WORKSHOP: Make Your Own Beeswax Wraps

Engage/Workshop

BACKGROUND

We now have a "throw-away society." In the last decade we have consumed more plastic than what was consumed in the last century. Marine debris is an international problem that one country cannot fix alone. In order to solve an issue of this magnitude, we need to work together, and tackle the problem from a variety of different angles, including behavioural change on the individual level . Beeswax wraps are an alternative to saran wraps. They are funky, reusable and fun to make!

AIM

To encourage students to think about the source and destination of the things they consume in everyday life (focus on single-use plastics)

KNOWLEDGE

- Identify what single-use plastics are and the ones we use in everyday life (use saran wrap as example)
- Discuss where the garbage goes once it has been used
- Identify the impact of single-use plastics on the environment
- Discuss ways in which students can reduce their impact on the environment (use beeswax wrap as example)

ACTIVE

- Making beeswax wrap workshops

TIME	GROUP SIZE	LOCATION	GRADE LEVEL	EQUIPMENT
1 hour	Entire class	Kitchen or hall without carpeted floors	7 and up	Beeswax, cheese grater, oven tray or baking paper, oven or ironing board/iron, paintbrush, scissors, 100% cotton fabric, string line and pegs, tarp/mat

DEBRIEF/REFLECTIVE COMPONENT

- Where does the garbage that we throw away eventually end up and what impact does garbage have on the environment?
- How can we reduce the amount of garbage we throw away and what can we use instead of plastic?
- How can we use our voice and actions to create change?

OCEAN LITERACY PRINCIPLES
(from https://education.ocean.org/oceanlitsec/)

1– The Earth has one big ocean with many features.
c. Throughout the ocean there is one interconnected circulation system powered by wind, tides, the force of Earth's rotation (Coriolis effect), the Sun and water density differences. The shape of ocean basins and adjacent land masses influence the path of circulation. This "global ocean conveyor belt" moves water throughout all of the ocean basins, transporting energy (heat), matter, and organisms around the ocean. Changes in ocean circulation have a large impact on the climate and cause changes in ecosystems.
g. The ocean is connected to major lakes, watersheds, and waterways because all major watersheds on Earth drain to the ocean. Rivers and streams transport nutrients, salts, sediments, and pollutants from watersheds to coastal estuaries and to the ocean.
h. Although the ocean is large, it is finite, and resources are limited.

6– The ocean and humans are inextricably interconnected.
b. The ocean provides food, medicines, and mineral and energy resources. It supports jobs and national economics, serves as a highway for transportation of goods and people, and plays a role in national security.
d. Humans affect the ocean in a variety of ways. Laws, regulations, and resource management affect what is taken out and put into the ocean. Human development and activity leads to pollution (point source, non-point source, and noise pollution), changes to ocean chemisty (ocean acidification) and physical modifications (changes to beaches, shores, and rivers). In addition, humans have removed most of the large vertebrates from the ocean.
e. Changes in ocean temperature and pH due to human activities can affect the survival of some organisms and impact biological diversity (coral bleaching due to increased temperature and inhibition of shell formations due to ocean acidification).
g. Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all

SETUP

1. Have different stations set up around the room
   a. Cutting station with fabric and scissors
   b. Beeswax grating station with beeswax and grater
   c. Heating station with either oven/oven tray or iron/ironing board/baking paper
   d. Drying station with string hung up, pegs and tarp/mat underneath for drips
2. Demonstrate each station
3. Have students rotate around each station (good to have a supervisor at each station, particularly stations a. and c.