

# CLASS WORKSHEET

## LESSON 2

# THE BIG IDEA

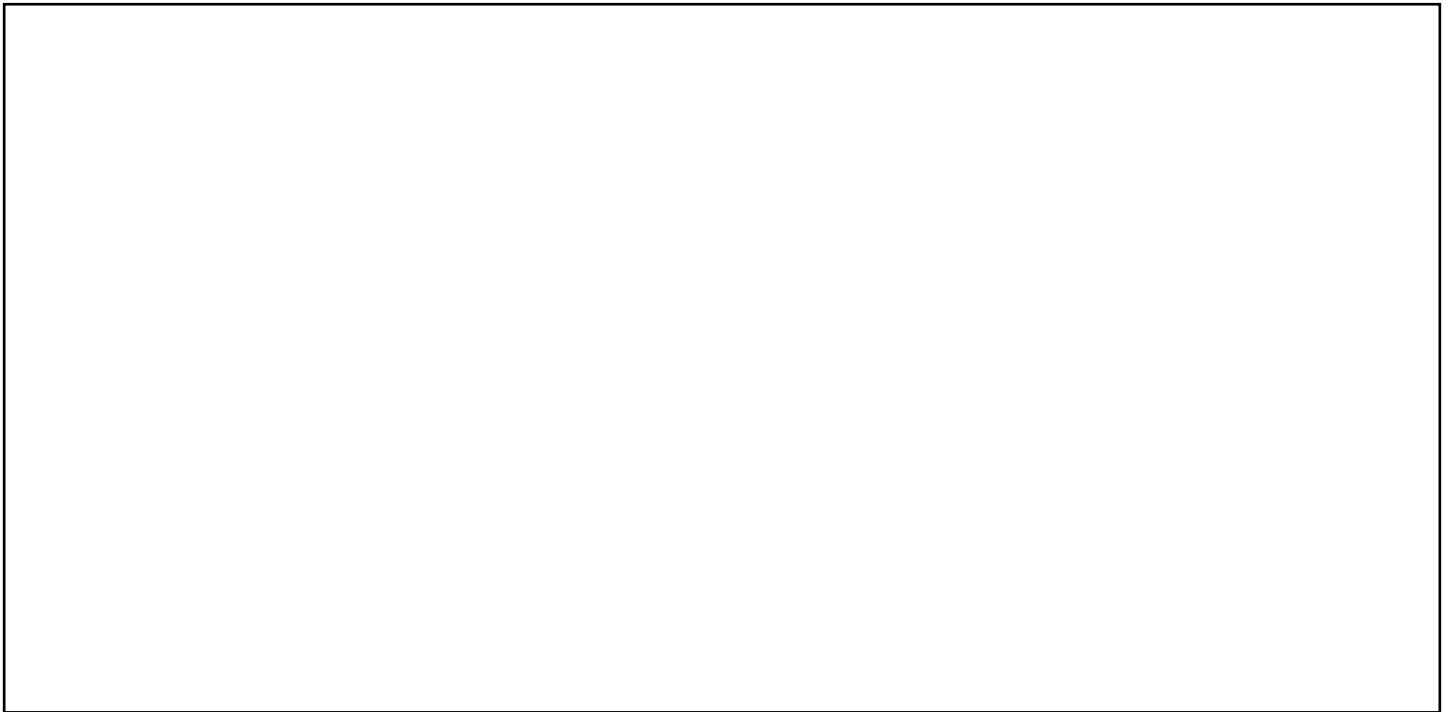
The ozone layer is in danger. Before we can look for solutions to fix it, we need to dive into how the ozone layer is impacted, what substances lead to its depletion and why these substances are used despite their negative effects. By understanding both sides of the story, we can create fair and sustainable solutions to the problem.

## I CAN / I WILL OUTCOME STATEMENT

- > I can assess the role that varying stakeholders have in contributing to ozone depletion, predicting their impact on ozone stability.
- > I can understand the key substances leading to ozone depletion and defend, justify, and argue against their role and importance in society.
- > I can analyse effective forms of scientific communications and plan a targeted engagement strategy.

## WHAT IS OZONE?

Draw your interpretation of earth, the ozone layer, and how sun ultraviolet rays penetrate to Earth.



How might ozone-depleting substances (ODSs) change your above drawing?



Does ozone deplete at the same rate across the globe? What conditions cause ozone to deplete more quickly, and where could this happen on Earth?



## ROLE-PLAYING ACTIVITY

Using your assigned 'role in society', create a character card that captures your entire persona. Consider your career, education, geographic location, and community. Once completed, share or act as your character at a town hall, where you will speak with other community members about their values, opinions, and views on environmentalism.

<p><b>Draw Yourself</b></p>	<p><b>Name:</b> _____</p> <p><b>Date of Birth:</b> _____</p> <p><b>Address:</b> _____                  _____</p> <p><b>Occupation:</b> _____</p> <p><b>Education:</b> _____</p> <p><b>Health:</b> _____</p> <p><b>Family Life:</b> _____</p>
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**Character Traits:** \_\_\_\_\_

\_\_\_\_\_

**Character perspectives, outlook & opinions:** \_\_\_\_\_

\_\_\_\_\_

**Daily actions that benefit the community:** \_\_\_\_\_

\_\_\_\_\_

**Daily actions that negatively impact the community:** \_\_\_\_\_

\_\_\_\_\_

**Daily actions that benefit nature/environment:** \_\_\_\_\_

\_\_\_\_\_

**Daily actions that negatively impact nature/environment:** \_\_\_\_\_

\_\_\_\_\_

## THE GREAT DEBATE

Acting as your assigned organization, complete the below template to brainstorm ideas for your debate.

Who is your organization? What is your mission and what are your core values? What is the end goal you wish to achieve?

Supporting Arguments - What benefits does your organization bring?

Potential Opposing Arguments - What may the other team use against you?

## THE GREAT DEBATE

Use the below template to format the structure of your debate. Please note the time limits for each section.

Opening Statement (30 seconds):

Key Arguments (3 minutes):

Rebuttal (1 minute):

Closing Statement (1 minute):

## BECOME A SCIENCE COMMUNICATOR

Create your own plan on how to better communicate the complex scientific issue of ozone layer depletion and the importance of its restoration. Use the space below to brainstorm ideas, define your audience, and add any additional information that you believe should be included to drive change.

Target Audience Profile - Who are you trying to reach?
What key information needs to be included?
What key considerations should be made?
How can you inspire change, and how can this be included?
What platform should be used to reach your target audience?

## PREDICTIONS

Jot down (or draw) your predictions for the next episode.

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**UN**   
environment  
programme

ozone  
secretariat

with support from

