

## Plastic Bags, Bottles, and Straws, Oh My!

Pollution is everywhere! What can we do about it? We have been studying the effects of plastic pollution on the marine animals that live in or near the ocean by reviewing texts, videos, and images from a variety of multimedia sources. Many of our daily practices are contributing to this problem. Let's take action by creating a service-learning project for our school. We will focus on reducing the amount of plastic used throughout the day.

### Project Tasks

1. Complete the TED-Ed lesson "Dianna Cohen: Tough Truths About Plastic Pollution" at <http://ed.ted.com/on/Kyp6SEb5> (Hundley, n.d.). The following image is what the lesson looks like online. Complete the sections Watch, Think, Dig Deeper, Discuss, and Finally.

#### Dianna Cohen: Tough Truths About Plastic Pollution

LESSON CREATED BY CINDY HUNDLEY USING TED-ED

VIDEO FROM TED-ED YOUTUBE CHANNEL

#### Let's Begin . . .

Dianna Cohen is a visual artist and co-founder of the Plastic Pollution Coalition. She describes the global issue of plastic pollution in our oceans as well as her initial solutions to the problem, which included using plastic in art as well as cleaning up the garbage gyres in the ocean. However, she ends her talk by describing a more realistic solution to the ocean plastic pollution crisis.




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**Watch**

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**Think**

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**Dig Deeper**

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**Discuss**

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**. . . And Finally**

2. Your group of three or four will create a website and blog using one of the following web tools: Weebly ([www.weebly.com](http://www.weebly.com)), Kidblog (<http://kidblog.org>), PBworks ([www.pbworks.com](http://www.pbworks.com)), or WordPress (<https://wordpress.com>). This webpage will be used as a collaborative tool for brainstorming, planning, sharing information, commenting, making announcements, and analyzing the impact of your project. There should be at least three pages on your website in addition to the home page. These pages should be labeled for your plan, any resources used, persuasive techniques to encourage action in others, and evidence of the work your group has accomplished (videos, comments, data, or pictures). (Visit <https://ithemes.com/tutorial/category/wordpress-101> [iThemes, n.d.] to find helpful tutorials on the creation of a website and blog using WordPress.)

3. After you have prepared the service-learning project plan, your group will work with your peers to implement the plan within the school community. Your group will have to adhere to the following guidelines to implement this plan.
- ◆ Complete the “Plan Task Sheet” for your project.
  - ◆ Get permission from your homeroom teacher so that you may successfully and adequately complete your job in case you will be late to class, leave early, or use some of your class free time.
  - ◆ Keep track of the work you do by jotting your actions down in a log. Include any numerical data you collect.
  - ◆ Meet weekly with the group to discuss problems and successes, or to answer any questions that have arisen.
  - ◆ Come to meetings prepared. If you are unable to complete your job, please discuss this with your group members and make sure someone can assist you in completing the task in your absence.
  - ◆ Upon completion of the project, your group will discuss the results of the plan and include a blog post on its website so that others can be made aware of the impact of your hard work.

#### Plan Task Sheet

Name: \_\_\_\_\_

- What is the purpose of the project?
  
  
  
  
  
  
  
  
  
  
- What are your goals?
  
  
  
  
  
  
  
  
  
  
- Who will be involved?
  
  
  
  
  
  
  
  
  
  
- Who will be responsible for completing each job?

- When will the project take place (beginning and end dates)?
- What materials are needed to complete the project?
- What resources will be used?
- What experts will be contacted?
- How will your work be assessed?

## Scoring Rubric

<b>Objective 1: Students will plan, implement, and discuss a service-learning project on ocean plastic pollution.</b>				
	<b>1 SIGNIFICANT REVISION NEEDED</b>	<b>2 SOME REVISION NEEDED</b>	<b>3 PROFICIENT</b>	<b>4 EXCEEDS EXPECTATIONS</b>
<b>Project Plan</b>	<ul style="list-style-type: none"> <li>• Project plan attempts to provide a service to the school but is not realistic in purpose.</li> <li>• Plan shows little evidence of organization.</li> <li>• Plan addresses some of the provided questions effectively. Others are not addressed or lack detail.</li> <li>• Plan includes some group members; a few members are doing all the assigned tasks.</li> <li>• Plan is posted on the website but is limited in its detail and description.</li> </ul>	<ul style="list-style-type: none"> <li>• Project plan provides a service to individual rooms in the school building.</li> <li>• Plan shows some evidence of organization, but some gaps are present.</li> <li>• Plan addresses most of the provided questions effectively.</li> <li>• Plan includes most group members; some members are assigned more tasks than others.</li> <li>• Plan is listed on the website but lacks detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Project plan provides a service to the school related to the authentic topic of plastic pollution.</li> <li>• Plan is organized.</li> <li>• Plan addresses all provided questions effectively.</li> <li>• Plan is realistic.</li> <li>• Plan includes all group members equally.</li> <li>• Plan is recorded on the group website.</li> </ul>	<ul style="list-style-type: none"> <li>• Project plan provides a service to the school and community related to the authentic topic of plastic pollution.</li> <li>• Plan is well organized and includes detailed descriptions of each component.</li> <li>• Plan addresses all provided questions in addition to student-initiated questions.</li> <li>• Plan includes all group members and outside experts.</li> <li>• Plan is recorded in great detail on the group website in addition to another student-initiated web 2.0 tool.</li> </ul>
<b>Project Implementation</b>	<ul style="list-style-type: none"> <li>• Project is not fully implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Very few changes are made even if they would make the project more effective.</li> <li>• Most of the group members complete their assigned tasks effectively; some members fail to complete their tasks or do so ineffectively.</li> <li>• Project activities are recorded on the website with little detail or description.</li> </ul>	<ul style="list-style-type: none"> <li>• When necessary, changes are made to the plan to meet the intended purpose of the project.</li> <li>• All group members complete their assigned tasks effectively.</li> <li>• Project activities are recorded on the group website.</li> </ul>	<ul style="list-style-type: none"> <li>• When appropriate, additions and deletions are made to the plan in order to meet the intended purpose of the project.</li> <li>• All group members and additional volunteers complete their assigned tasks effectively and within the provided time frame.</li> <li>• Project activities are recorded on the group website in addition to another student-initiated web 2.0 tool.</li> </ul>

<b>Project Analysis</b>	<ul style="list-style-type: none"> <li>Analysis is not complete.</li> </ul>	<ul style="list-style-type: none"> <li>Students report some of the results of their project; some data may be missing or incomplete.</li> <li>Data are represented in a visual form; the chosen form may not be the most appropriate.</li> <li>Project analysis is listed on the website but lacks detail and description of some components.</li> </ul>	<ul style="list-style-type: none"> <li>Students accurately report the results of their project.</li> <li>Data are appropriately represented in a visual form.</li> <li>Each component of the project is analyzed.</li> <li>Project analysis is recorded on the group website.</li> </ul>	<ul style="list-style-type: none"> <li>Students accurately report the results of their project, specifically noting individual actions.</li> <li>Data are appropriately represented in more than one visual form.</li> <li>Each component, as well as the overall project, is analyzed.</li> <li>Project analysis is recorded on the group website in addition to another student-initiated web 2.0 tool.</li> </ul>
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**Objective 2: Students will create a website and blog that shares information on the content objective as well as evidence of the impact of their service-learning project.**

	<b>1 SIGNIFICANT REVISION NEEDED</b>	<b>2 SOME REVISION NEEDED</b>	<b>3 PROFICIENT</b>	<b>4 EXCEEDS EXPECTATIONS</b>
<b>Website Requirements</b>	<ul style="list-style-type: none"> <li>Website is not complete.</li> </ul>	<ul style="list-style-type: none"> <li>Website contains fewer than four pages including the home page.</li> <li>The project plan is present, but viewers cannot easily find it.</li> <li>Some activities completed throughout the project are listed but are not labeled to be easily found and may lack detail and description.</li> <li>Some of the project's results are present but are not labeled to be easily found and may lack data, detail, and description.</li> <li>Most group members contribute to the creation and maintenance of the website; some members do not participate in this task.</li> </ul>	<ul style="list-style-type: none"> <li>Website contains four pages including the home page.</li> <li>Viewers can find the project plan easily.</li> <li>The activities performed throughout the project are described, are recorded, and can be easily found.</li> <li>The project's results are recorded and can be easily found.</li> <li>All group members contribute to the creation and maintenance of the website.</li> </ul>	<ul style="list-style-type: none"> <li>Website contains more than four pages including the home page. All pages are related to the topic of ocean plastic pollution.</li> <li>The project plan is clearly visible and includes a detailed description of the plan.</li> <li>The activities performed throughout the project are clearly visible and include a detailed description of each task.</li> <li>The project's results are clearly visible and include a detailed description of each analysis.</li> <li>All group members and additional volunteers contribute to the creation and maintenance of the website.</li> </ul>

<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Some students work together, but there are disruptions that impact the success of the project.</li> <li>• Group work is not divided equally among all members; a few students do all the work.</li> <li>• Group members do not attempt to hold one another accountable for their actions. Many members are allowed to neglect their assigned tasks with little or no consequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Most students work together, but the group do not complete all assigned tasks.</li> <li>• Group work is not divided equally among all members; some members do more of the work than others.</li> <li>• Group members attempt to hold one another accountable for their actions. Some members are allowed to neglect their assigned tasks with little or no consequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work together effectively, completing all assigned tasks.</li> <li>• Group work is divided equally among members.</li> <li>• Group members hold one another accountable for their actions respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and additional volunteers work together effectively, completing all assigned and modified tasks.</li> <li>• Group work is divided equally among members and volunteers.</li> <li>• Group members hold one another accountable for their actions in a respectful and professional manner.</li> </ul>
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Sources: Hundley, C. (n.d.). Dianna Cohen: Tough truths about plastic pollution [Video file]. Accessed at <http://ed.ted.com/on/Kyp6SEb5> on June 29, 2016; *iThemes*. (n.d.). WordPress 101: What is WordPress? Accessed at <https://ithemes.com/tutorial/category/wordpress-101> on June 29, 2016.