Sky Academy Studios

Lesson objective:

To understand the dangers of plastic pollution in our oceans.

Starter (10 minutes)

- Using **slide 2** ask pupils what is pictured (an ocean). Ask if they know why our oceans are so important. (They provide us with oxygen, are a source of food and a vital part of the water cycle).

- **Slide 3**. Ask pupils what they think is pictured here (Used plastics littered in an ocean). Explain that it's estimated that 12.7 million tonnes of plastic end up in our oceans every year – that's a rubbish truck load every minute.

- Using **slide 4** explain that plastic waste decomposes, or breaks down, very slowly so it lasts for a long time. It's also dangerous to animals as: they often mistake the plastic pieces for food; plastic bags are often found blocking the breathing passages and stomachs of animals such as whales, dolphins, seals, puffins, and turtles and the plastic also gets washed up to shore where it pollutes the beaches and coastlines.

- **Slide 5**. Ask pupils if they've used any of the plastic items pictured within the last week. Where do they think they are now?

- **Slide 6**. Tell the children that plastic bottles are the third worst plastic polluter of the ocean. Ask them what we could do to reduce this (use a reusable bottle and if we have to use a disposable one, make sure that we recycle it afterwards).

- **Slide 7**. In 2015 a new law was passed that meant supermarkets had to charge people 5p for a plastic bag and because of that we are using far fewer plastic supermarket bags (85% less). Ask pupils what we now use instead.

Main (25-30 minutes)

Sky Ocean Rescue

Show **slide 8** and explain to the children that Sky Ocean Rescue is a programme created by a company called Sky to help raise awareness of how used plastics are affecting our oceans. Through its TV news channels, it's inspiring people to take action and make changes.

Sky Academy Studios Future: Ideas and Innovation

Tell pupils that they are going to go to the Sky Studios where they will be set a challenge: To come up with an idea to help reduce plastics in our oceans and create a vlog to tell people about your ideas and how you came up with it.

Explain that they will work in teams to think creatively to come up with ideas and then they will work with an expert team from Sky to script, film and edit a video to tell people about their idea and the process they went through to come up with it.

Main (25-30 minutes)

Vlogs

Explain that a vlog is a video blog or diary. Share the two examples on **slide 10**.

- [Unboxing lego](#)
- [Doodling](#)

Then ask pupils to discuss in pairs and then feedback:

- What's the purpose of each of the videos? Why were they created? (The Lego video is an unboxing video, where the presenters unpack and demonstrate a product. The second video is an explanation video).
- How are they similar? Different? (The Lego video is almost a fly on the wall at times, where you're just seeing the boys play. It's very natural. While the second video is also very natural, it is more instructional).
- How is music used in each of them? (Both feature quite lively music throughout to reflect the excitement of the process).
- What are the differences in the style of filming? (The Lego film is shot from lots of different angles and features close-ups. The Doodle video has text on screen at the start and is uses sped up video in places to keep it interesting).

Persuasive Language

In their vlogs pupils will need to use persuasive language to make their audience understand the issue and the difference that their idea could make.

Share the following ideas on **slide 11** and then ask pupils for examples of each.

- Emotive language – to make the viewer/reader have strong feelings, positive or negative.
- Rhetorical questions – these hook people in and make them think
- Facts – as you can't argue with facts
- Repetition – keep drawing attention to your point

Plenary (5 minutes)

In pairs, ask pupils to come up with different examples of emotive language – and remind them that these can be positive or negative. (i.e. instead of: the birds died because there was no food, the birds starved painfully to death as there was nothing to eat).

Pupils share their ideas with the class.