Worksheet

What do you know about plastics and the damage they can do?

Discuss this with your partner and fill in the table below!

Plastics

Things I / we know	Things I/ we are not sure of	Things I/we would like to know

Then present your findings to the class.

Exercise 1

a) Look at the title of the text then scan it in order to find the words below.
b) Now match them with the descriptions in the table!

wrapping	if something is intoxicated by toxic material, a virus or bacteria
to pick up sth.	to disappear in the ground because nature has taken care of it
microplastics	to move to the central part of a country
to migrate inland	the place where our garbage (rubbish) is brought
to decay	to grab something that has fallen down or thrown on floor
contaminated	when you have something really nice but you do not appreciate it
fertility	the plastic, aluminum and/or around food to protect from dirt, bacteria, etc.
polluted	the situation when too many people live in one region or country
health system	they are necessary for all organisms such as plants, animals and humans to survive (vitamins, fibres, etc)
economy	dirty from environmental damage
to take sth. For granted	when this is in the earth there are enough nutrients to for plants to grow
nutrients	the relationship between production, trade and the supply of money in a particular country or region
overpopulation	a system which ensures that we have everything we need when we are ill

Exercise 2

Put the events in the text into the right chronological order:

a. The population becomes very unfit and ill.
b. The social life of most people is inexistant because survival is given priority.
c. War between people.
d. The reason for the problems.
e. There are not enough doctors and nurses for all the sick people.
f. Healthy food becomes difficult to afford.
g. The people joke on the rubbish in the river.
h. The fields are too intoxicated and most animals die.
i. Most marine life dies from microplastic in the water.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Exercise 3

Find the things described below in the text:

A large bird that is often seen in the Danube _____

Countries that have a coast (2 words) _____

Countries that have no coast (1 word) _____

Surfaces of land where vegetables are grown_____

Bits of plastic even smaller than microplastic_____

Another word for poisoned: _____

These words represent all plants and animals (in this order): _____and_____

The larger part of all people: _____

A disease that does harm to a person's brain: _____

Another expression for "to solve the problem": to _____ issue.

Another word for "the act of staying alive": _____

Separating rubbish by the materials which they are made of so it can be used again to create new things: _____

Exercise 4

Answer the following questions for yourself:

1. Can you imagine it to be true that plastics can really do damage to our vegetables and animals?
2. How often do you meet friends outside in nature?
3. How would you react if one of your friends dumped plastic into nature?
4. Do you think that dumping rubbish could lead our society into such a collapse?
5. Compare the problems in the text to our current problems due to the Covid-19 pandemic! Are there any similarities?

Exercise 5

a) Discuss in class how one would have a respectful discussion in a group with different opinions. Have your teacher create a mindmap on the board.
b) Get together in groups of 5 students to create a poster on the topic of “RESPECT”. Hang up the poster of each group on all walls of the classroom!

DO NOT FORGET TO BE CREATIVE! ☺

c) Answer the following questions: How do you usually react in a discussion with different opinions for yourself. Write down how you could improve on that keeping in mind the poster about “RESPECT”. Write in here

Exercise 6

- Walk around in the classroom and interview each other on the question in exercise 4. Find someone who:
- Thinks that plastics CANNOT really do that much harm to us.
- Thinks that plastics CAN do a lot of harm to us.
- Often meets friends at the Danube or somewhere else in nature (park, forest, mountains, lakes etc.)
- Never/rarely meets friends at the Danube or somewhere else in nature (park, forest, mountains, lakes etc.)
- Does not react if a friend throws rubbish into nature.
- Would start a discussion if she or he sees a friends throwing rubbish into nature.

Exercise 7

a) Go through the text again and find sentences where the narrator tells his opinion – discuss how the writer feels about the result.
b) Then think of different ways how such a crisis could affect you, your family, your friends. Take a few notes (at least 6 things)
c) Now find one student who was more or less of the same opinion as you and one who had a different opinion to yours during the interviews in exercise 6. Get into groups of 4 in which you have 2 students who are of the same opinion and 2 students who share a different opinion. Find 2 things that would be different for the 2 sides and 3 things that would be the same. Present your findings to the class. Do not forget: RESPECT IS KEY! ☺

Project work

Step 1

a) Get back into the same groups as the day before. Look at the text and write down all the things that were caused by plastic pollution.
b) Discuss how realistic it is that the pollution caused by plastics - be it in rivers, seas and oceans, or on land – can do such damage. Remember: It is OK to not agree!
c) Present your findings in class

Step 2

Now research the Internet to find out what to see, if these result can really occur! Write down the results that your group has found. You are going to need for a presentation which you will have to prepare later.

Feel free to use any source you like keeping in mind what you have learned about their credibility. Here are some (possible) online sources:

https://www.plastichealthcoalition.org/latest-news/new-scientific-research-microplastics-in-fruit-and-vegetables/

https://www.plastichealthcoalition.org/#health-issue

https://www.sciencenewsforstudents.org/?s=microplastic

https://kids.nationalgeographic.com/nature/save-the-earth

https://www.nationalgeographic.com/environment/article/plastic-pollution

https://naturalenergyhub.com/pollution/plastic-pollution-causes-effects/

https://www.independent.co.uk/climate-change/news/food-microplastics-eating-plastic-pollution-environment-a8395556.html

https://www.nationalgeographic.com/environment/article/you-eat-thousands-of-bits-of-plastic-every-year

https://www.washingtonpost.com/health/youre-literally-eating-microplastics-how-you-can-cut-down-exposure-to-them/2019/10/04/22ebdfb6-e17a-11e9-8dc8-498eabc129a0_story.html

https://echa.europa.eu/hot-topics/microplastics

Step 3

Take a look at the website of the United Nations sustainable development goals:

https://www.undp.org/sustainable-development-goals

Considering your findings, if a scenario as described in the text were to come true, which of the UN's goals would be impossible to be achieved and would develop backwards? Discuss in your group!

Now choose two goals from the UN and prepare a 10-minute presentation

1. present your findings and your arguments why the goals cannot be achieved and how these areas of our lives would/may develop into the wrong direction.
2. Create a poster (in class) / a Power Point presentation or any other sort of digital visual (remote sessions) to present your findings and arguments.
3. Finish your presentation with a question which you will ask to the class to start a discussion.

Post Presentation Stage

Walk around the class and take a look at the Poster/ take a look at the PPPs (or alternative multimedia tool) on the learning platform to answer the following 3 questions in regards to plastic pollution:

1. What do I know now? (at least 50 words)

2. What did I not before (at least 50 words)

3. How could I put to use what I have learned in my daily life?

Now form a goal which you will pursue during the next 3 months.

For example, convince your friends about not dumping trash into nature and start a discussion when you notice un-ecological behavior. However, it can be any other goal that you would feel is appropriate

In three months we are going to discuss the outcome of your goals in class!