

Save The Turtles Campaign (keep plastic free)



1. Gain Attention

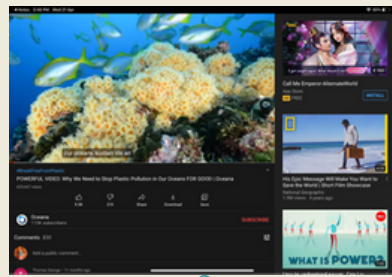
CAMPAIGN SAVE TURTLE (KEEP PLASTIC FREE) NEXT MONTH AT RANTAU ABANG TERENGGANU BEACH

- 1. The teacher show the students some pictures, video through WhatsApp group and ask them to guess those pictures as preparation before going for the campaign at Rantau Abang Terengganu Beach.**
- 2. The teacher ask several students about those pictures based on their understanding and opinions using WhatsApp group.**

Pictures



Video

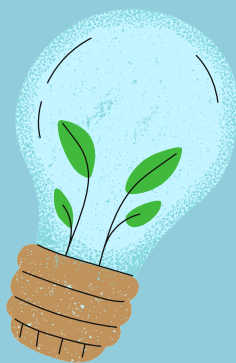


<https://youtu.be/Yomf5pBN8dY>

TITLE: POWERFUL VIDEO: WHY WE NEED TO STOP PLASTIC POLLUTION IN OUR OCEAN FOR GOOD | oceana

2. Inform Learners of the Objectives

- 1. Students can explain on how to save turtles by reducing the use of plastic that can affect the environment and marine life**
- 2. Students can apply all the method in their daily life to reduce the use of plastics that can threaten turtles and other marine life**



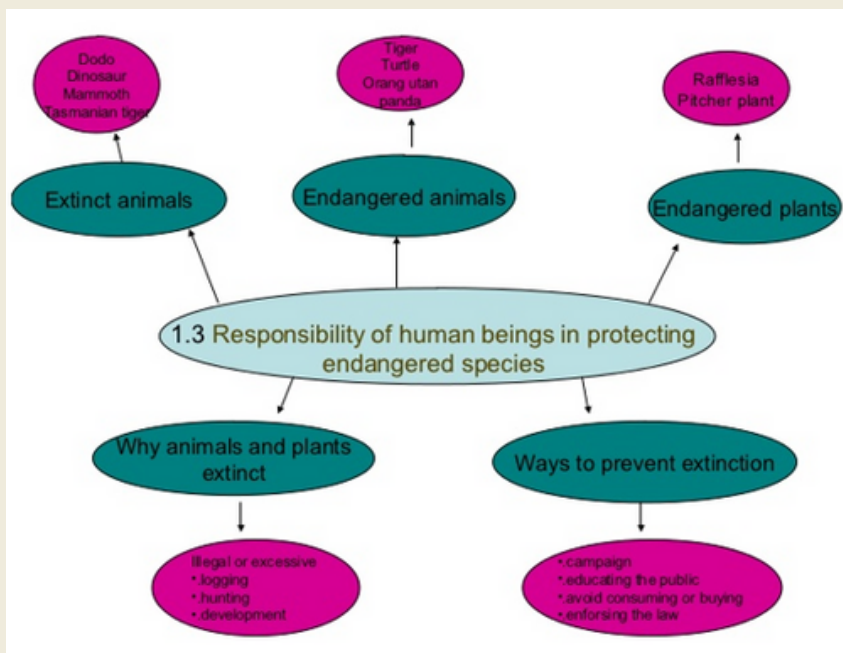
3. Stimulate recall of prior learning

- 1-- Ask learners to describe a related personal experience.**

Teacher ask the students to recall their own own experiences of involving save animals campaigns and what their responsibility in protecting endangered species.

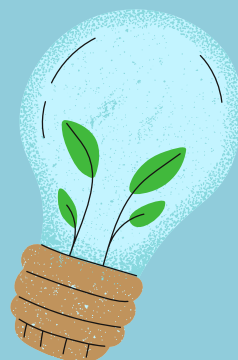
- 2-- Prompt learners to brainstorm ideas related to the content.**

Then, teachers ask the a few students to volunteers to present the responsibility of human beings in protecting endangered species issue in mindmaps and asking these students to list possible ways to respond to it.



--3-- Quiz learners on related knowledge they already have. Teacher poses a series of knowledge check questions that quiz learners on related knowledge that the lesson builds on.

1. The place where a species lives and reproduces is its natural
 - habitat
 - wildlife
 - extinction
2. According to the article, an endangered species is one that is
 - already extinct
 - already dangerous
 - in danger of extinction
3. Which poses the greatest threat to polar bears today?
 - wildlife hunting
 - climate change
 - water pollution
4. What major change has occurred in the polar bear's natural habitat?
 - colder air temperatures
 - less hunger and exhaustion
 - disappearing sea ice
5. Which type of energy contributes to global warming?
 - hydro-electricity
 - coal-generated electricity
 - wind-generated electricity
6. Certain companies use money and political influence to attack climate science and renewables in order to protect
 - endangered species
 - natural habitats
 - their future profits
7. The World Wildlife Fund estimates that _____ of Arctic sea ice has disappeared in the past 30 years.
 - over 25%
 - over 20%
 - about 10%
8. What type of conservation efforts are people generally interested in?
 - saving insects and spiders
 - protecting large animals
 - reforestation projects
9. Many threatened or endangered species can be saved by a large
 - reforestation project
 - food chain
 - coal mine



--4-- Prompt learners to start solving a problem, applying existing knowledge.

For instance, the teacher presents a basic scenario about saving animals campaign that the students can partially resolve with existing knowledge. Then, the teacher elaborates on the scenario in a way that the students can fully resolve with the help of the newly presented content.

--5-- Ask learners to anticipate elements of the upcoming content.

For example, the teacher ask the learners to list a few of examples of the popular saving animals campaigns that held in Malaysia.

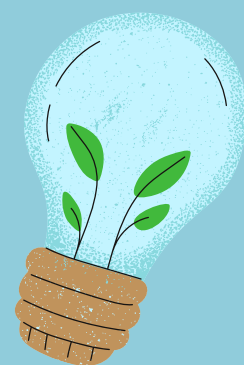
--6-- Ask learners to identify what they already know and what they don't know about a particular topic. Admittedly, this technique may be challenging within an e-Learning lesson, but it could be facilitated in the instructor-led portion of a blended training approach. This technique can also function to gain learners' attention at the start of training and prompt them to set learning goals.

4. Present the stimulus

The teacher/program facilitator shows a video & slide power point to students about:

- 1) Hazardous materials in the manufacture of plastics.
- 2) The long-term effects of a piece of plastic on the environment especially marine-life.
- 3) Ways for foreign communities to reduce plastic that can be used as an example of our country's practices.
- 4) Malaysia is tracking global trends in both the overall generation of plastic waste and the consumption of single-use plastics.

It helps to encourage students to think and expose students to learn new knowledge.



5. Provide Learning Guidance

1. The teacher shows a picture of the death and misery of marine life caused by plastic pollution.
2. The Students are asked to make a mind map of what they have learned to reinforce their understanding.
3. Students are given a checklist of the entire content of the topics presented about marine pollution.



6. Elicit Performance

1. Group discussion- Before starting the program, all students will be divided into 6 small groups to perform the group assignments given by teachers. This assignment allows students to observe the behavior of the community while on the beach. Each group is required to make a presentation after the program.

2. Interview activities- In the same group, students are required to make an interview with visitors to recreation centers such as beaches or sanitation staff in the local area to obtain the necessary information materials.

3. Task- Each student will be given the individual task of making video recordings to advise the public to maintain the cleanliness of the environment, especially plastic.

4. Individual assignment- each student is required to make a writing (3 pages) related to the effects of uncontrolled garbage disposal, especially plastic, on marine life. The content of the writing must include individually conducted observations and individual thoughts.



7. Provide Feedback

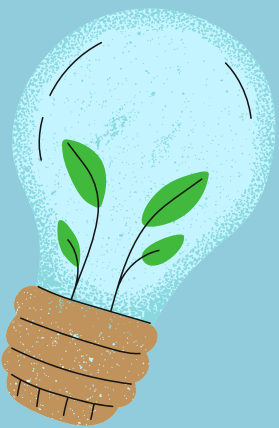
1. The teacher / facilitator prepare a piece of paper that contained multiples categories on evaluating student's performance in the group during the activities. The categories for instance are good cooperation, good response, good communication and etc.

2. The teacher / facilitator marked the paper based on student's work and progress in their respective group.

3. The teachers / facilitator give the paper that being marked to each group for them seeing the feedback based on their working performance.

4. The students in each group can see and evaluate their teacher's feedback and encouragement to improve their working quality.

5. The teachers / facilitator conducted a big session to give full feedback in general to all students.



8. Assess Performance

<https://forms.gle/YdaPgdGKwyrX7JtZ9>

Campaign Save Turtle (Keep Plastic Free)

* Required

NAME *

Your answer

Based on your knowledge, what can be assess about this campaign? *

Your answer

Based on your knowledge, how to reduce the plastic in the beach? *

Your answer

Submit

9. Enhance Retention And Transfer

a) Relate objectives to personal experiences

- (i) The Students can explain on how to save turtles by reducing the use of plastic that can affect the environment and marine life.
- (ii) The Students can apply all the method in their daily life to reduce the use of plastics that can threaten turtles and other marine life.

The teacher asks students what they can do to reduce plastic use based on their daily life. The Students have to show it in a poster or mind map.

Example:



b) Debrief class/student what has been learned

- (i) Teachers can show a short video about everything that the students have learned for conclusion.

c) Summarize content and apply to new situation

- (i) Teachers summarize content and ask students questions, 'what if...' or 'what will happen...', 'what can they do if...' for students to think what will happen if plastic pollution continues in 50 years and what they can do to prevent it as a conclusion.

