

# CLASS WORKSHEET

## LESSON 1

# THE BIG IDEA

Ozone layer depletion leads to changes over time that directly impact world health and safety. Uncertainty and lack of information can drive fear about the future but can help drive change through a sense of urgency and need for protection. A variety of character traits can empower and hinder heroes in their mission for change.

## I CAN / I WILL OUTCOME STATEMENT

- > I will interpret data to estimate community and seasonal changes due to ozone depletion and protection over time, predicting future outcomes across the globe if ozone depletion continues.
- > I will assess the effectiveness of knowledge sharing on environmental issues across multiple mediums and will justify the importance of highlighting messages of hope and success in knowledge sharing.
- > I can identify characteristics of change makers, and how these characteristics can help and hinder environmental advocates.

## **MIND MAP**

Lesson 1: In one colour of your choice, write or draw everything that you know about ozone.

Lesson 3: Using a different coloured pencil than during Lesson 1, add anything new that you have learned about OZONE to your mind map.

# **Ozone layer**

**REFLECT**

After your initial research on ozone, write or draw things that you may have heard, saw or felt as you explored the science, risks, and policies on ozone.

**I saw**

1.	2.	3.
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**I felt**

1.	2.	3.
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**I learnt**

1.	2.	3.
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**COMPARE**

Ozone helps to regulate our climate and environment. How do you think your own community could change with ozone depletion? Review your Country Profile on the UNEP website and using the information on ozone-depleting substances (ODSs) and HCFC/HFC production & consumption, project what your community would have looked like in the 1980s, 2020s and 2100s with and without the implementation of restrictions on ODS and HFC production and consumption.

*Activity: Research the trends and patterns to draw defensible conclusions.*

**Estimated changes if ODS production & consumption is NOT regulated.**

**1980s**

**2020s**

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**2100s**

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## COMPARE

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*Activity: Research the trends and patterns to draw defensible conclusions.*

### **Estimated changes if ODS production & consumption IS regulated.**

**1980s**

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**2020s**

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**2100s**

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## GOOD NEWS STORY SHARING

What is a great challenge that humans have faced, that had a positive outcome?

**ISSUE:**

Key Actions Taken:

- 
- 
- 

**OUTCOME:**

Key Learnings:

- 
- 
- 

## CHARACTERISTICS OF A HERO

Circle in RED the character traits that you believe Apollo possesses, or another 'hero' that you think would be good in this situation.

Adventurous	Afraid	Brave	Caring	Cautious
Confident	Energetic	Fair	Feisty	Funny
Generous	Humble	Inquisitive	Intelligent	Knowledgeable
Loyal	Mature	Mean	Outgoing	Resourceful
Selfish	Sensitive	Serious	Talented	Timid

## CHARACTERISTICS OF A HERO

Which of these characteristics will help Apollo in her journey to save the ozone and educate others?

## CHARACTERISTICS OF A HERO

Which characteristics will drive her to want to make a difference?

## CHARACTERISTICS OF A HERO

Does Apollo have any characteristics that may limit her?



## REFLECTION ON QUALITIES

What qualities are your strengths as you chase change?

## REFLECTION ON QUALITIES

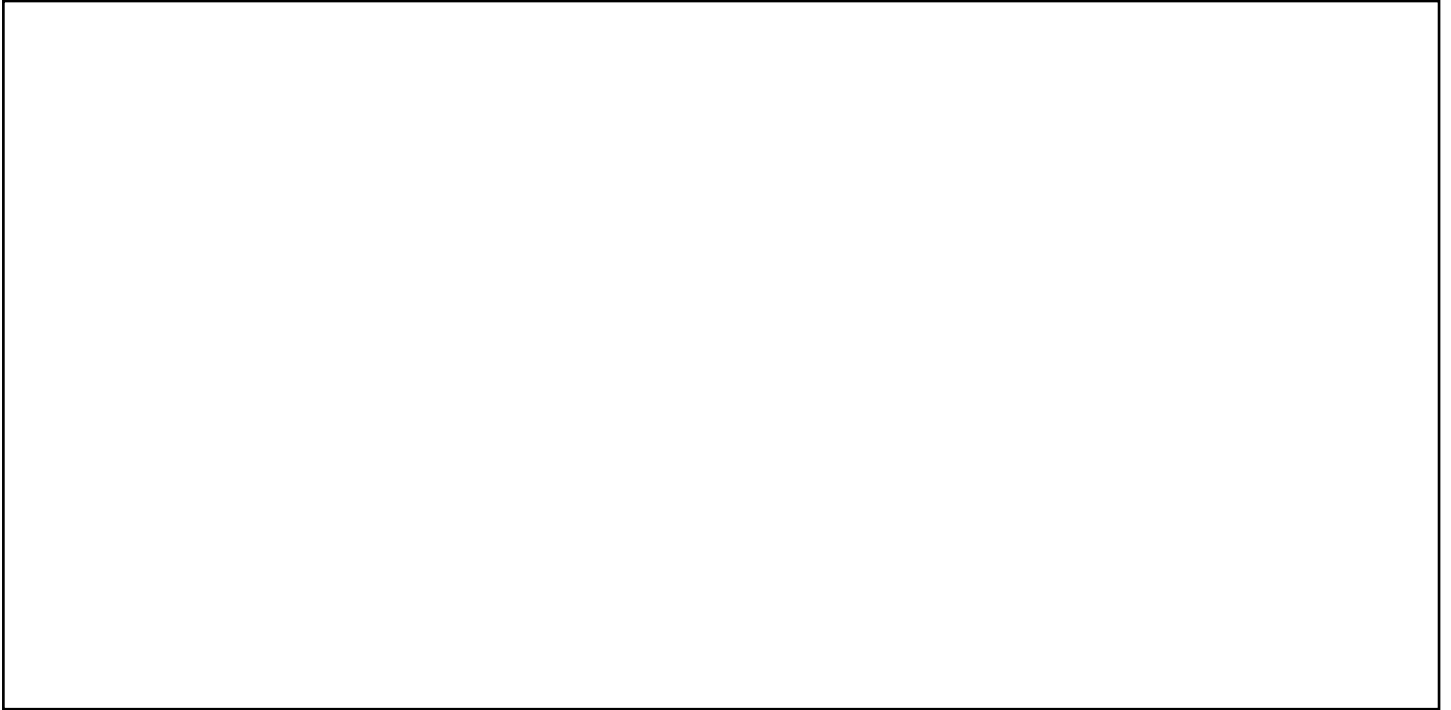
What qualities are your weaknesses?

## REFLECTION ON QUALITIES

Which characteristics would best compliment your own strengths and weaknesses to create the ultimate ozone hero team?

## STRATEGIC COMMUNICATION

Jot down (or draw) your ideas on which facts or types of facts would be compelling to your peers, your parents and your grandparents. Think of how Apollo uses her platform to communicate key messages - what would your community want to hear?

A large, empty rectangular box with a thin black border, intended for students to write or draw their ideas on strategic communication.

**UN**   
environment  
programme

ozone  
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with support from

