

## LESSON 1.2



### PLASTIC POLLUTION AND YOU

#### Objective:

By listening to and reflecting on a TEDTalk from researcher Patricia Villarrubia-Gomez, students will explore how the life cycle of plastic has various ecological impacts across the globe. Students will critically discuss the production, consumption, and disposal of plastic, reflect on the personal implications of this process, and consider how the items we use every day can have far ranging consequences for people and the planet.

#### Instructions:

1. Before watching the "Where Do Plastics Come From" video, discuss and pre-teach the following vocabulary terms:
  - a. Renewable Resources: a resource that is unlimited and/or can be replenished naturally (e.g. wind energy, solar energy)
  - b. Nonrenewable Resources: a resource that is limited or finite and/or is not able to be replenished at the same rate as it is used (e.g. oil, coal, metals)
  - c. Disposability: the property of an item that is intended to be thrown away after a single use (e.g. disposable diapers, plastic utensils).
2. Distribute the Video Notes Sheet to students. Ask them to read the sheet and prepare to write several things they learn and several questions they have while watching the videos.
3. Have students watch "Where Do Plastics Come From?" and Patricia Villarrubia-Gomez's 9 minute TEDTalk: "The Problem with Plastics".
4. After watching the videos, do a Think-Pair-Share:
  - a. Give students 5 minutes to think and respond to questions on the Student Response Sheet individually.
  - b. Following that, have the students Pair-Share their responses on the Student Response Sheet and their questions from the Video Notes Page with the classmate next to them for 5 minutes.
  - c. Finally, open the discussion to the class. Have students share their responses and ask any unanswered questions they have.

GRADE LEVEL	TIME
	
6-8, 9-12	30-60 MINUTES



#### Materials:

- [Where Do Plastics Come From?](#)
- Patricia Villarrubia-Gomez TEDTalk: [The Problem with Plastics](#)
- Writing materials or electronic device to capture thinking
- Video Notes sheet
- Student Response Sheet



#### Notes:

---



---



---



---



---



---



---



#### Learning Standards:

SCI:  
 5-ESS3-1, MS-ESS3-1,  
 HS-ESS3-1, MS-ESS3-4,  
 HS-ESS3-4

SS:  
 8.8.c, 10.9.a, 10.9.b

GLLP:

A person is sitting at a wooden desk, writing on a notepad with a silver pen. In the background, a laptop screen displays the TED logo. To the left of the laptop, there is a stack of three books: a grey one on top, a blue one in the middle, and a brown one at the bottom. The scene is lit with natural light from a window in the background.

**TED**  
IDEAS WORTH SPREADING

# Plastic Pollution and You

# VIDEO NOTE SHEET

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

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Instructions: While watching [Where do Plastics Come From?](#) and [Patricia Villarrubia-Gomez's TED Talk "The Problem with Plastics"](#), use this sheet to take notes and record your thoughts on the videos.

List **3-5 facts or claims** you  
learned while watching the videos.

1.
2.
3.
4.
5.

List **3-5 questions** you have  
after watching the videos.

1.
2.
3.
4.
5.

# Plastic Pollution and You

## STUDENT RESPONSE SHEET

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

Class: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Instructions: Answer the following questions.

1. How do you feel after watching the video? Was there anything in the video that you personally connected with or have experienced? If so, what?

---

---

---

---

2. The population of the world has more than tripled since the end of World War II. How has the use of nonrenewable resources changed over that time period? How has the use of disposable items changed over that time period? What impacts might this be having on people and the natural environment?

---

---

---

---

3. Who does Gomez think is most impacted by disposable plastic products? Do you agree or disagree with this and why?

---

---

---

---

4. Gomez states that plastic pollution is a climate problem. What are some of the examples she provides to support this statement? What are some of the solutions she proposes?

---

---

---

---