



a proposal by

INQUIRY GROUP #4

LEADERSHIP CLINIC:

**HEALTHY
OCEANS**



PROJECT OVERVIEW

AGENDA

- 8:45 – Arrive & Catch up (Group activity 1)
- 9:00 – Pack snack and lunch for the day
- 9:10 - Welcome circle and overview of the day
- 9:25 – Pack up and get on transportation
- 10:15 – Arrive at Stanley Park, and surrounding beaches to analyze the litter around
- 11:00 - Sit Spot / Lunch at Third Beach
- 11:45 – Get into smaller focus groups to learn more on different plastics (their main source, their use in Vancouver and their different effects) (Group activity 2)
- 12:30 – Head to the Vancouver Aquarium to visit wildlife rehabilitation centre and Ocean Wise research lab to dive deeper on different marine animals and how our daily items are harming their habitat
- 2:15 – Get into smaller focus groups to discuss and explore how we can reduce our footprint and make an impact against our daily plastic waste (Group activity 3)
- 2:45 - Present findings and inspire discussion on reducing our plastic footprint (Group activity 4)
- 3:15 - Free time to roam around the aquarium and network with other youth
- 3:40 - Closing circle+quiz/prizes
- 3:45 – Get back on transportation heading back to Metrotown
- 4:30 – Good-bye

PROJECT OVERVIEW

STATEMENT

Our leadership clinic is focused on the continuous cycle of our recycled plastics and the long term effects it has on our environment and on our own bodies. Plastics are a major issue that have a huge impact when it comes to pollution and the extinction of aquatic creatures. In order for us to make a memorable statement, we've made a leadership clinic that we believe compacts all of our passions.

Visit to Vancouver Aquarium/Oceanwise

We chose to visit the Vancouver Aquarium and Oceanwise because we believe that they are one of the closest local organizations examining human impact on oceans.

Specifications

- Approx 30 people will come
- Tour about Wildlife Rehabilitation
- Tour of Ocean Wise microplastics lab
- We are flexible with our timetable but would prefer the tours to be after lunch (12:00 pm)
- Both tours will be around 2 hours

ACTIVITY #1

15 minutes

Plastics in the ocean:

Food wrappers, containers and bottles 26%

Bottle and beverage caps 22%

Bags 9%

Straws and stirrers 7%

Plastic lids 5%

Utensils 5%

Cups and plates 3%

Plastic packaging 3%

Balloons 3%

Cigarette butts 3%

Lighters 1%

Personal care products and bottles 1%

Other plastic items 12%

Introduce the group and a background of why we chose to run this clinic

Answer the question: What objects cause the most damage to the ocean?

Start by getting in a circle and talking about ocean pollution as a big group:

-Fishing gear makes up around 15% of plastic found in the seas (Nets, floats, lines and other items from boats)

-80% of the pollution in the ocean comes from land (Plastic makes up most of the garbage)

Of the plastic that ends up in the ocean, what do you think contributes the most to ocean pollution?

-The average person throws out 185 pounds of plastic a year which adds to the 8 million pounds of plastic dumped into the world every year.

-Less than 5% of plastic is recycled

After discussing the pollution, split into groups with the inquiry group members as leaders:

-Give out pictures of different plastics that people use daily and ask the students to put it in the order of what contributes the most the pollution to what contributes the least (based on their opinions)

-Similar to the activity we did first at our workshop

-Then tell them the percentages and real order.

Photo cards used:

https://docs.google.com/document/d/1KmVVPQJluzOJ-_e2ljqgn1Sy6wHT0HPlaTmg1fzaz6M/edit

-After completing the activity, form a class circle with all the groups. Reflect on what students thought and why. Talk about what surprised them about the true facts and why. Also have students reflect the plastics in the activity with the plastics they use everyday in their lives

-Explain the next activity (beach cleanup) to the students. Tell them to keep an eye out for plastics that they find and see how it relates to

activity 1 (did the percentages seem accurate or not)

News sources:

<https://www.euronews.com/2018/04/20/what-plastic-objects-cause-the-most-waste-in-the-sea>

<https://oceanservice.noaa.gov/facts/pollution.html>

ACTIVITY #2

20-30 minutes

TALK ABOUT THE PLASTICS ON THE BEACH

This activity will take place at 2nd beach at Stanley Park

Various plastics can be found in our marine environment, especially at one of Vancouver's biggest natural attractions, Stanley Park.

Plastics such as polypropylene and low-density polyethylene are one of the most popular plastics produced, and therefore found. They are present in some of our daily products such as plastic bags, bottles, straws, bottle caps and milk jugs.

Explain what people will find while cleaning up, and its' source.

Most of LDPE will be from plastic bags, six-pack rings, bottles, netting, juice jugs etc.

Most of HDPE will be from milk and juice jugs, and harder plastics.

Polystyrene, foamed polystyrene may also be found - their main causes should be from the food industry. (utensils, containers, cups etc.)

Many textiles may be found as well, their materials could consist of nylon, polyester - all significant contributors to plastic waste.

The beach clean-up will continue with new discoveries, including the fact that since 2010, 734 kg of waste has been reported cleaned up at Stanley Park on The Great Canadian Shoreline Cleanup website.

This will mostly be an action-reaction based activity, fueled by intercommunication - aided with knowledge through research by our team.

ACTIVITY #3

15-20 minutes

Group Discussion

Discuss ways we can use the plastic material smarter, more responsibly and reduce at the same time.

Discuss up-cycling opportunities for the times plastic usage is necessary - and how we can re-use many of the things we use every day, including containers, clothing, plastic bags + more.

Topics include new breakthroughs in recycling, reusing and repurposing what we already have.

Analyze some of the waste collected from the clean-up, quickly brainstorm how the items could have been diverted from the shore, and assuming it was a necessary choice, discuss how it can be re-used or re-purposed.

Discuss briefly where and how we create the most waste in our lives (shallow introduction to systems thinking, and general theme movement towards activity #4)

ACTIVITY #4

15-20 minutes

Explore the question:

HOW CAN WE WORK COLLECTIVELY TO REDUCE THEIR PLASTIC AND WASTE OUTPUT?

Get into a group circle and go around. Have each student put in one suggestion that they believe they could do everyday to reduce their plastic output. Let the students know that these changes should be reasonable and simple steps they can simply take to make a change.

- Then go over different ways people can change their plastic ways and discuss it with the class further.
- Ask if anyone knows what happens when something is recycled, and explain. The plastic is sorted, broken down, melted, and then sold to be reused. Explain why simply reducing the amount of single use plastics you use may be more effective than simply recycling your plastic.

ACTIVITY #4 CON'T

15-20 minutes

EXPLORE WASTE REDUCTION

- Avoid buying single use plastics
- Avoid littering plastics
- Support local, regional, and national bans on grocery bags and fast food plastics
- Volunteer at local or regional cleanups, or participate around your school to encourage recycling and waste reduction
- Do not use unnecessary plastics such as balloons
- Bring your own cloth bags instead of using plastic bags while shopping
- Bring a water bottle around with you instead of purchasing bottled water

REFLECTION

Go around the circle and have everyone say 2 things that they learned or found surprising during this workshop, and why people should learn more about plastic pollution.