

The 7th continent

Through this activity, students will be led to understand the complexity of the issue of protecting marine/aquatic environments and the urgency of the situation. They will understand the impact of human activities on the oceans and will be made aware of this issue. The activity will allow them to give meaning to waste sorting and to project themselves as actors of change by getting involved and sharing their new knowledge with those around them.

A few words about the activity



It was produced by French and Belgian teachers as part of the Erasmus+ ENIEDE project co-financed by the European Union in their Village-Monde. It is part of a process of mutual discovery around the theme of "Protection of aquatic fauna and flora", Sustainable Development Goal No. 14 of the United Nations.

Make way for creation!



GOALS

- Opening up to the complexity of sustainable development issues.
- Raise awareness among students about the threats of plastic pollution at sea and the protection of aquatic environments.
- Understand the urgency and necessity of reducing plastic waste and combating its presence in aquatic environments.



DURATION

3 hours split into several sessions



MATERIAL

- Videos, video clips / 1 video projector
- Documentary texts
- Sheets for group work
- Materials for producing posters (sheets, markers, etc.)

1. Sharing knowledge and reviewing previous activities (oral and collective):

The teacher asks the students to review the work carried out as part of the European Week for Waste Reduction (EWWR/November 2023). The aim is to reactivate knowledge related to waste sorting, sorting criteria, different bins and the issues and SDGs (Sustainable Development Goals No. 14).

The teacher explains that in this module, we will focus on a particular type of waste, plastic waste linked to aquatic environments.

3. Pooling and debate (oral and collective):

What are the consequences of the presence of plastics in the oceans? Students give 6 examples of the impacts of plastic on the oceans and answer the questions: What problems does plastic waste pose in aquatic environments? Why is it important to preserve the oceans?

Why is it urgent to stop the proliferation of plastic waste? The teacher moderates the discussions between students, leading them to select the proposals to be retained to justify the need to reduce plastic waste.

2. Analyze information (group, oral and written):

The students watch some videos (see below) and highlight the consequences of the presence of plastic in aquatic environments: for the aquatic environment, for the environment for wildlife, for man, ...

Within each group (maximum 4 students per group), the students discuss the videos seen and complete the document given: they highlight the problem and the message raised by each video. The rapporteur of each group presents the group's work on the board.



4. Proposed solutions (group):

How can we act to reverse this trend? What can we do on our scale?

In groups, students think about ways to contribute to reducing the production or use of plastic and list actions that contribute to this:

What I can do concretely to reduce the use of plastic

What I can do to prevent plastic from entering the water (the 3 Rs: reduce, reuse, recycle)

5. Institutionalization

The teacher will ask the students to take stock of what they have learned in this course.

At the end of these different phases, the students produce large posters:

- to inform all school users of the issue of protecting the oceans and the urgency of reducing and recycling plastic waste,
- to encourage them to get involved in this cause and to become actors of this change themselves
- enlist them in a joint project by asking them to find eco-friendly actions to protect the oceans.



Video resources (25 minutes)

By 2050, there will be more plastic than fish in the oceans (37 seconds)

Pollution: Plastic debris discovered in the entrails of deep-sea creatures (40s)

Malformations in sea urchins caused by plastic pollution (1min16)

Environment: plastic additives discovered even in bird fat (1min16s)

By 2050, more than 99% of seabirds will have swallowed plastic, according to a study (1min 20)

Numbers determine the health effects of plastic (1min39)

Toxic bombs: effects of plastics on health (1min54)

The 7th continent (2min 56)

This amazing boat collects plastic from the oceans to make fuel (3 min)

2 minutes, all inclusive plastic pollution (3min 50)

Ocean of plastic (7 min 37 s)

Tips:

This work can also give rise to the production of a video instead of posters (use of Clap).

At the end of this sequence, students will be able to be “resources” or “ambassadors” on this subject and speak in front of classes. They must be able to define and master the following concepts:

Biodiversity, food chain
Ecosystems
Oceans,
Marine/aquatic environments
Pollution
Plastic waste

- Waste sorting
- The 3 Rs: Recycle, Reduce, Reuse
- The 7th continent
- Preservation of resources
- Read ODD

It is important to support during the activity the link with broader objectives, SDGs 6 “Clean water and sanitation”, 14 “Life below water” and 15 “Life on land”.