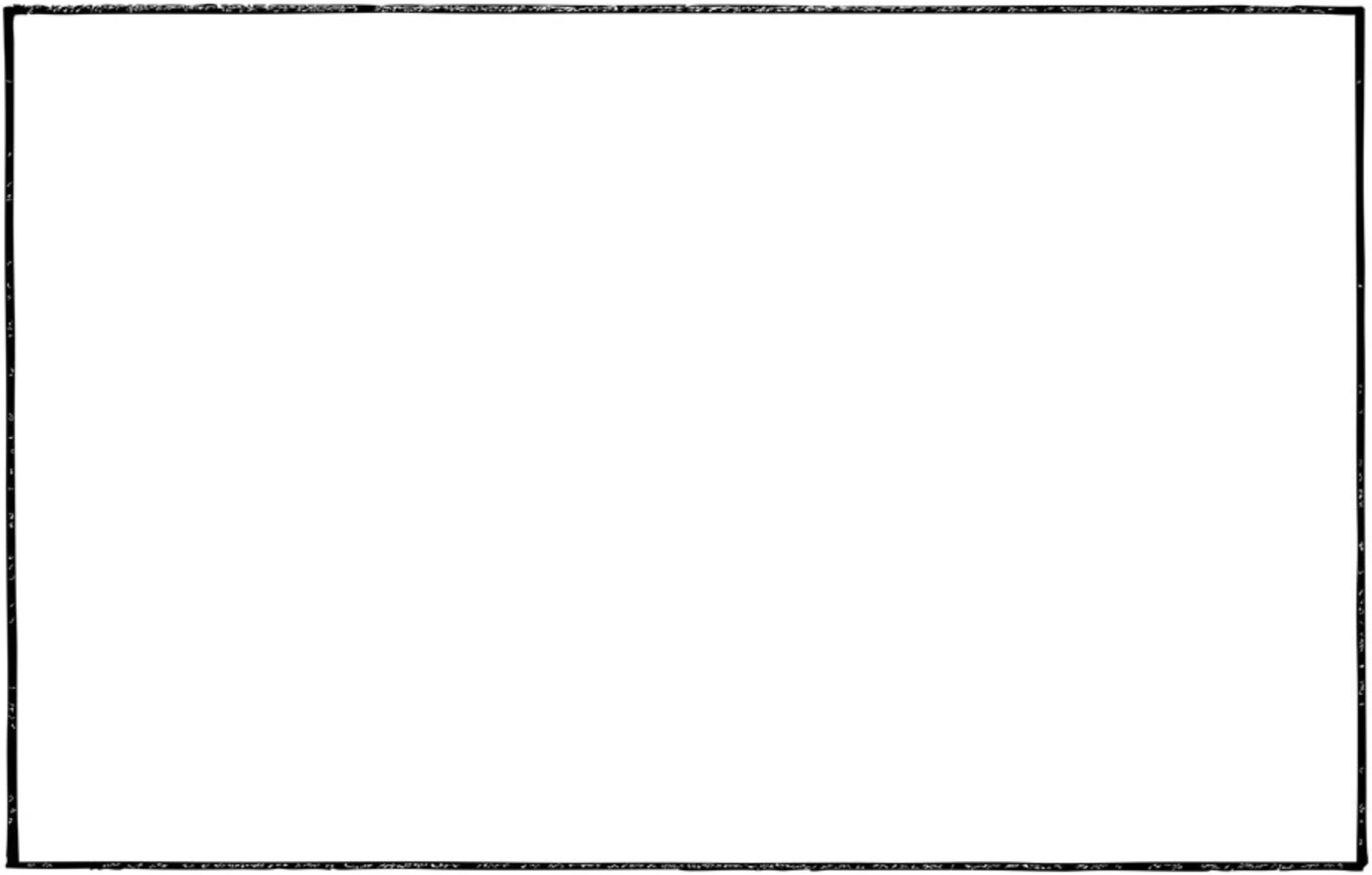
IDEA 3:

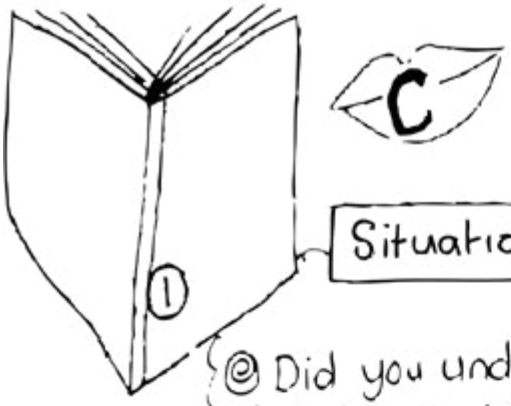
IDEA 4:

DEVELOPMENT

FINAL DESIGN

FINAL DESIGN





C

ACHIEVED

☹ = 1 😐 = 3 ☺ = 5

FEEDBACK

① Situation

- Did you understand what the problem was?
- Did they include data to prove there was a problem?

TOTAL SCORE

② Complication

- Did they use images to show the effects
- Did it make you feel like you wanted to help?

TOTAL SCORE

③ Resolution

- Did they give more than 1 Solution to Solving the problem? (Provide a visual of what this may look like)
- Did you feel the Solutions offered were Something you could get involved in?

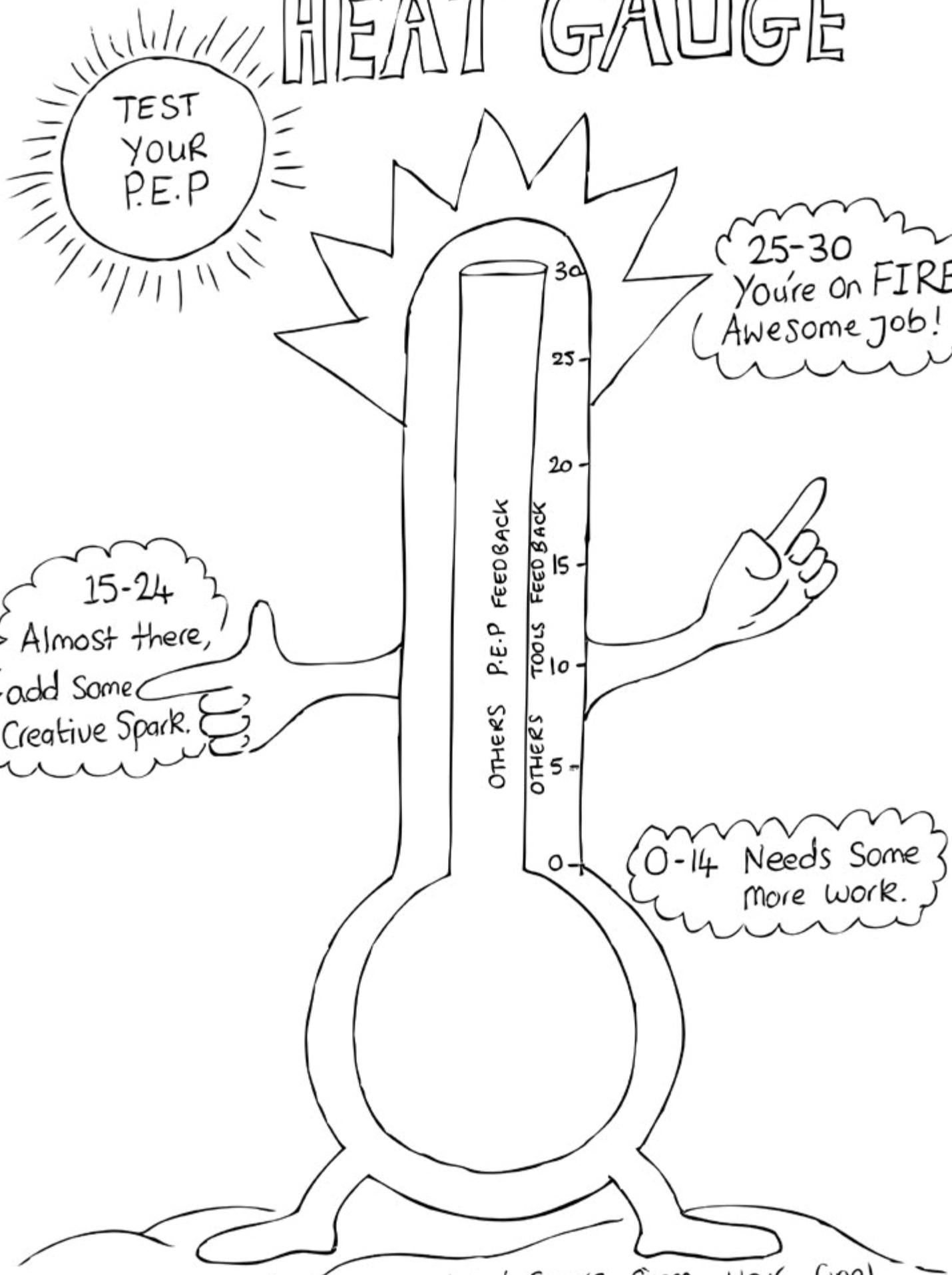
TOTAL SCORE

NAME: .....

HAPPILY EVER AFTER?

SOLUTION STORY RECORD

HEAT GAUGE



TASK: Add up your total Score from your final presentation and Colour in the heat gauge.

Litter Intelligence.
Data. Insights. Action.

Big Idea

LESSON PLAN

Phase PRIMING | INVESTIGATION | **ACTION** | CELEBRATION

Date:	**Success criteria:** • Students can enact an action plan tackling litter in their community with minimal teacher support. • Students can work cooperatively towards achieving shared goals. • Students can prepare and deliver a detailed report about their activities in the class.
Resources	• Project Proposal worksheet • Storyboard worksheet

Teacher Reflection / Notes:

Students are given the choice to work individually, in pairs, or as part of a small group. Building upon their previous knowledge around litter data, they are required to develop and act on a plan to make positive change in their community regarding litter. They can either work on an existing data driven idea from their Consumer to Producer challenge, start work on a new one, or combine any previous ideas shared amongst the group. They must feel strongly enough about this idea to want to develop it further, into their BIG IDEA.

See next page for teaching sequence

Litter Intelligence.
Data. Insights. Action.

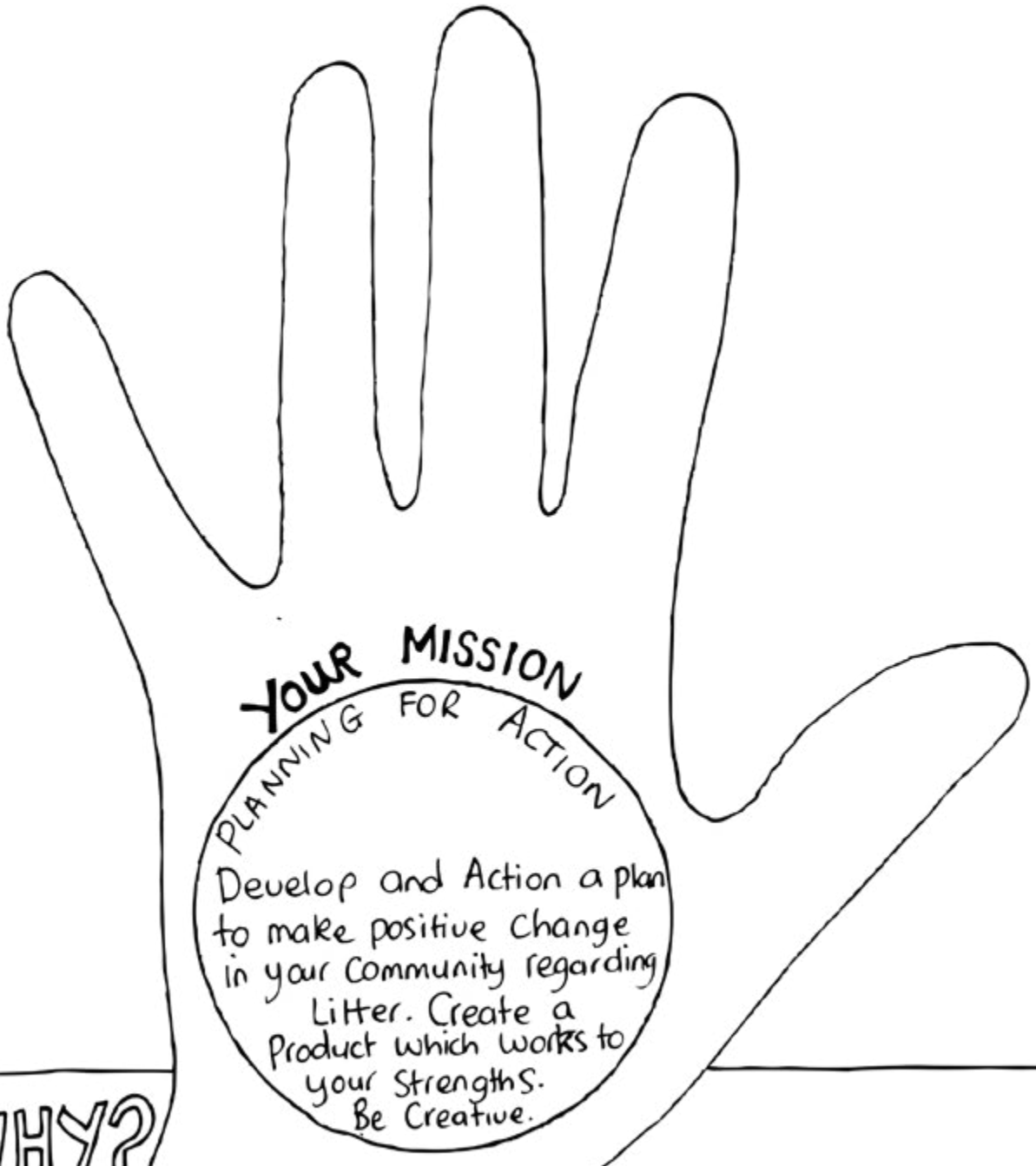
Consumer to Producer

LESSON PLAN

	Big Idea teaching sequence	**Timing**
1	Introduce Project Proposal worksheet (1 per group), using the example worksheet to help with explanations. Encourage students to also refer back to their Wake up to Media challenge, considering target audience, messaging etc.. When deciding upon the 'Type' of product to create, students need to be supported and encouraged to work to their own individual strengths. There are some great examples on Litter Intelligence under the Action tab if students need some inspiration!	1 hour - 1.5 hours
2	When deciding upon a product to create, it is important to remind students of the time frame involved. As a facilitator you will need to help students manage their time accordingly and help set realistic goals in which they can successfully accomplish, within the time frame e.g.. The average length of a commercial is 2-3 mins. We don't want this to become a short movie!	
5	Introduce Storyboard worksheet, using the example worksheet to help with explanations. Provide students with several blank copies of the storyboard worksheets, as well as 'post its' in which stages of production can easily be planned, drafted out and moved around if needed, prior to completing the final storyboard. If working in pairs or small groups, students are only required to complete one master copy (which all have contributed ideas to) this can later be photocopied for other group members.	1 - 2 weeks to refine idea
6	It is important to emphasise the flexibility of the storyboard as stages planned may well change. Students need to be ready to expect the unexpected and adapt accordingly.	
7	This portion continues over many weeks so that students can create a robust 'Big Idea' or action solution. Students work in small groups and refer to their Project Proposal and Storyboard to guide their final product. Teachers will need check in points along the way and may need to facilitate.	4 - 6 weeks
8	Students can present back to the rest of the group in any form they choose. Encourage students to give one another positive, constructive feedback. Allow students time if needed to make any final changes before organising the Celebration Phase of their journey.	

BIG IDEA CHALLENGE

You will need... Blank project proposal sheet, blank Storyboard, Pen, pencils, rubber.



WHY?

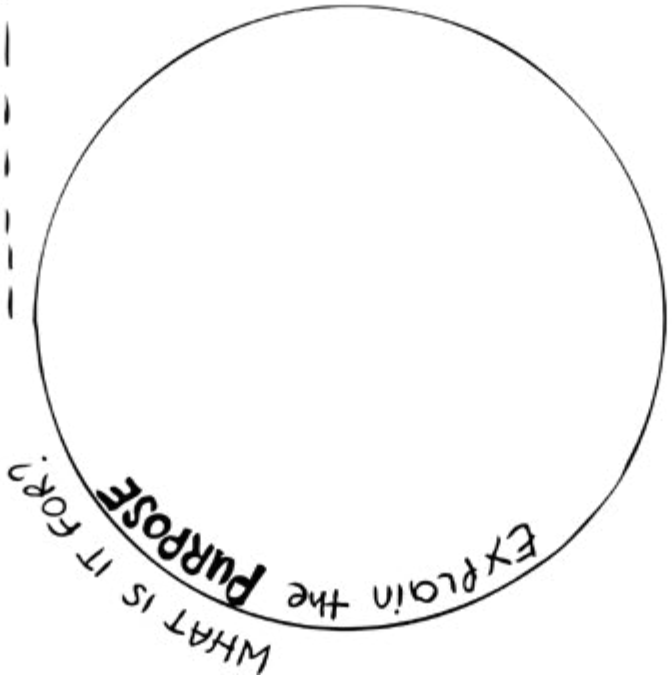
You have been following a think, feel, do approach. All Great Ideas need a Structure to Succeed. Planning how to accomplish goals will force us to test our Ideas, Organise our time and prioritise actions. We must keep focus on our purpose to Succeed!

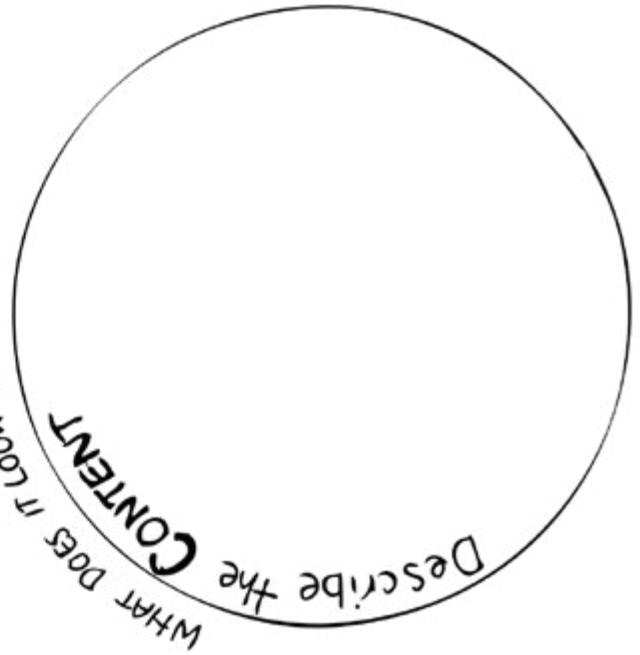
PROJECT TITLE=

STYLE:

CONTACT details=

PROJECT PROPOSAL
to
Sustainable Coastlines
'Litter Intelligence'.....





PROJECT TITLE=
"What do you want your product to be called?"

CONTACT details=
"Your name, address, phone number...

PROJECT PROPOSAL
to
"Who are you creating this marketing campaign for?"

STYLE: Genre→ Comedy, Scifi, fantasy, Mystery

TYPE Of product

Think about what you are making-:? Do you want to Create?@ Performance, Visual piece of Artwork, poster, documentary, News report Music video, Song-
?

Select 1 type of product from the list
<u>Or</u>
Come up with your own idea!

PURPOSE

Explain the

Think about Why you are making it? Is it to@ Entertain, Inform, Educate, Improve...?

Select 1 reason from the list <u>Or</u> Come up with your own idea!

CONTENT

Describe the

What Can people expect to See (What will it look like at the end)? Series of Posters, Photographs, 2 minute music 01 minute video trailer, Wearable Arts Costume...

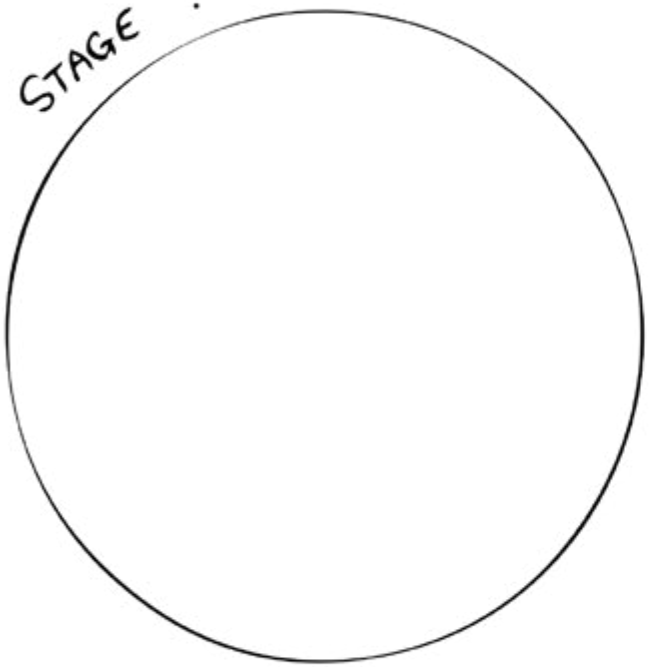
Select 1 (or more) But be <u>realistic</u> of what you can achieve in the time frame!!

What + who do you need?

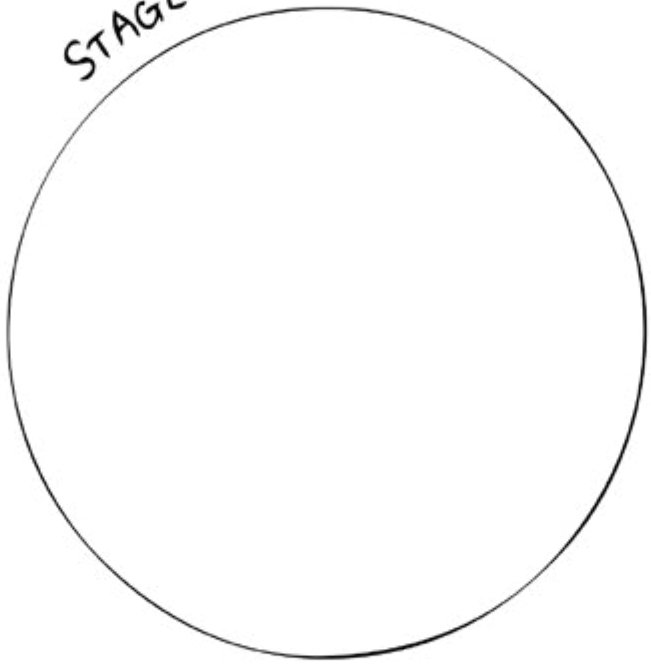
What + who do you need?

What and who do you need?

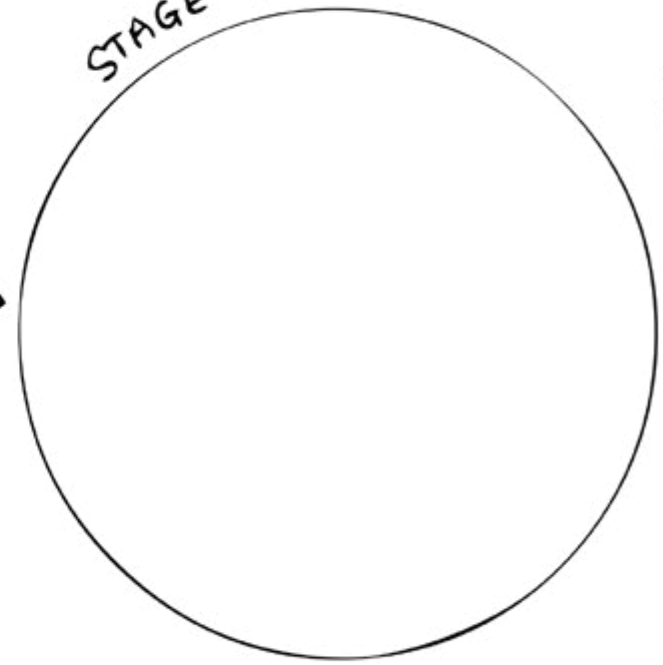
STAGE :



STAGE :



STAGE :



STORY BOARD

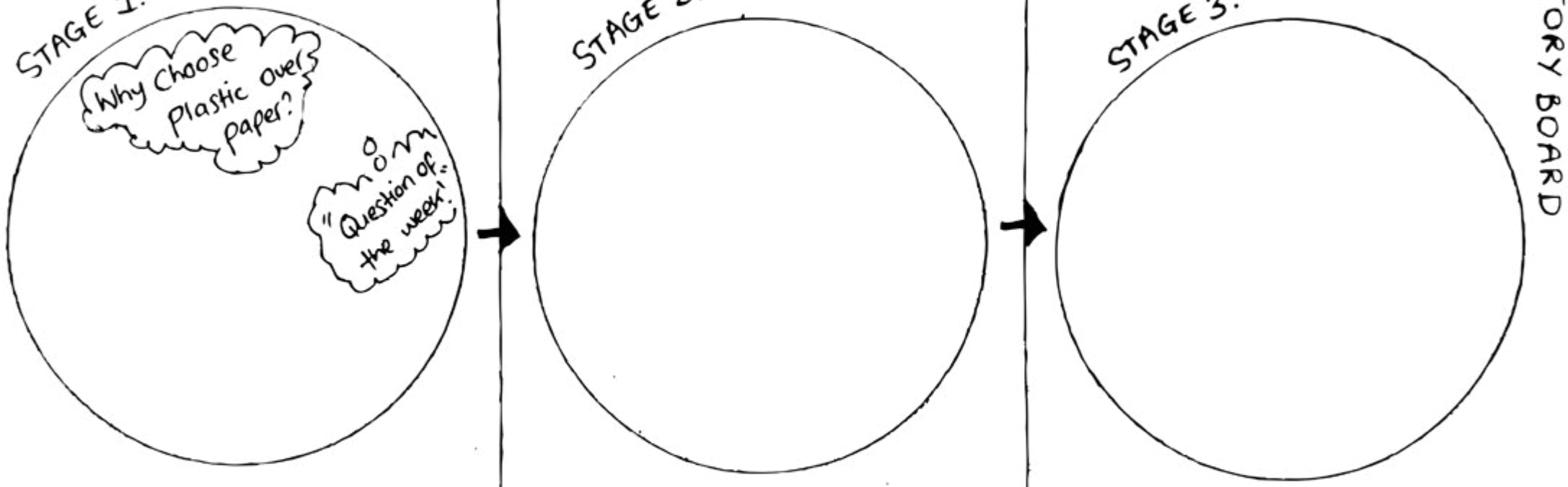
What needs to happen?

What needs to happen?

What needs to happen?

What + Who do you need?	What + Who do you need?	What and Who do you need?
People, Materials, resources · An appointment · My team member · Brief description what we need to Send in email. · Transport	→ · Video Camera / microphone · phone · Questionaire · My team member + Camera operator	· Collection of plastics from School field or Cafe + papers · Scissors, tape, glue, · model · Skilled designer / artist

STORY BOARD



What needs to happen?	What needs to happen?	What needs to happen?
Contact Interview Reporter from the Gisborne Herrald. Ask her to publish our question	Hit the Streets of Gisborne (outside PAK N Save - Count-down) Gather information from Community. Record it (Video + Audio.)	Create wearable Art Outfits x 2 from plastic + paper.

4 Celebration.

Following a prolonged effort from teachers, students and parents, we acknowledge the learning and action of the students making time for meaningful reflection.

The following activities form the core of this programme phase. Extensions can be added on top.

Litter Intelligence.
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Activities

CELEBRATION CHALLENGE

Page 90

Open evenings, assembly, prize giving

REFLECTION & EVALUATION

Page 95

1 hour

Litter Intelligence.
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Celebration Challenge

LESSON PLAN

Phase PRIMING | INVESTIGATION | ACTION | **CELEBRATION**

Date:	**Success criteria:** • Students can share what they have learned with an audience • Students can explain what they have learned and how they have demonstrated action competence.
Resources	• Computer, projector, filming device • Tools Presentation Feedback worksheet • Final P.E.P Presentation Feedback worksheet • Heat Gauge worksheet
Teacher Reflection / Notes:	

Teacher Strategies

We want everyone to celebrate and reward students' achievements, including that of the facilitator. Proudly recognising and valuing all efforts made. The format for presentations is very open. As a facilitator you may decide to showcase only the final products. We do however strongly advise to capture (record) all presentations, so students can reflect upon progress made.

Open Invitation

Where possible the final stage of celebration should be shared with friends, family, school and the wider community. Possible ways/platforms used for sharing this event could include: open evenings, school assembly, write up in the local newspaper, social media, school website, school newsletter.

Presentations

We want students' presentations to encourage, inspire and motivate others to make positive changes for a better future - the wider the audience the better!

As a facilitator It is important to set every student up for success. Ensuring all technology is actively backed up, loaded and working, as well as having everything in place prior to the event. This is not the time for surprises and students should feel confident they are fully supported. Resources needed will vary, depending on the style in which students choose to present.

	Celebration teaching sequence	**Timing**
1	All groups take turns presenting their chosen LIEP aspects (it could be their entire journey or just their final action). All presentations will need to be recorded for students, teachers to reflect on with Sustainable Coastlines staff at a later date.	1–2 hours
2	The facilitator, peers or audience members are required to complete a Final P.E.P Presentation Feedback worksheet for all students presenting. This is a great way for students to compare their scores from where they began their LIEP journey to now.	

CELEBRATION CHALLENGE

You will need... A computer to present your Investigations on
Your finished product, blank presentation Tools - Feedback sheet.

WHY? We want to Celebrate and reward your Achievements. Your efforts have been proudly recognised and valued. You have helped to Inspire and Motivate Others. Maintain any behavioural change and Continue to Influence Others.

ACHIEVED

☹ = 1 ☺ = 3 ☺ = 5

FEEDBACK

NAME: _____

① Situation

Did you understand what the problem was?	☐	
Did they include data to prove there was a problem?	☐	
	TOTAL SCORE ○	

② Complication

Did they use images to show the effects	☐	
Did it make you feel like you wanted to help?	☐	
	TOTAL SCORE ○	

③ Resolution

Did they give more than 1 Solution to solving the problem?	☐	
Did you feel the Solutions offered were Something you Could get involved in?	☐	
	TOTAL SCORE ○	

HAPPILY EVER AFTER?

FINAL P.E.P PRESENTATION
FEED BACK

PRESENTATION TOOLS

=5 =1 =3

FEEDBACK

SMILE

A GENUINE Smile Conveys Warmth and your intention to engage.

OPEN POSTURE

A closed posture signals rejection

An Open posture communicates positivity.

EYE CONTACT

When we like someone we look at them a lot - 60 to 70% of the time.

Eye contact creates a brain link that pulls us together.

CONNECTION

message / Story. Shared goals = Trust

Do you trust what is being Said and believe they have the Skills to deliver?

ENGAGEMENT

Importance of ENGAGEMENT with your audience = GROWTH STRENGTHEN RELATIONSHIPS ACTION

OTHERS	
YOU	
OTHERS	
YOU	
OTHERS	
YOU	
OTHERS	
YOU	
OTHERS	
YOU	

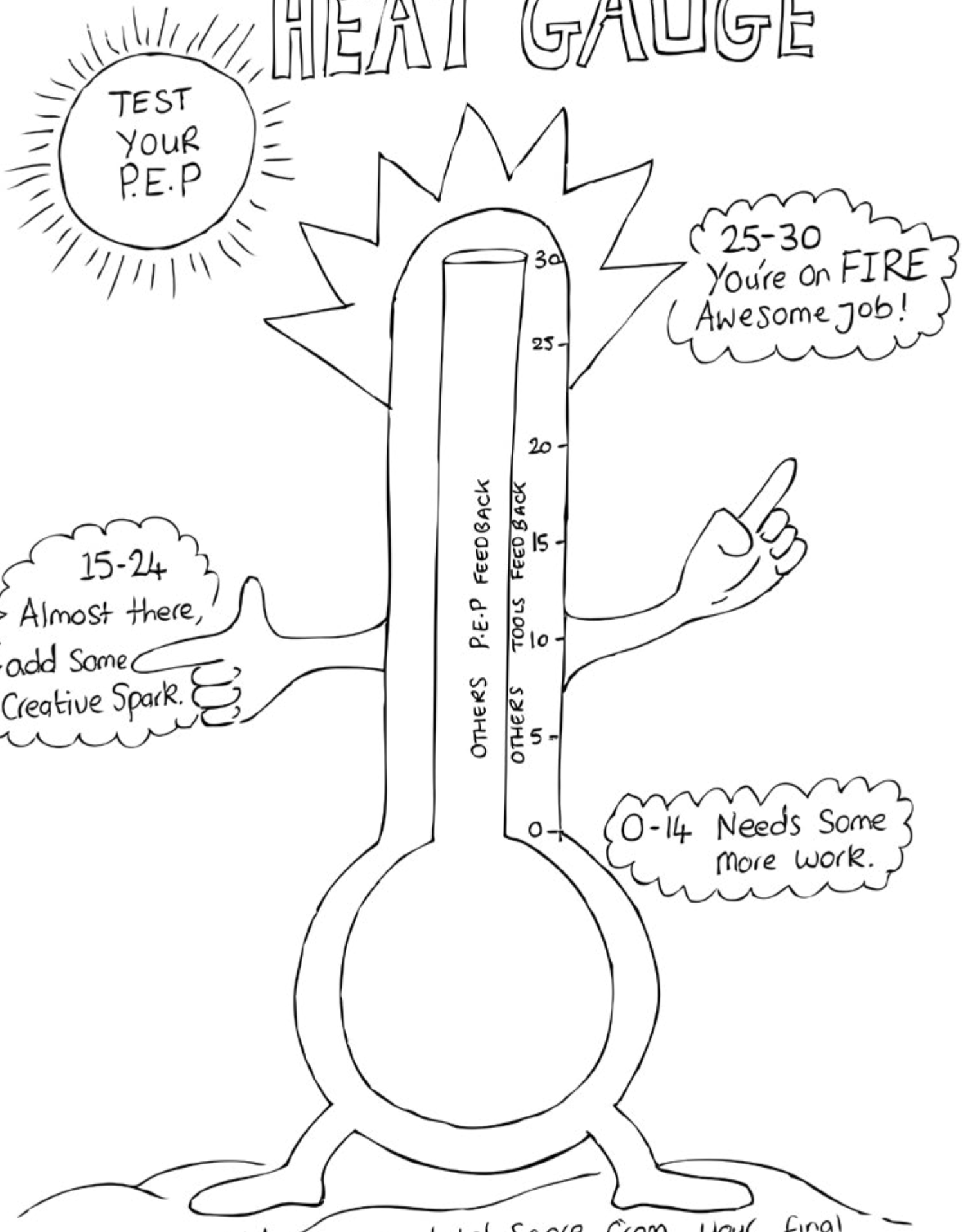
OTHERS TOTAL SCORE =

YOU TOTAL SCORE =

PROJECT TITLE:

NAME:

HEAT GAUGE



TASK: Add up your total Score from your final presentation and Colour in the heat gauge.

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Reflection & Evaluation

LESSON PLAN

Phase PRIMING | INVESTIGATION | ACTION | **CELEBRATION**

Date:	**Success criteria:** • Students can reflect on what they have learned with their peers and others
Resources	• Student Evaluation sheets • Reflections worksheet
Teacher Reflection / Notes:	

	Reflection & Evaluation teaching sequence	**Timing**
1	Hand out the Student Evaluation sheets that we partially completed during the Priming phase.	1 hour
2	Ensure each student completes the last survey on each page (titled Celebration phase).	
3	Get each student to cut along the dotted cutting line before handing them back to you. (This is to keep the surveys anonymous).	
4	Organise a date with Sustainable Coastlines for a 'conference call' to gather final feedback and thoughts from your students. They can fill in the Reflections sheet to help guide this discussion. If Sustainable Coastlines are in the area they may even pop in!	
5	Send all Student Evaluations in an envelope to Sustainable Coastlines physical address.	

REFLECTIONS

NAME:

DATE:

HEAT GAUGE

WHAT TOTAL SCORE DID YOU RECIEVE FROM 'OTHERS'?

WHAT SCORE DID YOU GIVE YOURSELF?

WWW.LITTERINTELLIGENCE.ORG

WHAT DID YOU LIKE BEST ABOUT THE PROJECT?

WHAT WERE YOUR ROSES?

WHAT WERE YOUR THORNS?

WHAT DID YOU ENJOY FINDING OUT ABOUT?

WHAT DO YOU WANT TO LEARN MORE ABOUT?

BASED ON YOUR RESEARCH (TRENDS)
WHAT PREDICTIONS WOULD YOU MAKE FOR THE FUTURE?

Litter Intelligence.
Data. Insights. Action.

Acknowledgements

The Litter Intelligence Education Programme would not be possible without the following contributors who have generously given their time and expertise to the creation of this programme.

Development Team

Dr Sandy Britain, Project Manager
Pete Jarratt, Education Consultant and Learning Design
Ellen Jarratt, Education Consultant and Illustration
Olly Bison, NZ Curriculum links
Frances Watling, Designer
Oliver Vetter , Science Advisor
Harry Mills, Friction Free Influencing
Amber Pierce, Evaluation
Kayla Swannack, Evaluation
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