

LEEROY NEW X OCEAN GENERATION

TEACHER RESOURCE

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A CREATIVE LEARNING RESOURCE WHERE SUSTAINABILITY MEETS ART

OVERVIEW

This Autumn, 2023, Artist-designer Leeroy New takes over the Social at Aviva Studios with a colourful commentary on consumerism as part of [The Welcome](#). Leeroy's brand-new installation, Balete Spacecraft, will make us consider how much plastic we've used today, how much have we chucked away, and where it all goes.

To celebrate, we have created a brand-new learning resource which brings together Ocean Generation's Ocean Intelligence approach of translating complex Ocean science into engaging and practical tools with Leeroy New's artistic approach to re-using plastic waste!

The activities in this resource can be delivered at home or in the classroom. They can be done both individually or developed into a scheme of work. The resource has been developed for Key Stage 2+ and can be adapted by the teacher to suit the abilities and needs of the learners in their class. Some of the activities can be adapted for Key Stage 1.

Each activity encourages discussion and reflection and will support learners to consider how to take climate action to ensure an ocean positive future. Activities are designed to cover cross-curricular programmes of study across the national curriculum including English, PSHE, Art & Design and Science.

INSIDE YOU'LL FIND...

Intro to collaborators: An introduction to Leeroy New and Ocean Generation

National curriculum links: An overview of how this pack supports the National Curriculum for KS2 & KS3

Educator tips & ocean facts: Information to support the delivery of our activities

Activity 1: Group vision – an icebreaker to create-shared values for the delivery of the project

Activity 2: Plastic heroes – a whole class game to help the group consider how they can be plastic heroes

Activity 3: Sustainable swaps – a partner activity to encourage discussion around every day sustainable swaps

Activity 4: Plastic installation – create your own Balete Spacecraft using plastic waste with Leeroy New (video)

Activity 5: Ocean pledge – create a group pledge of sustainable positive actions and share through performance

Additional activity / homework task: Use your superpower to take action

LEEROY NEW X OCEAN GENERATION



Leeroy New (b. 1986, General Santos City) is a multidisciplinary artist who works with large-scale immersive environments, costuming, collaborative performances and video works. He is driven by concepts of world building, myth-making, and social change. New uses natural materials, found objects and assorted discards and transforms them into representations of a specific speculative future, intersecting Filipino contemporary life, pre-colonial mythology, and environmentalism. This eventually led to the creation of the *Aliens of Manila* project, an ongoing multi-platform collaborative series which documents “alien” bodies inhabiting Manila’s colorful yet often harsh streets, as well as beyond its shores.

Since 2008, New has been invited to present his unique brand of Filipino sci-fi across North America, Australia, Europe, and Asia. Recently he’s shown at the Palais de Tokyo, Biennale of Sydney, Honolulu Triennale, Somerset House, and was selected to build an installation for Burning Man 2020. He had recently completed a residency with the Fukuoka Asian Art Museum and a commission for the Bentway Conservancy in Toronto, Canada.

New is a recipient of the Ateneo Art Awards in 2008, the Cultural Center of the Philippines 13 Artists Awards in 2012, and Asian Cultural Council arts grant in New York in 2015. In 2011 his sculpted silicone bustier was featured in Lady Gaga’s “*Marry the Night*” music video.

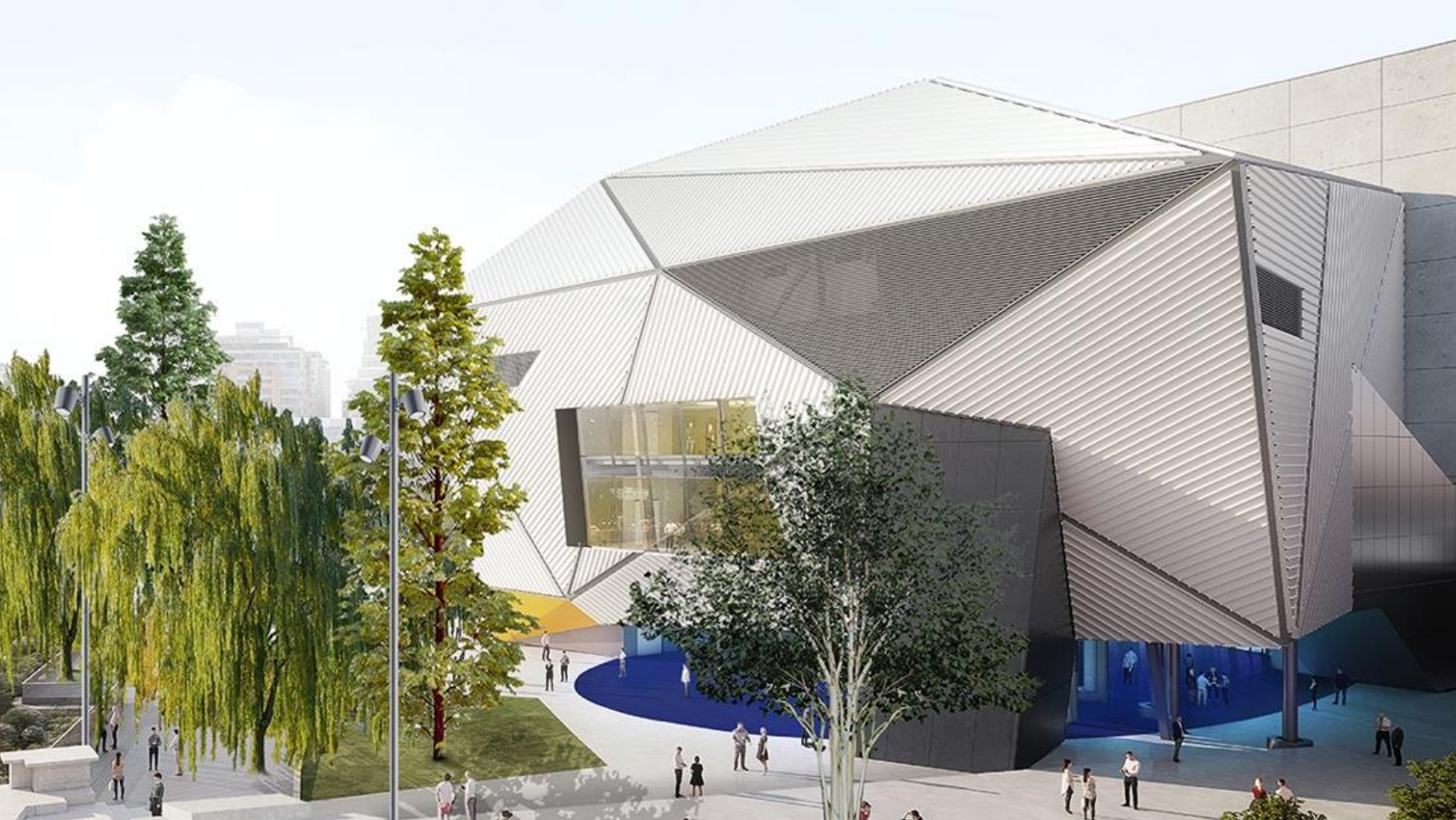
Ocean Generation have been experts in ocean health since 2009. They are empowering an inclusive approach to sustainability to enable an ocean positive future translating complex ocean science into engaging content and practical actions.

In 2016, their award-winning documentary ‘*A Plastic Ocean*’ was named by Sir David Attenborough as “one of the most important films of our time” and ignited mass public awareness about the impact of plastic on our oceans.

Now, they tackle the full range of human-made threats our oceans faces. No ordinary NGO, they combine the disruptive energy of a youth collective with years of experience in storytelling through science and film.

Their Ocean Intelligent approach – is endorsed by UNESCO and integrated into their youth engagement programmes for 3-25 year olds. In these programmes, they *introduce* young people to the importance of the Ocean, *educate* them about the ways we impact it and the solutions it holds, and *empower* them with tools they can use to take action.





NATIONAL CURRICULUM

Key Stage 2:

Citizenship

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action
- To research, discuss and debate topical issues, problems and events
- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- Take responsibility (for example, for planning and looking after the school environment; for looking after animals properly); and consider social and moral dilemmas that they come across in life
- Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)

Science

- Recognise that environments can change and that this can sometimes pose dangers to living things
- Explore examples of human impact (both positive and negative) on environments (non-statutory)

PSHE

- Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
- To value the different contributions that people and groups make to the Community

Art & Design

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, charcoal, paint, clay
- To learn about great artists, architects and designers in history

Key Stage 3:

Citizenship

Pupils should be taught about:

- The roles played by public institutions and voluntary groups in society
- The ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Science

- Understand the interdependence of organisms in an ecosystem
- Understand how organisms affect, and are affected by, their environment, including the accumulation of toxic materials
- Recognise the impact the sciences make on my life, the lives of others, the environment and on society
- Develop an understanding of the Earth's resources and the need for responsible use of them
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

Art & Design

Pupils should be taught:

- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

Geography

- Understand how human and physical processes interact to influence and change landscapes, environments and the climate; how human activity relies on effective functioning of natural systems

Design & Technology

- Creativity and critical thinking skills
- Generating ideas
- Questioning assumptions and exploring possibilities
- Innovating, testing and adapting
- Making connections
- Teamwork
- Communication
- Collaboration

EDUCATOR TIPS:

- Ocean, not oceans. At school we're taught that the Ocean has five regions: Pacific, Atlantic, Indian, Arctic and Southern. However, at Ocean Generation, we simply prefer to refer to them as our Ocean. We are all part of this giant single and interconnected whole Ocean that works together to make all of life on Earth possible.
- Praise all the children for any positive steps or efforts they are making towards reducing their plastic footprint.
- Emphasise that no matter what the outcome of the activities, it's everyone's responsibility to learn more, make more changes and help others do the same.
- Many children might not have the autonomy to make decisions about the food, clothes and other things they buy. Be mindful of this and reiterate that everyone will have different ways they can make a difference.
- If any children find it hard to grasp the importance of the Ocean in their everyday lives, these facts below can help.

OCEAN FACTS:

- The Ocean produces over half of all the oxygen we breath. If you take two breaths, one of those came from the ocean.
- 97% of all water is in the ocean and only 0.5% of all water is usable as fresh water. Our water cycle is a closed loop which is why we need to respect every drop.
- We needed the Ocean to provide all the food we eat, everything we drink and even the clothes we wear.
- The Ocean absorbs 30% of human-made CO₂ emissions.
- Our Ocean regulates our land temperature and weather patterns. So rainfall, floods, drought, high land temperatures and storms are all impacted by the Ocean.

ACTIVITY 1 – GROUP VISION

This activity will allow the group to collectively decide their shared values when taking part in the lesson or project. Negotiating the agreed values is an important step in developing an open atmosphere in the classroom where people feel empowered to take positive action for the Ocean.

Example vision:

- We will listen to one another
- We will respect one another
- We will not talk over one another
- We will encourage each other
- We will praise each other for our efforts
- We will try our best to learn more
- We will try our best to make small changes and encourage others to do the same

ACTIVITY 2 – PLASTIC HEROES

This activity will help the teacher to gain understanding of the group's existing knowledge around sustainable action. The activity will enable the group to acknowledge the steps they are already taking that make them plastic heroes and will help them consider what else they can do to be more sustainable.

Step 1: Ask the group to stand up and move any tables and chairs to the side of the classroom.

Step 2: Create 4 points in the room, you may want to use the room's corners. Each corner will have a word- 'Never', 'Sometimes', 'Often' and 'Always'. You may want to write the words on a piece of paper to help the group remember.

Step 3: You will read out a statement (see example list below) and ask the group to stand near the word that is true to them. It's important to encourage honesty in the group, and to explain that no one is perfect and it's important to understand what else we can do!

Step 4: Once the group has stood by their answer, allow learners to elaborate on their answer and encourage discussion.

Statement examples:

- I play with things with glitter in...
- I remember to bring a reusable bag when I go shopping...
- I use a reusable water bottle...
- I use plastic plate or cups at parties...
- I use plastic straws...
- I discuss the climate with my friends...
- I think about the climate when on my own...
- I notice litter on my walk to school...

ACTIVITY 3: SUSTAINABLE SWAPS

This activity will help the group consider simple everyday swaps they can make to be more sustainable.

Step 1: Ask the group to get into pairs.

Step 2: Learners will have 1-2 minutes to come-up with as many sustainable swaps as possible. For younger learners you may want to provide them with the list below to help them come-up with swaps, and older learners may be able to create the list without prompts.

Step 3: Ask the pairs to share their sustainable swaps.

It's important to acknowledge that we don't have to make sustainable swaps all the time as it may not be possible or more inconvenient, it's just important to be conscious of our choices.

Swap list:

- Packet of crisps
- Plastic straw
- Foil packaging for a sandwich
- Getting a lift to school
- Watching TV on a sunny day
- Buying new clothes for a party
- Buying a bottle of water
- Buying plastic grocery shopping bags
- Using plastic cups

ACTIVITY 4 – BALETE SPACECRAFT INSTALLATION

For this activity, please visit our Leeroy New learning resource videos. The activities delivered by Leeroy will enable learners to get creative using waste plastic and create their own plastic 'Balete Spacecraft' installation.

Prior to delivering this activity, you may want to run a plastic collection at your school and gather donations of waste plastic. Where possible, avoid purchasing anything for this activity and get creative with the resources you already have!

You will need:

- Clean plastic bottles, bottles will need to be pre-cut for younger audiences
- Strong scissors
- Hole punch
- Box cutter or scalpel knife
- Paint, markers or stickers to decorate bottles
- String, cable ties or anything that can be used to tie bottles together

ACTIVITY 5 – OCEAN PLEDGE

This activity will support the group to create a collective pledge of sustainable positive actions. This activity will also enable the group to share their actions in a performance.

Step 1: Ask the group to think of an individual action they can take to be more sustainable in the future and write it on a small piece of paper or post-it note. Explain how Ocean Pledges can be framed around the 5 R's (see information below).

Step 2: Gather the group around the installation and ask each person to share their action. As each person shares their action, they could lay it in-front of the installation or attach it in a creative way.

Step 3 (optional): As a final step you could turn your Ocean Pledge into a performance. Learners could turn their Ocean Pledge into a song, rap, poem or a dance. This could be done individually, in small groups or as a whole class. Learners could perform their creations in-front or around the installation.

The 5 R's

Rethink (most important) - This is the goal we want to be striving towards. We tend to use plastic on a daily basis without thinking about it – it's a force of habit. When we stop and think, we can be so much more intentional and creative!

Refuse - This one is pretty empowering. You have the power to refuse a product if there isn't a non-plastic alternative. When you're out shopping and you can refuse a plastic bag, knowing you came prepared with your handy tote bag or reuse a cardboard box. With a bit of extra planning, you can start refusing plastic in many aspects of your life.

Reduce - If we start to reduce the amount of plastic we buy and interact with, we're making conscious decisions to stop plastic from entering our Ocean. By doing this, we start to change our behaviour with plastic and question its role in our day-to-day lives instead of just accepting it and seeing it as normal.

Reuse - We need to stop throwing away and finding ways to reuse what we already have. The goal here is to start seeing all plastic as valuable and start treating all waste we use as circular, by circular we mean using it for long-term purposes, reusing it as much as possible, repairing it instead of replacing it and upcycling it at end of life.

Recycle (least important) - Only 9% of plastic is recycled globally. Of the plastic that is recycled, only 1% is recycled more than once. It's a good last resort with plastic, but much better to focus our energy on the other four Rs first.

HOMEWORK TASK / ADDITIONAL ACTIVITY – USE YOUR SUPERPOWER TO TAKE ACTION

This is an optional activity that could be delivered as a homework assignment or delivered as part of the project.

Step 1: As individuals, make a mind-map all the things (it can be absolutely anything!) that you're really good at. These are your superpowers. Maybe you love making music, you're the captain of your football team or are a great listener.

Step 2: Encourage the group to then consider how they can harness their superpower to help spread the word, here are some examples to get you started:

- Create a social media campaign
- Create a short documentary
- Write and perform a song around Ocean plastic
- Write a blog post or article
- Attend a protest
- Write to your supermarket
- Write to your local MP or councilor
- Persuade your sports team to go plastic free
- Join a movement (like Ocean Generation!)

Step 3: As a homework assignment or as part of the project your group may plan or create their idea.

HOW TO ACCESS OCEAN GENERATION AND OCEAN ACADEMY RESOURCES:

To find out more about how Ocean Generation visit their [website](#), where you can keep up to date through their newsletters, social media, Science Hub or get involved in fundraising.

Sign up [here](#) to receive a bundle of free Ocean Academy resources and tools – ideal for learners between 5 and 11 years-old.

If you'd like their "Bring the Ocean to the Classroom" session in an assembly at your school, either in-person or online, reach out to request a session by emailing youth@oceangeneration.org

Let's bring the Ocean and its importance to young people.

