



students
r_build

OCEAN CHALLENGE

HANNAH'S STORY

GEORGIA, UNITED STATES

2018-2019 MIDDLE SCHOOL & HIGH SCHOOL
DISCUSSION GUIDE



This page is intentionally left blank.

TABLE OF **CONTENTS**

OCEAN CHALLENGE	p. 1
HANNAH'S STORY	p. 2
DISCUSSION QUESTIONS	p. 3
ACTIVITY RESOURCES	p. 5
VIDEO TRANSCRIPT	p. 6
TAKE ACTION	p. 8

OCEAN CHALLENGE

EDUCATOR NOTE:

Below is an introduction to Hannah's Story, as well as discussion questions and activities to use with your class. You may utilize all or some of the provided questions as you guide your class in discussion.

Video Length: 4 minutes

Estimated Time to Complete: 1-5 Class Periods

OVERVIEW

The ocean connects us all. As noted marine biologist Sylvia Earle said, "With every drop of water you drink, every breath you take, you're connected to the sea." The ocean covers more than 70 percent of the surface of our planet and is home to 97 percent of the world's water.

No matter where you live, whether on a remote island or in a landlocked area far from the beach, the ocean affects you, and you you affect the ocean. It's up to all of us to protect the ocean against the threats it faces. We can make a difference by taking action locally and joining forces globally

GLOBAL NOMADS GROUP

Global Nomads Group (GNG) is an international non-profit organization that fosters dialogue and understanding among the world's youth. Since its founding in 1998, GNG has conducted programs in 60 countries on all seven continents, reaching one million young people. By providing opportunities to interact and engage with different perspectives, GNG helps youth break down stereotypes, address community challenges, develop 21st century skills, and explore what it means to be a global citizen.

Since 2010, GNG and Students Rebuild have partnered on each annual Challenge, bringing awareness to critical global issues and youth stories of taking action.

STUDENTS REBUILD

Students Rebuild, a program of the Bezos Family Foundation, is a free, ready-made adventure in global learning that asks students to put their creativity and compassion to work in support of other young people in need.

Students Rebuild issues an annual Challenge that invites students to respond to global problems affecting young people somewhere in the world. Teachers and students explore the issue in class and, in the process, connect with students around the globe. Then students create art based on what they learn and send it to Students Rebuild. For every piece of artwork they submit, the Bezos Family Foundation makes a financial donation to a respected community-based organization serving youth.

HANNAH'S STORY

GETTING STARTED

We recommend that ahead of showing the video to your students you (a) pre-watch the video or read the transcript below, noting any vocabulary or concepts that may be unfamiliar to your students and (b) review the unfamiliar words with your students before showing the video.



Hannah's Story
4 minutes

FRAMING

In the United States, 27 states are completely landlocked and over 60 percent of the population live in regions that do not touch the coast. Regardless of where you live, human daily habits significantly influence the ocean's health. Because humans rely on the ocean as a source of income, food, recreation, and much more, we must each do what we can to make positive changes to our harmful habits and encourage others to help protect the ocean no matter where they are in the world.

In *Hannah's Story*, we meet 15-year-old Hannah from Cumming, Georgia, a small city five hours from the Atlantic coast. Though her community is geographically landlocked, we learn about the strong connection she feels to the ocean, and why she is committed to educating others on the effects of plastic pollution on the ocean. We follow Hannah as she shares her story about taking action to keep the ocean clean.

Hannah's advocacy for ocean conservation provides inspiration for students as they work to answer the following question: What is one thing YOU will do for the ocean?

DISCUSSION QUESTIONS

Please Note: You may utilize all or some of the provided questions as you guide your class in discussion. Additionally, you may use the questions as a jumping off point for the enhancement activities, found beneath the corresponding questions and in more detail on page 5.

1. If you look up Cumming, GA on a map, you will see it is far from the ocean. What inspired Hannah's interest in protecting the ocean? Why is it important to care about the ocean regardless of where you live?

ENHANCEMENT ACTIVITY

Water Connectivity Map

2. Plastic Paradise and Hannah's Story are two different stories about the ocean. What role can visual stories play in creating change? How would you describe the strategies each video uses to spread awareness?

To learn more, students can watch Plastic Paradise at plasticparadisemovie.com and/or visit theoceancleanup.com for more information about The Great Pacific Garbage Patch.

3. Living in a technological world, why is it important to remain connected to the natural environment and its current state of health?

How can we use technology to inspire awareness and/or create solutions that protect the environment? What are some potential limitations or drawbacks of using technology to solve environmental issues? What are alternatives to technology-based solutions?

ENHANCEMENT ACTIVITY

Launch a Social Media Campaign

4. How do you keep yourself informed about important issues? What are other ways youth can access information about problems facing the environment? What are the consequences, for both humans and the environment, of a lack of awareness of the dangers facing the ocean?
5. What environmental causes matter to you? How do those causes relate to the health of the ocean and the environment?
6. In the video, we see that presentations are a way that Hannah advocates for the ocean in her local community. In one presentation, an audience member asks about the major source of plastic pollution. Where does he suggest that plastic pollution comes from? How does Hannah's answer serve to shift his thinking and challenge his assumptions?
7. What are the different roles of individual consumers and businesses in the consumption of single-use plastic? How can individuals take action to minimize their consumption of single-use plastic?

DISCUSSION QUESTIONS

8. Why do you think it's a challenge for Hannah to find people who can associate their daily actions to the harm being done to the ocean? How do you inspire people to care enough to change their habits whether or not they feel a personal connection to the ocean?
9. How do you define activism? How do you define advocacy? What does it take to be an activist and/or advocate? How might you determine the roles you want to play in contributing to ocean health?
10. Hannah works with local restaurants to limit the use of plastic straws. Major food service chains have considered banning the use of plastic straws in their establishments. In response, disability rights activists have expressed concerns that many disabled people rely on straws to drink. How might we consider both the needs of the ocean and the needs of disabled people in this case?

ENHANCEMENT ACTIVITY

Plastic Straw Dilemma

11. Hannah uses the metaphor of a rubber band to describe the ocean, noting, "Our ocean is like a rubber band and you can keep pulling it, [and] it will come back, but there'll be one point where you pull it so far that it will break."

What would a "broken" ocean look like? What would be the consequences to our lives and our communities if we keep "pulling" on the ocean?

12. Whose responsibility is it to protect global ocean health?

What makes young people well-positioned to take issues into their own hands locally, globally, or both?

13. Toward the end of the video, Hannah says, "It's really amazing to see so many kids stepping up and using their voices to make changes." What are ways that you and your classmates are already making a difference to protect the ocean? In what ways can you increase or improve your actions? How might you inspire your family and friends to be more aware of their plastic use?

ENHANCEMENT ACTIVITY

Take a Pledge

"The one thing that I commit to doing to protect our ocean is educating people of the importance of our oceans and keeping it as beautiful as it is." - Hannah

What is one thing YOU will do for the ocean?

ACTIVITY RESOURCES

Below are optional activities that provide deeper engagement to support the video and discussion questions.

WATER CONNECTIVITY MAP

Students will locate Cumming, Georgia on a map, identify the nearest waterways, and trace Hannah's hometown to the nearest ocean. After connecting Hannah's home to the ocean, students will locate their own town or city on a map, identify the nearest waterways, and trace how a single-use plastic product travels from a street in their town to the closest ocean.

PLASTIC STRAW DILEMMA

Students will read about, then discuss, the proposed banning of plastic straws at Starbucks (or a coffee shop/restaurant of their choice), understanding the perspective of environmental and disability rights activists, using the following question prompts:

1. What are the pros and cons of banning plastic straws?
2. How have the campaigns for banning plastic straws been articulated and by whom?
3. How have the needs of disabled people been articulated and by whom?

After the discussion, students work together to come up with policy proposals that both minimize plastic use and address the needs of disabled people.

Supporting articles: [NPR](#) | [Time](#) | [Bloomberg](#) | [Eater](#)

LAUNCH A SOCIAL MEDIA CAMPAIGN

As a class, students will decide on a commitment they will make to benefit the ocean. Then, students will create a social media campaign to spread awareness, share their own actions, and inspire others to join them in making sustainable choices that benefit the ocean. Students should think creatively about how they currently use and consume social media, for example, hashtags, SnapChat filters, or paid Instagram ads.

TAKE A PLEDGE

Students will commit to actions that protect the ocean by drafting and signing an "I Pledge" contract that outlines their commitments. Ideas for commitments include: switch to a non-plastic, environmentally-friendly alternative from plastic sandwich bags, organize a plastic-waste-free week at school, or participate in a cleanup event near your community. Students can complete this activity as individuals or as a whole class.

VIDEO TRANSCRIPT

HANNAH'S STORY

Time	Speaker	Dialogue
0:00:13	Hannah	I'm Hannah Testa, I'm 15 years old, and I'm a sophomore at West Forsyth High School.
0:00:19		From an early age, I always remember loving the ocean and the beach. When I'm near the water, I feel like all the stress that I have within me is gone. To feel the sand in your hands, and to feel the water in your toes, feeling really connected to nature.
0:00:38		I was 10 years old when I first saw the documentary called Plastic Paradise. And that's what really opened my eyes to the issue of plastic pollution and the problems facing our oceans.
0:00:56		Ever since seeing that documentary I have been working on educating people about plastic pollution.
0:01:03	Hannah to Audience	There's around 1 billion plastic straws used worldwide every single day.
0:01:07	Hannah	Plastic pollution is something that, even though we don't see, we are contributing to it every day. We're using plastic bags, bottles, and straws, utensils. The best thing to do is not buy those plastics, so that they won't be thrown away.
0:01:23	Man in Audience	What is like the main source of this plastic do you think- like on a global scale? Is this like other countries just dumping their garbage in the ocean?
0:01:32	Hannah to Audience	Because 50% of all plastics made is single-use products, that's majority of the products they find in the ocean, and it's usually from communities like ours.

VIDEO TRANSCRIPT (CONT.)

HANNAH'S STORY

Time	Speaker	Dialogue
0:01:43	Hannah	If something blows out of the landfill, or if you throw something out of your car window, or something falls out from the trash can, they'll probably end up in your sewers or go into the creek nearby, and they all end up connecting into our oceans.
0:02:00		So, one of the challenges I face is finding people that really connect to the ocean, because we're not so close to it. Finding people that connect the dots that we are having an impact on our oceans even if we don't see it every day. Even if it's several hours away.
0:02:18		For quite a while now, I'm working with politicians, and speaking at schools in my community, or doing cleanups in my area – either on the streets or on the river or lakes, because those all end up in the ocean.
0:02:44		Our ocean's like a rubber band and you can keep pulling it it'll come back; but there'll be one point where you pull it so far that it will break. We're so close that we'll end up losing our oceans, our coral reefs, our food systems for so many other people. I feel like we're not appreciating what we have and once we lose it, it's gone.
0:03:10		It's really amazing to see so many kids stepping up and using their voices to make changes. We're going to be the ones that are going to live on this planet with all the issues that our world's facing. We're going to be our next leaders, our politicians, our workers. We're going to be our future.
0:03:31		Whether you know it or not, if you're right by the coast or if you are hundreds of miles inland, we are all affected by the ocean.
0:03:40		The one thing that I commit to doing to help protect our oceans is educating people of the importance of our oceans and keeping it as beautiful as it is.

TAKE ACTION

TAKE ACTION

Thank you for participating in the 2018-19 Students Rebuild Ocean Challenge, which invites teachers and students worldwide to help save marine life and support coastal communities.

MAKE A SEA CREATURE

Students will make sea creatures out of paper or other recycled materials as they reflect on what they've learned and what they can do to help protect ocean health.

Each submitted piece of ocean art will generate a \$2 donation from the Bezos Family Foundation to support global conservation programs.

Register a team and submit artwork at studentsrebuild.org/ocean

JOIN THE CONVERSATION

As part of the Ocean Challenge, Global Nomads Group will be hosting three virtual webcast discussions (dates to be announced). The webcasts will be live-streamed conversations that explore the changing state of the ocean and feature youth involved in ocean-related programs and other Students Rebuild teams. Your class/team can submit questions and/or answers to the on-air participants through a facilitated chat room. All you need to join is an Internet connection. Register at gng.org

Follow Hannah's Advocacy: hannah4change.org