

# Plastics decision making exercise



Age 11-14



60 minutes

## Curriculum links

- Understand how human processes change landscapes and environments
- Communicate solutions to human use of natural resources at a range of scales
- Interpret a range of geographical information

## Resources



**Slideshow 7:**  
Decision making exercise



**Student Sheet 7a:**  
Ocean plastics assessment



**Mark scheme 7a:**  
Ocean plastics assessment

## Lesson overview

Students work through an end of unit assessment that includes short answer questions, data interpretation questions and a decision making exercise. The decision making exercise uses information that students will have gathered during the silent debate in Lesson 6.

## Lesson steps

### 1. Setting up the assessment (10 mins)

Introduce students to the assessment, providing clarity on the mark scheme and displaying the graphs and charts on the board in case these are not clear on the photocopied assessment sheets.

### 2. Assessment (40 mins)

Students complete the assessment using the information that they gathered during the silent debate and follow-up work to inform the decision making exercise.

### 3. Where now? (10 mins)

Discuss as a class how new knowledge about a geographical issue can inform action at a range of scales.

## Learning outcomes

- Understand the human use of natural resources has caused an environmental situation which needs a solution
- Understand that there are different solutions to the problems, which work at different scales
- Understand that each possible solution has positive and negative features
- Practise skills of data gathering from a number of sources; processing, interpretation, analysis, information communication and extended writing

# TEACHER GUIDANCE 7

## PLASTICS DECISION MAKING EXERCISE

### Step Guidance

### Resources

1  
10  
mins



In this lesson students will complete their end of unit assessment, comprising short answer questions, data analysis and a decision making exercise. Students should use the information they developed during the silent debate exercise in Lesson 6 to inform their answers to the decision making exercise.

- Share the assessment objectives and ensure students have access to their work from Lesson 6.
- Go through the mark scheme summary on slide 3 and share the information on Mark Scheme 7a if this is your usual practice for assessments.
- Hand out copies of Student Sheet 7a, one per student and review the instructions.
- Show the graphs on slides 4 and 5 in case these are difficult to see on photocopies.

**Slideshow 7:**  
Slides 1-5

**Mark Scheme 7a**  
Ocean plastics assessment

**Student Sheet 7a**  
Ocean plastics assessment

2  
40  
mins



Students complete the assessment.

- Give students 40 minutes to complete the assessment on Student Sheet 7a, using the information they gathered during Lesson 6 for the decision making exercise.
- Leave the diagrams showing to add clarity for answering the data analysis questions.

**Slideshow 7:**  
Slides 4-5

**Student Sheet 7a**  
Ocean plastics assessment

3  
10  
mins



With the formal learning of the unit completed, students can turn their knowledge into practice through the fieldwork suggested in Lesson 8 (school grounds option) or Lesson 9 (local area option).

- Use this lesson step to connect knowledge to practice, either through introducing the fieldwork phase or through a whole class discussion.
- Prompts for an end of unit whole class discussion could include:
  - What did you learn that had the most impact on you?
  - How do you think what you learned will change your behaviour?
  - What will you do differently having completed this unit?
  - How could you take your new knowledge of plastics to change how you behave?
  - How do you think that school policies or practice could change to reflect what you have learned?
- The lesson could end with students taking a pledge to take action on plastic.

**Slideshow 7:**  
Slide 6